

## Annual report of assessment activity

Following the Departmental assessment plan, EALL assessed Learning Outcome 4 for AY 16-17. The Department has two majors (Chinese and Japanese) each with three tracks (Culture Intensive, Language Intensive, and Linguistics Intensive). All six tracks require foreign language proficiency. EALL's Learning Outcome 4, Communication, addresses the following:

Communication: Communicate knowledge, ideas, and reasoning in written, oral, or other forms, in English or Chinese/Japanese. Reach intermediate/advanced proficiency level in written and spoken modern Chinese/Japanese.

In the current assessment activity, the Department assessed LO 4 in the 300 level Chinese and Japanese language classes (CHN 302 and JPN 302). Professor Bramhall's memo (Nov 6, 2016) requested a report that "captures the ongoing activity happening in departments around student learning and ongoing curricular improvement" and for "A 2-3 page report that describes how units completed the steps of the assessment plan." Below is our report.

### Chinese

According to the EALL Curriculum Map, the 300 level Chinese Language classes **introduce and develop LO 4** (intermediate/advanced proficiency level). Students are not expected to reach mastery in this outcome until the 400 level courses. Rather, at the 300 level, students are expected to demonstrate proficiency at the intermediate level. At the end of the third year, or after taking CHN 303 (Spring term), students are expected to reach ACTFL (American Council on the Teaching of Foreign Languages) Intermediate-Mid (IM) level.

**Written:** Students complete two writing assignments over the course of the term in CHN 302. Each assignment consists of a two-step process. In the first step, students write a multi-paragraph draft description or argument in response to a topic or prompt. In the second step, they revise the draft based on the instructor's detailed feedback. The assessment results reported here are those of the second writing assignment.

The writing for each assignment is assessed on a 10-point scale in the following categories: content (scope and depth); organization (clarity and coherence); vocabulary usage; grammaticality (sentence structures); and pragmatics (cultural appropriateness). These categories correspond with the skills required to achieve ACTFL Intermediate-Mid (IM) level after the successful completion of CHN 303 (successful communication of content, satisfactory organization of thought, accurate use of language, use of higher-level grammar and literacy items). Higher scores indicate greater success in each category.

Table 1 reports the distribution of scores from the 2<sup>nd</sup> writing assignment. Of 22 students, 17 scored 90% or above, demonstrating mastery of the writing skills required for CHN 302. This result indicates that CHN 302 students are successfully developing an intermediate-level proficiency at writing.

**Table 1.** Distribution of scores from 2<sup>nd</sup> writing assignment

<i>Range of scores</i>	<i>Frequency</i>
10	3
9.5-9.9	6
9.0-9.4	8
8.5-8.9	0
8.0-8.4	1
7.5-7.9	0
7.0-7.4	3
6.5-6.9	0
6.0-6.4	1
0	0
Total number of students	22

**Spoken:** Students perform two oral assessment tasks over the course of the term in CHN 302. One is an oral interview conducted between the student and instructor; the other is a final presentation given by the student in front of the class and instructor.

The oral interview is assessed on a 10-point scale in categories that correspond with the skills required to achieve ACTFL Intermediate-Mid (IM) level after the successful completion of CHN 303. These categories are: content (scope and depth); organization (clarity and coherence); pronunciation and tones; grammaticality (vocabulary and structures); and fluency. Higher scores indicate greater success in each category.

Table 2 reports the distribution of scores from the oral interview. Of 22 students, 18 scored 85% or above, demonstrating mastery of the oral skills showcased by the oral interview task.

**Table 2.** Distribution of scores from oral interview

<i>Range of scores</i>	<i>Frequency</i>
10	0
9.5-9.9	6
9.0-9.4	8
8.5-8.9	4
8.0-8.4	4
7.5-7.9	1
7.0-7.4	0
6.5-6.9	0
6.0-6.4	0
Total number of students	22

The final presentation is also assessed on a 10-point scale in categories that similarly correspond with skills required to achieve ACTFL Intermediate-Mid (IM) level after the successful completion of CHN 303. These categories are: clarity and coherence; pronunciation and tones; grammaticality; fluency; and liveliness and creativity. Higher scores indicate greater success in each category.

Table 3 reports the distribution of scores from the final presentation. Of 22 students, 15 scored 85% or above, demonstrating mastery of the oral skills showcased by the final presentation task. Taken together, the results from the oral interview and final presentation indicate that CHN 302 students are successfully developing an intermediate-level proficiency in spoken Chinese.

