

## <Chinese Studies\_MINOR>

### ASSESSMENT REPORT ACADEMIC YEAR 2017 – 2018 REPORT DUE DATE: 10/26/2018

**Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences. Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated.**

**Note:** Dear Colleagues: In an effort to produce a more streamlined and less repetitive assessment report format, we are piloting this modified template for the present annual assessment cycle. We are requesting an assessment report that would not exceed eight pages of text. Supporting materials may be appended. We will be soliciting your feedback on the report as we attempt to make it more user-friendly.

#### **Some useful contacts:**

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto:schakraborty2@usfca.edu)
6. Ms. Corie Schwabenland, Academic Data & Assessment Specialist- [ceschwabenland@usfca.edu](mailto:ceschwabenland@usfca.edu)

#### **Academic Effectiveness Annual Assessment Resource Page:**

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

**Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)**

**Important: Please write the name of your program or department in the subject line.**

**For example: FineArts\_Major (if you decide to submit a separate report for major and minor);  
FineArts\_Aggregate (when submitting an aggregate report)**

## I. LOGISTICS & PROGRAM LEARNING OUTCOMES

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Wei Yang Menkus, Chinese Studies Program Coordinator

2. Were any changes made to the program mission statement since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.

No.

The Mission of the Minor in the Chinese Studies Program 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.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

No.

PLOs: 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. To reach an intermediate level of proficiency in Mandarin Chinese

2. To demonstrate 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.

3. To 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, as well.

**4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?**

Chinese Studies chose to assess PLO 1, a learning outcome that related to linguistic competence: “**Reach an intermediate level of proficiency in Mandarin Chinese.**” This specific PLO is defined by the achievement of a common Intermediate on the ACTFL proficiency guidelines.

## II. METHODOLOGY

**5. Describe the methodology that you used to assess the PLO(s).**

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

**Important Note** – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

**Important:** *Please attach, at the end of this report, a copy of the rubric used for assessment.*

The program used the **HSK IV (Hanyu Shuiping Kaoshi**, or Chinese Proficiency Test, level 4), to assess PLO 1. HSK is China’s only standardized test of standard Chinese language proficiency for non-native speaker; it approximates the English TOEFL. The HSK (level IV) is intended for students who have studies Chinese 2-4 class hours per week for four semesters – roughly the contact hours to which our Chinese-language students are exposed with their five language courses required for the Minor degree. Students passing

HSK IV should have mastered 1,200 commonly used words and related grammar patterns; this measurement is also consistent with our Minor requirement.

At the beginning of Fall 2018, Prof. Zhiqiang Li, a full-time member of our faculty, administered the Reading Comprehension and Writing sections of HSK IV as a pre-test in the form of take-home exam to 12 students enrolled in CHIN 301 (Third Year Chinese), the highest-level language class required for our Chinese minors. This pre-test is diagnostic rather than evaluative in nature. Because an overwhelming majority of the 12 students in CHIN 301 are heritage speakers, we want to find out how many of them were already at or close to the level of proficiency we expect them to be as a Chinese minor prior to taking their last language class. The pre-test also provides valuable information for the course instructor to fill the gaps in students' knowledge and adjust their teaching pace and style if needed as the semester continues. In addition, as the program is consistently working toward establishing a Chinese Major in the future, this kind of early evaluation provides important numbers that can help us design a Major curriculum.

The same group of students will be re-assessed by taking the Reading and Writing sections of HSK IV again at the end of Fall 2018. That test will function as a proficiency test to assess whether all students have achieved the expected level of proficiency as Chinese Minors.

### III. RESULTS & MAJOR FINDINGS

#### 6. What are the major takeaways from your assessment exercise?

Of the 12 students in CHIN 301, 8 (66%) scored over 20 points in the first three categories of the test and are considered to have achieved the proficiency of a USF Chinese Minor. Please see Fig. 1 in Additional Materials for a score distribution graph.

The regular HSK Level 4 test consists of a total of 100 test items and is divided into three categories: (1) Listening Comprehension, (2) Reading comprehension and (3) Writing. In this pre-test, our students only completed Part (2) and (3), because most of them are heritage speakers with a disproportionately high capacity for listening and speaking. Thus, we believe that excluding Part (1) in this diagnostic evaluation can generate test scores that are more accurate reflections of the students' holistic language level.

Part (2) and (3), a total of 55 items, are further divided into five parts (see graph below). Our evaluation of the students is largely based on their performance on the three parts in Reading comprehension (2A, 2B, 2C), a total of 40 items, because the test items in Writing (3A, 3B) stress a holistic application of the language and thus have a significantly smaller margin for error (i.e. students do not receive partial credit for the parts they have done correctly). We consider students scoring 20 and above in Part (2) to have satisfactorily reached the Intermediate level language proficiency required of a Chinese Minor.

#### **HSK Level IV – (2) Reading Comprehension + (3) Writing**

<b>Question Types</b>	<b># of items</b>	<b>notes</b>
2A – Filling in the blanks	10	Multiple choice. Students choose the right word among six options to complete a sentence.
2B – Sequence exercise	10	Students are given three sentences in each question (A, B, C) to arrange them into logically sound sequences.
2C–Reading comprehension	20	Multiple choice. Students infer the implication of a given sentence.
<i>3A - Making sentence</i>	<i>10</i>	<i>Students are given 4-5 words/short phrases to arrange them into a sentence.</i>
<i>3B – Making sentence based on a picture</i>	<i>5</i>	<i>Students create a sentence based on a picture and a word given in each question.</i>

#### **IV. CLOSING THE LOOP**

7. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

The result of this pre-test indicates that no major curriculum modification is needed in the next academic year for Chinese minors to achieve PLO 1.

The fact that most of our Chinese minors are heritage speakers had prompted us to explore more ways to serve this group of students early on. This semester (F2018), Chinese Studies offers Beginning Chinese for Heritage Speakers (CHIN 112) for the second time, and the enrollment almost has doubled compared to last year (F2017), when the course was first launched. The total number of students in our language classes have also increased to almost 100. We are optimistic that this predicts a growth in our Minor program over the next couple of years, which may eventually allow us to establish a Major.

8. **What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?**

We received some good suggestions regarding the wording of our Mission Statement and PLO in our AY 2016-17 feedback. Due to an unexpected change of leadership in our program this past summer, we have yet to address these issues, but we plan to do so in our next report.

## **ADDITIONAL MATERIALS**

**(Any rubrics used for assessment, relevant tables, charts and figures should be included here)**

**Fig. 1 CHIN 301 score distribution in HSK IV (pre-test), early F2018**

Student Names	華裔 Heritage learner / 非華裔 Non- Heritage Learner	選詞填空 2A-Fill in the Blanks	排列順序 2B- Sequence Exercise	閱讀理解 2C-Reading Comprehension	前三項總 分 Part 2 Total	完成句子 3A&B- Making Sentences	最後總分 Final Score
	華裔 (H)	5	6	15	26	8	34
華裔 (H)	10	7	19	36	10	46	
華裔 (H)	6	4	4	14	2	16	
華裔 (H)	10	5	7	22	3	25	
華裔 (H)	3	3	7	13	0	13	
華裔 (H)	9	4	9	22	4	26	
華裔 (H)	3	5	8	16	3	19	
非華裔	10	4	6	20	3	23	
華裔 (H)	8	8	8	24	4	28	
非華裔	5	8	10	23	6	29	
非華裔	3	6	10	19	2	21	
華裔 (H)	10	10	19	39	7	46	