

Annual Assessment Report AY22-23

Report due date: Friday, November 3, 2023

- Program and degree type assessed: Minor program in Chinese Studies
- Director of the Minor program: Zhiqiang Li, zqli@usfca.edu
- Mission Statement: (no change since last report)

The Mission of the Minor in Chinese Studies is to provide a Chinese education to foster development of strong linguistic competence and cultural competence in a globalized world. The Program offers a variety of courses in Chinese language, literature and cinema, and is designed to serve students who wish to cultivate an understanding of and appreciation for Chinese culture and society and to develop immediate to advanced level language skills that may be used for professional purposes.

- Program PLOs (no change since last report)

Students who complete a Minor degree in Chinese Studies are expected to have attained an intermediate level of proficiency in Mandarin Chinese based on ACTFL standards, to have cultivated a sensitivity for and awareness of the people in the Chinese speaking world, and to have developed the ability to evaluate and think critically about the complex cultural tradition of Greater China, both ancient and modern. More specifically, students are expected to have attained the following goals upon completion of Minor in Chinese Studies:

1. Students communicate (orally and in writing) at an intermediate level of proficiency in Mandarin Chinese.
 2. Students articulate contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.
 3. Students analyze and discuss key aspects of major works of literature, cinema, or other visual and performing arts in the socio-historical contexts of their production, both in English and to a limited extent in Chinese, as well.
- Current Curricular Map (no change since last report): attached to this report in the Appendix.
 - Assessment schedule between APRs: a year by year list of PLOs assessed since your last APR and those to be assessed before your next APR.

AY 17-18: PLO 1. Students communicate (orally and in writing) at an intermediate level of proficiency in Mandarin Chinese in the framework of the ACTFL proficiency guidelines.

AY 19-20: PLO 1: Students communicate (orally and in writing) at an intermediate level of proficiency in Mandarin Chinese in the framework of the ACTFL proficiency guidelines.

AY 19-20: alternative assessment due to shift to the online instruction.

AY 20-21: PLO 3. Students analyze and discuss key aspects of major works of literature, cinema, or other visual and performing arts in the socio-historical contexts of their production, both in English and to a limited extent in Chinese, as well.

AY 21-22: PLO 3. Students analyze and discuss key aspects of major works of literature, cinema, or other visual and performing arts in the socio-historical contexts of their production, both in English and to a limited extent in Chinese, as well.

At the recommendation of the FDCD, the Chinese program opted for an alternative assessment instead of assessing PLO 3 for AY 20-21.

AY 22-23: PLO 2: Students articulate contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.

- Description of the assessment methodology

CHIN 330 Chinese Americans in Films is a required elective for the Chinese Studies minor, which addresses PLO 2 and PLO 3. The course also carries Community-Engaged Learning (CEL) designation, making it a popular option for students seeking to fulfill the CEL requirement. Since PLO 3 has been assessed before, this assessment focuses on PLO 2. The data were compiled from the work of six Chinese Studies minors enrolled in CHIN 330 during the Spring semester of 2023. Professor Wei Yang Menkus, who was the instructor of the course, kindly provided the data on which this assessment is based. Any errors or inaccuracies in the interpretation of the data are mine.

Students taking CHIN 330 are required to write two critical analysis papers on the intersection of race, class, gender, or other aspects of individual and collective identities in relation to their screen representations. A final multimedia presentation allows students to examine certain aspects of their community-engaged learning experiences and/or topics of social justice discussed over the semester. The two assignments will be used to evaluate PLO 2.

- Rubrics (and other instruments, if applicable)

The CHIN 330 Grading Rubrics for critical analysis papers and the final presentation are provided by Professor Menkus.

