

Annual Assessment Report AY24-25 (Alternative)

Report due date: November 7, 2025

- Minor in Chinese Studies
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- 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.

- 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.

AY 24-25: 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 ever happen. As a result, 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.

The most significant change to the Chinese Studies minor is the revision of its program requirements. The proposal is currently pending final administrative approval at USF, with the revised requirements anticipated to take effect in Fall 2026. Following implementation, the Chinese program will undertake an assessment of program learning outcomes under the new structure. A brief summary of the revised requirements is provided below.

Chinese Studies Minor Requirements			
Current model last revised in 2007		Proposed model in 2025	
Required Courses (16 units)		Foundation courses (12 units)	
CHIN 101 - First Semester Chinese	4	CHIN 201 - Third Semester Chinese	4
CHIN 102 - Second Semester Chinese	4	CHIN 320 - Intro to Chinese Linguistics	4
CHIN 201 - Third Semester Chinese	4	CHIN 350 - Traditional Chinese Culture	4
CHIN 202 - Fourth Semester Chinese	4	Upper-division Language Courses (8 units)	
Elective Requirements (4 units) choose one	4	CHIN 202 - Fourth Semester Chinese	4
CHIN 195 - FYS: First-Year Seminar		CHIN 301 - Reading and Conversation I	4
CHIN 330 - Chinese Americans in Film		Culture, History and Society Electives (4 units) choose one	4
CHIN 342 - The Art of Chinese Calligraphy		CHIN 302 - Reading and Conversation II	
CHIN 350 - Traditional Chinese Culture		CHIN 330 - Chinese Americans in Film	
CHIN 355 - Chinese Lit in Translation		CHIN 342 - The Art of Chinese Calligraphy	
CHIN 365 - Gender and Sexuality in Lit		CHIN 355 - Chinese Lit in Translation	
Elective Requirement (4 units) choose one	4	CHIN 365 - Gender and Sexuality in Lit	
CHIN 301 - Reading and Conversation I		HIST 381 - Modern China: Rev & Moderniz	
CHIN 310 - Business Chinese I		Total units	24
Total units	24		

In fact, four different models were proposed before the new one was finalized. A tremendous amount of time and careful thought went into this process.

Rationale:

The new model reflects a more interdisciplinary approach to Chinese Studies, preparing students with both practical language skills and deeper linguistic and cultural understanding. By eliminating CHIN 101 and 102, and introducing a component of foundation courses, this restructuring is designed to better support the three program learning outcomes of the Chinese Studies minor and to align more closely with the requirements of the other three minors offered in the department.

The current model, last revised in 2007, places heavy emphasis on language proficiency, with 20 out of 24 units devoted to language classes. In the new model, the foundation courses include CHIN 201, CHIN 320, and CHIN 350, representing three core areas in Chinese studies: language, linguistics, and culture. CHIN 201 serves as the entry point into the minor, aligning with Japanese, French, and Spanish minors currently offered in the department, while also reflecting the fact that many students enrolled in the Chinese minor start at a level higher than 101 and 102.

CHIN 320, the Chinese linguistics course taught in English, provides a solid foundation for understanding how the Chinese language works through systematic analysis of various linguistic fields, including the historical development of the Chinese writing system, phonetics, phonology, lexicon, morphology, syntax, pragmatics, computational linguistics, and sociolinguistics. This linguistic knowledge is essential for Chinese studies minors to develop an intermediate-to-advanced level of Chinese proficiency and to deepen their cultural understanding of Chinese society.

CHIN 350 has been a hugely popular course for more than a decade as it covers a wide range of topics in the traditional society of China, with emphasis on the three principal traditions of Confucianism, Daoism, and Buddhism and how they influenced visual and performing arts. The course also includes a segment on Modern China, bridging students' understanding from traditional to contemporary China.