**Table 3.** Distribution of scores from final presentation

<i>Range of scores</i>	<i>Frequency</i>
10	0
9.5-9.9	7
9.0-9.4	2
8.5-8.9	6
8.0-8.4	5
7.5-7.9	1
7.0-7.4	1
6.5-6.9	0
6.0-6.4	0
Total number of students	22

**Comprehensive assessment:** While LO 4 emphasizes spoken and written proficiency, we include here the results of the final exam as well to provide a record of students' comprehensive achievements. The final exam assessed students in the areas of character writing, vocabulary, writing, grammar, translation, and reading.

As Table 4 reports, 15 out of 22 scored 70% or higher on this exam. These results attest that most students are mastering the skill set required at the-300 level, and developing the skills necessary for LO 4.

**Table 4.** Distribution of final exam scores

<i>Range of scores</i>	<i>Frequency</i>
91-100	8
81-90	6
71-80	1
61-70	4
51-60	2
41-50	1
0-40	0
Total number of students	22

## Japanese

According to EALL's Curriculum Map, the 300 level Japanese Language classes **introduce and develop LO 4** (intermediate/advanced proficiency level). This outcome is not expected to reach mastery until the 400 level courses. Therefore, at the 300-level, students should show intermediate proficiency. In fact, students are expected to reach ACTFL Intermediate-Mid (IM) level at the end of JPN 303.

**Written:** Students perform two writing tasks over the course of the term in JPN 302. Each task contains a two-step process. In the first step, students write a multi-paragraph draft description or argument responding to a topic. In the second step, they revise the draft in response to detailed feedback the instructor has provided. The results of assessment reported here are those of the second writing task.

The writing is given 10 possible points. The full 10 points indicate successful communication of the content, satisfactory organization of thoughts, accurate use of language, use of higher-level grammar and literacy items. These are skills required to achieve ACTFL Intermediate-Mid level at the end of JPN 303.

Table 1 reports the distribution of the scores from Writing assignment 2. Of 23 students, 19 scored 90% or above, demonstrating the mastery of writing skills required at JPN 302. This, in turn, is a good indication that students are developing an intermediate-level proficiency in writing.

**Table 1.** Distribution of writing scores.

Range of scores	Frequency
10	3
9.5-9.9	12
9.0-9.4	4
8.5-8.9	0
8.0-8.4	0
7.5-7.9	0
7.0-7.4	0
6.5-6.9	0
6.0-6.4	2
0	2
Total number of students	23

**Spoken:** Students perform two oral assessment tasks over the course of the term in JPN 302. In each task, a pair of students carries out a simulated conversation that requires different speech acts or communicative functions before an evaluator (the instructor). The results of the assessment reported here are those of the second oral assessment task, in which one was tasked to explain a certain negative situation caused by the other person, and the other person was required to work with the complainant to solve the situation.

The oral task was evaluated based on 100 possible points. The full 100 points indicate successfully achieving the intended speech acts (e.g., complaining, apologizing), with highly comprehensible and accurate speech, in socially and culturally appropriate manners. These are skills required to achieve ACTFL Intermediate-Mid level at the end of JPN 303.

Table 2 reports the distribution of the scores from Oral assessment task 2. All students scored 85% or above, demonstrating the mastery of oral skills required at JPN 302. This, in turn, is a good indication of students developing an intermediate-level proficiency in spoken Japanese.

**Table 2.** Distribution of oral scores

Range of scores	Frequency
100	19
95-99	6
90-94	5
85-99	3
80-84	0
75-79	0
0-74	0
Total number of students	23

**Comprehensive assessment:** While LO 4 makes explicit mention of spoken and written proficiency, we report here the results of the final exam as a reflection of students' overall achievement. The exam had subsections in the areas of listening, grammar, reading, and character writing.

As Table 3 reports, 20 out of 23 scored 70% or higher on this exam. These results attest that most students are mastering the receptive skills that are required at the 300 level, and developing the skills necessary for LO 4.

**Table 3.**

Range of scores	Frequency
Over 100	1
91-100	5
81-90	7
71-80	7
61-70	1
51-60	2
0-50	0
Total number of students	23

### Next steps

Chinese and Japanese Majors Learning Outcome 4 reaches mastery level in the fourth year language courses. We intend to assess the mastery of LO 4 in Chinese and Japanese 400 level language courses in AY 17-18. EALL will also create a review schedule for the remaining learning outcomes.

### **Approaches to curricular improvement**

EALL has an ongoing active discussion on curricular improvement. The department recently held a 3-hour curricular retreat (April 21, 2017) to brainstorm potential revisions needed for our curriculum. This discussion included the development of 300-level courses to provide intensive training in academic writing specific to the needs of the department, the development of 200-level courses that focuses on broad surveys of EALL topics, and aligning Chinese and Japanese majors more closely. As a next step, the department will continue to discuss ideas, identify areas of improvement, and implement the changes.