

Annual Assessment Report AY23-24 (Alternative)

Report due date: November 8, 2024 (Extended to December 9, 2024)

- Minor in Chinese Studies
- Zhiqiang Li, zqli@usfca.edu, Coordinator of the Chinese Program (Fall 2006 – present)
- 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.

- Your current Curricular Map

Please refer to the Appendix. CHIN 365: Gender and Sexuality in Literature is included based on the feedback on last year's report.

- Your 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: alternative assessment at the recommendation of the FDCD.

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.

AY 23-24: alternative assessment since assessment of each PLO in the program has been completed using direct assessment methods. Now that the three majors in the department have been deactivated, it has become unclear whether the next department APR will happen. I will continue to provide an alternative assessment until the next department APR.

- Description of the methodology including rubrics or other instruments for the required and/or alternative assessment process.

I will reflect on the current state of the Chinese Studies Program (Minor) and share my vision. At the time of this writing, there are 16 minors enrolled. After comparing lists of minors from previous semesters with the current list, it is clear that several students decided to drop the minor, including two students who were in the third-semester Chinese (CHIN 201) that I taught in Spring 2024. Due to the low enrollment situation, the Chinese program was no longer allowed to offer the fourth-semester class in the fall semester, and as a result, these two students stopped taking Chinese. To be fair, there might be other reasons that they no longer pursue the minor. The Chinese program will continue its effort to promote the study of Chinese language and culture at USF regardless of the challenges we are facing.

As I mentioned in the previous reports, we are pleased with the linguistic proficiency that students reached upon completion of the 300-level language courses, i.e., CHIN 301, and CHIN 330, to some extent, for the purpose of meeting PLO 1. The 300-level classes are considered a transitional phase of language acquisition as students move from intermediate to advanced levels of proficiency.

The addition of the two-unit Chinese calligraphy class, CHIN 342, has been a pleasant surprise. Both sections of the class in Spring 2025 were filled very early, partly thanks to our strong promotion of the class to students in our culture and language classes. We are currently working on two two-unit classes: a Chinese painting class and a class on Chinese culture and the Game of Go.

CHIN 350 Traditional Chinese Culture has been the cornerstone of the courses for the minor. The class has been offered every semester in recent years with strong enrollments. Please see the screenshot below. CHIN 330 will continue to be offered once a year.

		CHIN 350	
2017	FA	29	
2018	SP	40	section 1
		23	section 2
2019	SP	40	
2020	FA	38	
2021	SP	16	
2021	FA	37	
2022	SP	36	
2022	FA	36	
2023	SP	24	
2023	FA	24	
2024	SP	32	
2024	FA	23	

I have been advocating a new vision for Chinese Studies in recent years. In the new vision, Chinese Studies will become a truly interdisciplinary study as it should be. We will continue to maintain the traditional focus on language and culture, but also expand its reach into relevant fields of inquiries such as art, contemporary culture, economics, diplomacy, history, politics, philosophy and religions, etc. by drawing on the wide range of expertise on the campus of USF. We will start working with friends of the Chinese Studies outside the department. We will reach out to programs and courses at USF that deal with China to build an alliance of Chinese Studies. The ultimate goal is to provide a high-level access to study of China to benefit the USF community, particularly students in our program. Assessment of student learning will be a critical part of our effort to expand our curricular offerings.

- Description of how the results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results.

Since I am the only full-time faculty member in the Chinese Studies program, I do not need to share the assessment report with anybody. As I mentioned earlier, now that the three majors in the department have been deactivated, it has become unclear whether the next department APR will happen. I will continue to provide an alternative assessment until the next department APR.

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

The FDCD provided detailed feedback on the AY22-23 report, for which I am deeply grateful.

Below is the feedback provided by the FDCD, Dr. Mark Meritt.

Mission Statement: The mission statement for the Chinese Studies minor clearly and concisely articulates the goals, values, and practices of the program. The statement aligns closely with the university-wide mission in its emphasis on global participation.

Program Learning Outcomes: The Chinese Studies minor learning outcomes clearly and succinctly describe the skills and knowledge students practice and obtain in the program.

Curricular Map: The Chinese Studies minor curricular map clearly links program courses and learning outcomes. All courses address one or more program learning outcomes, and every learning outcome is addressed by several courses. Levels of achievement are also indicated for each course.

Assessment Methods: Faculty in Chinese Studies directly assessed student achievement of the program's second learning outcome ("Students articulate contemporary socio-cultural practices prevalent in the Chinese-speaking world") by collecting work samples (critical analysis essays and media presentations) produced by several minors enrolled in an upper-division course. These work samples were evaluated (by the course instructor) according to thorough, well constructed analytic rubrics. The Chinese Studies assessment report included student course grades as evidence of student learning. Though these course grades (based on the assignments discussed) provide some substantial evidence assuring student learning in the course, the report (and future reports) might include more detailed evidence and discussion in a few ways. The relationship between final course grades and grades on these specific assignments might be explained. More important, the relationship between the excellent rubrics presented and assignment grades might also be explained (e. g., to what rubric score does a grade of A or B correspond?). Perhaps most important, student scores on the different components of each rubric could be reported, indicating specific areas of strength and opportunities for improvement in student work. Overall, the work products, rubrics, and grades provide substantial general evidence with which to assess student learning in the Chinese minor. However, more specific evidence (e. g., rubric scores) and explanation of the link between performance on the rubric and assignment or course grades would enhance the validity of the assessment and perhaps enable reflection on potential developments in pedagogy or curriculum (see "Assessment Results and Closing the Loop" below).

Assessment Results and Closing the Loop: Based on examination of student work and grades as evidence, students in the Chinese Studies minor all met or exceeded expectations for the outcome selected, demonstrating the effectiveness of curriculum and pedagogy in the program. As noted above, analysis of evidence from the rubrics employed in scoring student work might allow Chinese Studies faculty to build on this success by discerning opportunities for possible further success. For example, since student work was scored with well constructed analytic rubrics, faculty might note which components of the rubric yielded higher or lower rates. Areas on which students received lower ratings might indicate skills in which students may benefit from enhanced instruction or support. (For example, in completing the critical analysis papers, students might do very well developing theses and supporting their arguments with evidence but have difficulties with organization.) In short, the final course grades presented in the report certainly demonstrate that students are achieving the selected outcome overall. However, analysis of scores on the rubrics employed might yield useful information on how to build on this general success.

Summary Comments: After a year of reflection, faculty in the Chinese Studies minor have returned to outcomes assessment. The program's direct assessment of student learning yielded clear and generally valid evidence of student achievement of the program's second outcome. In pursuing further outcomes assessment, faculty in the program can enhance the validity of their work and perhaps gain information potentially useful for instructional enhancements by explaining links between grades and the well constructed rubrics employed in student evaluation.

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		X	X	X	X	X	

the socio- historical contexts of their production, both in English and to a limited extent in Chinese							
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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)