After completing the three foundation courses, students take two upper-division language courses to hone their language skills and advance to the intermediate-to-advanced level of proficiency (PLO 1). A list of elective courses on culture, history and society, including HIST 381 Modern China and CHIN 302 Reading and Conversation II, helps students acquire the necessary knowledge and skills to articulate contemporary socio-cultural practices prevalent in the Chinese-speaking world, and 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 (PLOs 2 & 3).

Courses no longer offered (CHIN 195 and CHIN 310) have been removed from the new model.

Data that supports the proposed changes:

The decision to designate CHIN 201 as the entry point for the Chinese Studies minor aligns with recent revisions across the department's other three minors, all of which now begin with a third-semester language course.

Making CHIN 350 a required foundational course is strongly supported by consistent enrollment data over the past decade. Since Fall 2017, the course has been offered every semester and has regularly attracted strong enrollment numbers, further demonstrating its central role in the curriculum. Recent enrollment figures are included below.

2017F	29
2018S (two sections)	40/23

2019S	40
2020F	38
2021S	16
2021F	37
2022S	36
2022F	36
2023S	24
2023F	24
2024S	32
2024F	23
2025S	22

CHIN 320 will be offered once every two years. based on student data from Tableau, we anticipate sufficient enrollment to support the course when it is offered.

YEAR	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013
CHST Minors	18	19	24	39	38	36	28	31	29	18	19	14

I have compared our proposed model with the Chinese minor programs at Boston College and San Francisco State University, both institutions where I previously worked. In terms of the language proficiency students are expected to achieve, our model aligns more closely with that of Boston College than with San Francisco State. Their websites are provided below:

<https://www.bc.edu/bc-web/schools/morrissey/departments/eastern-slavic-german/undergraduate/chinese.html>

<https://bulletin.sfsu.edu/colleges/liberal-creative-arts/foreign-language/foreign-languages-literatures-chinese/minor-chinese-language/#:~:text=Chinese%20Language%20Minor%20%E2%80%94%2018%20units&text=A%20minimum%20of%206%20upper,grade%20point%20average%20of%202.0.>

It is evident that the minor requirements at San Francisco State University are relatively less rigorous, while the program at Boston College, though stronger in language expectations, lacks the structural coherence of our model and does not include a linguistics component. Our minor strikes a balance by combining clearly structured coursework with a strong emphasis on both language proficiency and linguistic understanding.

- 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, but 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 AY23-24 report, for which I am deeply grateful.

Below is the feedback provided by the FDCD, Dr. Mark Meritt, on May 17, 2025. I appreciate his thoughtful feedback. Thank you, Mark!

Mission Statement: The mission statement for the Chinese Studies Minor clearly and concisely expresses the goals, practices, and values of the program. Through its emphasis in cultural competence and a global perspective, the Minor's mission clearly aligns with the mission of the university.

Program Learning Outcomes: Learning outcomes for the Chinese Studies Minor clearly and succinctly describe the abilities and knowledge students develop 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. The map has also been updated to include an additional course.

Assessment Process: Having completed a full cycle of outcomes assessment since the program's last review, faculty in the Chinese Studies Minor have opted to conduct an alternative assessment consisting of a review of the current state of the Chinese Studies program and a proposal and vision for future development of the program.

Assessment Results and Closing the Loop: A review of the current state of the Chinese Studies minor reveals a slight decrease in the number of minors but also positive results in student linguistic proficiency. Enrollments in courses like Traditional Chinese Culture and a new course in calligraphy have also been strong. The report also describes an exciting vision for development of the Chinese Studies Minor into a more interdisciplinary program (beyond its current focus on language and culture) by drawing on expertise from many departments in the University. Overall, it seems that the Chinese Studies Minor is performing well but is also positioned to innovate and expand in ways that may attract more students.

Summary Comments: Having completed a full cycle of outcomes assessment since its last program review, faculty in the Chinese Studies Minor have reflected on current strengths of the program and have proposed promising curricular innovations that could expand its reach and broaden its appeal to students.

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)