

Annual Report of Assessment Activity
EALL
Spring 2019

Following the Departmental assessment plan, EALL assessed Learning Outcome 4 (LO 4) for AY 18-19. LO 4 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.

This report focuses on JPN 413 (Fourth Year Spoken Japanese) and JPN 416 (Fourth Year Reading/Writing Japanese) to assess whether students are reaching the proficiency goal of Intermediate-High (IH) on ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines.

Japanese

According to the EALL curriculum map, the 400 level Japanese Language courses are designed to help students achieve Intermediate-High (IH) proficiency levels in the production of Japanese as defined by ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines.

Spoken (JPN 413):

Data from two in-class assessments and a third-party proficiency assessment (STAMP-Standards-Based Measurement of Proficiency) is reported in the charts below.

The first in-class assessment tool was an oral performance designed to assess students' interpersonal communication skills. Students' scores from three oral performances were then converted into a percentage grade. During the Oral Performances, students were asked to complete the tasks of explaining how to do an action; share a concern; and ask/give advice. Not only did their speech need to be linguistically accurate, students needed to communicate with culturally appropriate manners. The data shows that all 20 students scored 70% or higher. This can be interpreted that all students in JPN413 achieved the desired Learning Objective of mastering the linguistic register of personal communication.

The second in-class assessment tool was a symposium, designed to assess students' interpretive and presentational communication skills. For this assessment task, students were first assigned to watch a movie targeted at native Japanese speakers; the symposium tested their comprehension and interpretive skills. Students were asked to make presentations on a theme or issue raised in the film and then discuss these topics with a group of people without any significant communication break-downs. The data indicates that 80% of the students achieved an ACTFL score of Intermediate High in the interpretive and presentational communication modes of their oral skill. It should be noted that this activity tests students' listening and analytic skills as well as requiring a much more formal mode of linguistic output than the personal communication required in their oral performances.

Class assessment

Score range (%)	Oral Performance (Students)	Symposium (Students)
100	0	1
95-99	4	1
90-94	4	7
85-89	5	1
80-84	5	2
75-79	2	2
70-74	0	2
~69	0	4

STAMP

Level	Speaking	Listening
8 (A-M)	0	0
7 (A-L)	2	0
6 (I-H)	8	6
5 (I-M)	9	9
4 (I-L)	1	4
3 (N-H)	0	1

In Spring 2019, the Japanese language program decided to participate in the college wide effort to assess language learners' proficiency level with Standards-Based Measurement of Proficiency (STAMP) produced by Avant Assessment, LLC. The department decided to participate in this large scale assessment to measure students' overall proficiency level rather than their learning based on specific course materials and assignments. A score of 6 on this computerized assessment tool is equivalent to ACTFL's Intermediate-High (IH), and level 7 is Advanced-Low (AL). Half the students scored 6 or 7 in Speaking, showing that they met the learning goals of JPN413. A lower percentage, approximately 25% achieved the target goal in listening, while 9 of 20 students, approximately 50%, achieved a score of Intermediate-Mid. Since JPN 413 focuses on language production, these scores are largely consistent with the focus of the course.

Written (JPN 416):

Data from one in-class writing assessment and the third-party proficiency assessment (STAMP- Standards-Based Measurement of Proficiency) is reported in the charts below.

Students in JPN 416 perform two writing tasks over the course of the term. Each task builds in a two-step process. In the first step, students write a multi-paragraph draft description or argument in response to a prompt. In the second step, they revise the draft in response to detailed feedback the instructor has provided.

Table 1 reports the distribution of the scores from writing assignment 2. The assignment is graded on a 30-point scale. The full 30 points indicate the use of higher-level grammar and literacy items to write a factual essay that makes use of extended discourse carried out over multiple paragraphs. These are the skills required to achieve a score of Intermediate-High (IH) at 4th year reading/writing level. Of the 20 enrolled students, 19 students scored 80% or above. This can be interpreted that the majority of the JPN416 students hit the writing goal for the course of achieving Intermediate-High (IH) proficiency in writing.

Table 2 reports the scores from the Standards-Based Measurement of Proficiency (STAMP) produced by Avant Assessment, LLC taken in Spring 2019. A score of 6 is equivalent to

reaching ACTFL IH. The data in table 2 shows that 90% of the students (18 out of 20) in JPN 416 met or exceeded the Learning Objectives of the course in both reading and writing.

Table 1: Writing assessment in class

Range of scores	Frequency
30	2
29.5	0
29	3
28.5	0
28	3
27.5	2
27	1
26.5	0
26	1
25.5	1
25	2
24.5	0
24	4
23.5	0
23	1

Table 2:
STAMP

Level	Reading	Writing
8 (A-M)	2	3
7 (A-L)	7	9
6 (I-H)	9	6
5 (I-M)	1	1
4 (I-L)	0	1
3 (N-H)	1	0

Next Steps

EALL assesses the Learning Objectives in language and literature/culture courses in alternating years. The next report, covering AY 19-20, will assess the learning objectives for Chinese and Japanese culture courses. Since the assessment of our graduate curriculum was waived for AY 18-19, and because the revisions to our MA program are still being reviewed by the graduate council, EALL is still determining which learning outcomes to highlight in our graduate report due Fall 2020.

Approaches to Curricular Improvement

As sectors and as a department, EALL holds ongoing active discussions on curricular improvement. Our last round of discussions focused on streamlining our MA programs, building in more flexibility so that students can design programs tailored to meet their specific goals. We are still waiting approval of the revised M.A. requirements. The creation of a DGS position overseeing the entire graduate program has enabled the department to create parallel requirements and benchmarks in each sector. Because of the number of faculty on research, sabbatical, and service leaves, the emphasis in undergraduate curricular planning has been on staffing of required courses. One issue we will need to confront is the loss of funding for

STAMP tests as an independent assessment tool for gauging proficiency levels in our language curriculum. Looking forward, the department will continue to discuss ideas, identify areas of improvement to implement, and implement the changes.