Critical Analysis

Criteria	Excellent (5)	Proficient (4)	Basic (3)	Limited (2)	Poor (1)
Thesis Statement	Clear, focused, and insightful thesis statement that effectively addresses aspects of individual and collective identities in the selected films.	Well-defined thesis statement that addresses aspects of identities and provides a solid foundation for the analysis.	Thesis statement is present but may lack clarity or depth in addressing aspects of individual or collective identities.	Thesis statement is vague or does not effectively address the issues related to identities.	No clear thesis statement or a completely irrelevant one.
Analysis of Intersectionality	Thorough analysis demonstrating a nuanced understanding of how race, class, gender, sexuality, or other identity aspects intersect to inform the themes of the film(s).	Competent analysis that identifies and discusses the intersectionality of identities in relation to the film themes.	Analysis is present but may lack depth or fail to fully explore the complexities of intersectionality in the film(s).	Analysis is superficial or shows a limited understanding of how identities intersect in shaping the themes of the film(s).	Little to no analysis of intersectionality; may contain factual inaccuracies.
Supporting Evidence	Excellent use of specific examples, scenes, or dialogues from the chosen films to support the analysis. Demonstrates a keen understanding of the material.	Good integration of relevant examples from the films to support key points made in the analysis.	Adequate use of examples, but some may be tangential or lack specificity.	Limited use of relevant examples or weak connection to the analysis.	Little to no use of supporting evidence; evidence provided may be inaccurate or unrelated.
Organization and Structure	Well-organized essay with a clear introduction, body	Well-structured essay with a clear introduction, body, and	Organization is adequate, but there may be some issues with transitions or the	Organization is weak, with unclear or disjointed transitions	Poor organization; lacks a clear introduction, body, or

Criteria	Excellent (5)	Proficient (4)	Basic (3)	Limited (2)	Poor (1)
	paragraphs, and conclusion. Transitions between ideas are smooth and logical.	conclusion. Transitions between ideas are generally smooth.	flow of ideas between paragraphs.	between ideas.	conclusion; ideas are presented in a confusing manner.
Grammar and Style	Exceptional command of grammar, spelling, and academic writing style. Expression is sophisticated and engaging.	Strong command of grammar, spelling, and academic writing style. Expression is clear and effective.	Competent use of grammar and style with occasional minor errors that do not significantly detract from clarity.	Several grammatical or stylistic errors that impact clarity.	Numerous and significant grammatical or stylistic errors that impede comprehension.

Final Presentation

Criteria	Excellent (5)	Proficient (4)	Basic (3)	Limited (2)	Poor (1)
Content & Depth	The presentation demonstrates a profound understanding of community-engaged learning experiences or social justice topics discussed during the semester. It is rich in detail, and depth, showcasing a comprehensive exploration of the subject matter.	The presentation effectively covers community-engaged learning experiences or social justice topics with a good level of detail and insight. It shows a solid understanding of the subject matter.	The presentation covers the required elements with sufficient detail but may lack depth or insight in some areas.	The content is somewhat basic or lacks thorough exploration of community-engaged learning experiences or social justice topics.	The content is limited, vague, or does not effectively address the community-engaged learning experiences or social justice topics.
Organization & Structure	The presentation is exceptionally well-organized, with a clear introduction, logically	The presentation is well-structured, with a clear introduction, coherent body,	The organization is adequate, but there may be some issues with transitions	The organization is weak, with unclear transitions or disjointed	Poor organization; lacks a clear introduction, body, or conclusion;

Criteria	Excellent (5)	Proficient (4)	Basic (3)	Limited (2)	Poor (1)
	sequenced main points, and a compelling conclusion. Transitions between ideas are seamless.	and a thoughtful conclusion. Transitions between ideas are generally smooth.	or the overall flow of ideas.	sequencing of ideas.	ideas are presented in a confusing manner.
Visual & Multimedia Elements	The use of Adobe Express is outstanding, enhancing the presentation with visually appealing and relevant multimedia elements that effectively support the content.	Adobe Express is used proficiently, contributing to the overall quality of the presentation with visually engaging and pertinent multimedia elements.	Adequate use of Adobe Express, with some multimedia elements supporting the content, but improvements could be made for a more impactful presentation.	Limited use of Adobe Express, with multimedia elements that may not significantly enhance the presentation or may distract from the content.	Poor use of Adobe Express; multimedia elements are absent, irrelevant, or detract from the presentation.
Delivery & Engagement	The presenter speaks confidently, maintains excellent eye contact, and engages the audience effectively. The presentation is compelling, and the delivery is highly engaging.	The presenter speaks clearly and confidently, maintaining good eye contact and engaging the audience. The delivery is effective and holds the audience's attention.	The presenter speaks adequately, but there may be moments of hesitancy or lack of eye contact. The engagement with the audience is satisfactory.	The presenter's delivery is somewhat weak, with noticeable hesitancy or lack of confidence. Audience engagement may be limited.	Poor delivery, with significant hesitancy, lack of confidence, or disengagement from the audience.
Adherence to Guidelines	The presentation fully adheres to all guidelines, including length requirements and the use of Adobe Express.	The presentation mostly adheres to guidelines, with minor deviations from length requirements or minor issues with the use of	The presentation follows most guidelines but may have noticeable deviations or some issues with adherence to	The presentation has significant deviations from guidelines, impacting its overall effectiveness.	Poor adherence to guidelines; the presentation disregards key requirements, significantly hindering its effectiveness.

