

Course Assessment Report
Washtenaw Community College

| Discipline | Course Number | Title |
|--|--|---|
| Japanese | 122 | JPN 122 05/10/2024-First Year Japanese II |
| College | Division | Department |
| Humanities, Social and Behavioral Sciences | Humanities, Social and Behavioral Sciences | Humanities, Languages and the Arts |
| Faculty Preparer | | Michelle Garey |
| Date of Last Filed Assessment Report | | |

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Communicate in spoken Japanese by applying second-semester level listening comprehension and speaking skills.

- Assessment Plan
 - Assessment Tool: Oral presentation with post-presentation follow-up questions
 - Assessment Date: Winter 2027
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 70% of students will score 70% or higher.
- Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|-----------------------------|-------------------------------|------------------------------|
| | 2024 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 23 | 16 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students that were enrolled in the class and present for the written assessment are included in the assessment report.

The students that were not included either had officially withdrawn from the course, stopped attending, or were not present the day that the assessment was administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

JPN 122 was only offered in face-to-face format during Winter 2024.

All students attending during the time of the assessment were included.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A speaking portion of the final exam was used to assess outcome one.

Students had to create a story on a topic of their choosing, then present their story to the class.

Students were evaluated on the speaking skills they demonstrated during their presentations, as well as on follow-up questions they were asked by their classmates and instructor about their presentations.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Yes, the standard of success was overwhelmingly met for outcome one.

Of the 16 students assessed, 16 of 16 (100%), met the standard of success.

This data indicates that students are acquiring strong speaking and communicative skills in JPN 122.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall students demonstrated strong communication and speaking skills. They were able to deliver a clear message that was easily understood by their audience.

Students incorporated a variety of both Japanese vocabulary and structures, and did so in a culturally appropriate way. Not only were their presentations culturally appropriate, but they were also interesting and engaging.

Overall students' pronunciation skills were strong and authentic.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While students' presentations were strong overall, some areas that could be targeted for improvement include:

-Verb conjugation and sentence structure. While grammar mistakes did not detract from students' message and clear communication was achieved, some structural errors were made.

-While the students' presentations were very strong, some were more hesitant when responding to the follow-up questions.

Outcome 2: Demonstrate second-semester level reading comprehension and writing skills using Hiragana, Katakana, and basic Kanji characters.

- Assessment Plan
 - Assessment Tool: Outcome-related exam questions
 - Assessment Date: Winter 2027
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|-----------------------------|-------------------------------|------------------------------|
| | 2024 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 23 | 15 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students that were enrolled in the class and present for the written assessment are included in the assessment report.

The students that were not included either had officially withdrawn from the course, stopped attending, or were not present the day that the assessment was administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

JPN 122 was only offered in face-to-face format during Winter 2024.

All students attending during the time of the assessment were included.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A written test administered toward the end of the semester was used to assess Outcome 2. Reading comprehension and written expression, including sentence structure, were assessed. All three Japanese writing systems were used on the written portion of the final exam, including Hiragana, Katakana, and the ideographic writing system Kanji. There were two different formats - one focused on reading comprehension skills and kanji interpretation, and the other assessing students' ability to write in Japanese using kanji with appropriate sentence structure.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Yes, the standard of success was overwhelmingly met for outcome two.

Of the 15 students assessed, 14 of 15 (93.3%) met the standard of success.

This data indicates that students are acquiring strong reading comprehension and written skills in JPN 122.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall students demonstrated strong reading comprehension and written skills.

They also demonstrated a solid understanding of Japanese sentence structures and vocabulary in Hiragana, Katakana, and the ideographic writing system Kanji.

Students also demonstrated strong writing skills using these three Japanese writing systems.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students demonstrated solid comprehension and writing skills using both Hiragana and Katakana. They also demonstrated strong comprehension skills using Kanji.

However, one area that could be improved is student writing skills for the ideographic writing system Kanji.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

This is the first assessment report for this course.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Students are able to demonstrate oral communication in both linguistically and culturally appropriate contexts. They are also able to creatively write short compositions on real-life topics, such as travel blogs and life plans, using the three Japanese writing systems.

Not only did students successfully develop the four basic skills in Japanese but many also demonstrated their ability to collect new phrases and structures, beyond the course materials, and use them effectively in their communication. It is obvious this course nurtures and sustains high learning motivation, while providing a solid foundation for future Japanese study.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The assessment results and action plan will be shared with language colleagues during the Fall 2024 In-Service.

4. Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|-----------------|---|--|---------------------|
| Objectives | Several learning objectives will be added and the SLOs will be slightly modified. | This is a relatively new course and the original master syllabus does not capture several learning objectives. As such, objectives will be added when revising the master syllabus and the outcome language will be modified to better differentiate between the first and second semester Japanese courses. | 2025 |

| | | | |
|---|--|---|------|
| Course Assignments | Additional class time will be allocated for students to practice extemporaneous speaking. | While students performed remarkably well on their oral presentations, their speaking skills were not as strong when responding to follow up questions extemporaneously. Additional practice of this more challenging speaking skill should help students to speak more fluidity and confidence in novel social situations. | 2025 |
| Other: Proactive approach to student retention. | Integrate strategies to better promote student success and retention, such as integrating study strategies specific to language learning in lessons. Other possible strategies include connecting students to success coaches and actively promoting office hours. It would also be helpful to have a peer tutor for Japanese available in the Learning Commons. | Language study, particularly at the college level, is demanding and requires diligent preparation and practice outside of class. As a skills-based course, it is difficult for students to get back on track once they fall behind. A strategic approach that includes the active teaching of language study strategies, as well as the use of support resources (office hours, tutoring, success coaches) will foster student success. | 2025 |

5. Is there anything that you would like to mention that was not already captured?

No, thank you.

III. Attached Files

[Outcome 2 Summary Data](#)

[Oral Presentation Rubric \(Outcome 1\)](#)

[Outcome 1 Summary Data](#)

Faculty/Preparer: Michelle Garey **Date:** 06/26/2024

Department Chair: Charles Johnson **Date:** 07/08/2024

Dean: Anne Nichols **Date:** 07/10/2024

Assessment Committee Chair: Jessica Hale **Date:** 04/13/2025