Criteria	Excellent (5)	Proficient (4)	Basic (3)	Limited (2)	Poor (1)
		Adobe Express.	requirements.		

- Description of your results, noting any significant findings from the data or assessment process

In this part of the assessment, we try to address the following questions:

A: What do we want our students to learn?

B: Are they learning it?

C: How we you know they are learning it?

For A, we start with PLO 2 and the course description of CHIN 330.

PLO 2: Students articulate contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.

Course Description: Chinese residents comprise the single largest ethnic group in San Francisco. Although many have played central roles in local social, cultural, and political life, the range and depth of their cultural resources remain surprisingly obscure to their non-Chinese neighbors. This course seeks to enrich students' understanding of this community and the Chinese-American experience by examining selected works of film that explore the diversity of the Chinese-American experience in cinema in relation to race, gender, generation, sexuality, and class. The media texts we study will assess factors that contributed to the social construction of Chinese (Asian) American identities and their historical underrepresentation in the American mainstream media. This course explores issues such as Hollywood stereotypes, cultural appropriation and misrepresentation, and media activism.

In order to determine whether learning has happened, this report utilizes direct assessment of student learning in the form of two specific assignment types as probes: critical analysis paper and final media presentation.

Guided by the grading rubrics shared earlier, we examine the work submitted by the six Chinese Studies minors enrolled in this class. For the critical analysis paper, one of the two papers from each student was recommended by the instructor for the analysis. The topics of the six papers are provided below:

1. Culture, Family, Lies and Loss in *The Farewell*
2. When Sexuality and Culture Clash
3. A Study on LGBT Culture and Social issues in Film
4. Alice Wu's 'Saving Face' Analysis: Creating a New Face
5. Major Themes In *Crazy Rich Asians*
6. *Crazy Rich Asians* for Asian American Representation

It is worth pointing out that the instructor allocates one class session to teach students how to write about a film.

Five student presentations are included in this assessment, with the topics given below:

1. Chinese/Chinese American wealth divide in the media
2. Subversive Gender Representations in Asian/Asian American Film
3. Representation of Food In Film
4. Racism in Asian American Film
5. American Dream and immigration Politics

Similar to the critical analysis paper assignment, students are learning how to use Adobe Express to create media presentations.

With the support of the instructor, the six students responded to the two assignment types well, demonstrating a good understanding of the contemporary socio-cultural practices in the Chinese diasporic community and the diversity of the Chinese-American experience in cinema in relation to race, gender, generation, sexuality, and class. All six students perform adequately or exceeded expectations: three received a grade of A, and two received a grade of A-, and one received a grade of B+ for the course.

- Description of how the results were shared with faculty and how your department/program responded to the results, **including any plans for future improvement or assessment of your program indicated by the results**

Since the department is in the federated model, each program contained within functions somewhat independently. There are only two full-time members associated with the Chinese Studies Minor program, Professor Zhiqiang Li and Professor Wei Yang Menkus. Professor Menkus is also director of the Asian Studies program. Professor Steve Roddy is officially affiliated with the Japanese program.

The assessment report will be shared with Professor Menkus. We will discuss the assessment plan for next year. Since we have assessed all three PLOs, we might opt for the alternative assessment.

- Discussion of any significant feedback from your previous year's report and how your program responded to that feedback

The feedback from the FDCD is copied and pasted below. The Chinese program will continue to address the issues discussed in the reflection report.

“Mission Statement and Program Learning Outcomes: The mission statement for the Chinese Studies minor (unchanged since the program's last assessment report) continues to clearly and concisely articulate the program's goals and values, linking to the university-

wide mission in its emphasis on preparing students for a globalized world. Program learning outcomes (also unchanged since the last report) clearly and succinctly indicate the knowledge and skills students obtain in the program.

Curricular Maps: The Chinese Studies minor curricular map clearly establishes links between program coursework and learning outcomes. All courses in the program now address one or more of the program's learning outcomes, and all outcomes are addressed in multiple courses. Levels of outcome achievement (introduction, development, and mastery) are also indicated.

Assessment Methods: Having completed a full "cycle" of assessment since the program's last review, faculty in the Chinese Studies minor have opted to engage in a "year of reflection" for 2021-2022. The report provides helpful and thorough information on the program's strengths, challenges, and plans for development (see "results" below).

Assessment Results and Closing the Loop: The reflection undertaken in the Chinese Studies report rightly emphasizes several strengths of the program, including its robust enrollment growth (particularly noteworthy during a period marked by the pandemic and by other challenges facing higher education in general), its continuing development of new coursework, the building of cross-program connections, and the impressive performance of its students (including in events beyond campus). The report also discusses difficulties in sustaining the program's Chinese heritage speaker courses. The program's work to offer these courses is part of its efforts to promote learning for students entering the program through a range of pathways (showing the program's commitment to developing a curriculum and a pedagogy that serve students' varying needs). The report's reflection also includes elaboration on methods involved in assessing student work not described in detail in the prior report, thereby providing a fuller sense of how student learning is measured in the program (and making clearer the validity of this assessment).

Assessment Schedule: Having assessed all three of its program learning outcomes since its last program review and having opted for an "alternative assessment" for the present report, faculty in the Chinese Studies minor plan to return to outcomes assessment with a focus on CHIN 330, a course that addresses two program learning outcomes and carries Service Learning (now Community-Engaged Learning) credit. The report does not indicate whether this assessment will focus on only one outcome or multiple outcomes, though this decision may be determined in faculty discussion of assessment results (such discussions are planned, according to the report).

Summary Comments: Having completed a full assessment "cycle" the previous year, faculty in the Chinese Studies minor have this year engaged in a thoughtful reflection process. The Chinese Studies report points out many program strengths and successes, as well as a few opportunities for growth. The report also further explains assessment and grading practices underpinning previous assessment results (reinforcing the validity of those results) and indicates plans for future assessment. "

Appendix: **Curriculum Maps for Learning Outcomes**

Institutional Learning Outcomes and CHST Program Learning Outcomes

Institutional Learning Outcomes X Program Learning Outcomes	Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	Students communicate effectively in written and oral forms to interact within their personal and professional communities.	Students use technology to access and communicate information in their personal and professional lives.	Students use multiple methods of inquiry and research processes to answer questions and solve problems.	Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.
Students communicate in Mandarin Chinese at the Intermediate Low to Mid level based on the <i>ACTFL Proficiency Guidelines 2012</i>		X		X			
Students demonstrate a critical understanding of contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.		X	X				X
Students develop the ability to analyze and discuss key aspects of major works of literature, cinema, or other visual and performing arts in the socio-historical contexts of their production, both in English and to a limited extent in Chinese		X	X	X	X	X	

CHST Program Learning Outcomes and Course Learning Outcomes

	Students communicate in Chinese at the Intermediate Low to Mid level based on the <i>ACTFL Proficiency Guidelines 2012</i>	Students demonstrate a critical understanding of contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.	Students develop the ability to analyze and discuss key aspects of major works of literature, cinema, or other visual and performing arts in the socio-historical contexts of their production, both in English and to a limited extent in Chinese
CHIN LANGUAGE COURSES			
101: First Semester Chinese	I	I	I
102: Second Semester Chinese	D	D	D
201: Third Semester Chinese	D	D	D
202: Fourth Semester Chinese	D	D	D
301: Third Year Chinese	M	D	D
302: Advanced Chinese	M	M	M
CHIN LITERATURE AND CULTURE COURSES (IN ENGLISH)			
195-01: Shanghai and San Francisco: A Tale of Two Cities		M	M
195-02: Global Chinese Cinema		M	M
330: Chinese/Old Gold Mountain		M	M
350: Traditional Chinese Culture		M	M
355: Chinese Literature in Translation		M	M
361: Chinese Poetry in Translation		M	M
365: Gender and Sexuality in Literature		M	M

I – Introductory, D-Developing, M – Mastery (measured by set Learning Outcome)

