

## <Chinese Studies\_Minor>

### ASSESSMENT REPORT ACADEMIC YEAR 2018 – 2019 REPORT DUE DATE: 11/01/2019

- 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 in separate sections
- Undergraduate, Graduate and Certificate Programs must submit separate reports
- It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices
- Curriculum Map should be submitted along with Assessment Report

#### 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)

#### 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

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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 (wmenkus@usfca.edu), Program Coordinator

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

(b). a Minor

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?

Chinese Studies Minor (24 units, **no change was made in AY 2018-2019**)

- 1) CHIN 101 (First Semester Chinese)
- 2) CHIN 102 (Second Semester Chinese)
- 3) CHIN 201 (Third Semester Chinese)
- 4) CHIN 202 (Fourth Semester Chinese)
- 5) CHIN 301 (Reading and Conversation I)
- 6) CHIN 355 (Chinese Literature in Translation) or 350 (Traditional Chinese Culture)

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? 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

**Mission Statement (no change was made in 2018-2019):** 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.

**2. 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.

**Yes.**

**PLOs (Minor):**

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.

**3. State the particular Program Learning Outcome(s) you assessed for the academic year 2018-2019.**

**PLO(s) being assessed (Minor):**

PLO 1. To reach an intermediate level of proficiency in Mandarin Chinese. Specifically, the listening proficiency.

### III. METHODOLOGY

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.*

#### **Methodology used (Minor):**

In order to assess students’ competency, I designed a short test based on a sample recording from the ACTFL proficiency assessment website for the intermediate level. I designed a test comprised of 5 multiple-choice questions written in Chinese related to the recording. Four of the questions were information-based, and the fifth was inference-based. Student took the test in class anonymously in the middle of the semester (mid-October, 2019).

## **IV. RESULTS & MAJOR FINDINGS**

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

To address this, among many other options, one option is to use a table showing the distribution, for example:

#### **Results (Minor):**

8 out of 10 students correctly answered the first four questions, thus demonstrating a grasp of the language at an intermediate level when it comes to processing factual information. 3 out of 10 students correctly answered all of the questions.

| Level  | Percentage of Students |
|--|------------------------|
| Complete Mastery of the outcome                  | 30%                    |
| Mastered the outcome in most parts               | 50%                    |
| Mastered some parts of the outcome               | 20%                    |
| Did not master the outcome at the level intended | 0%                     |

## V. CLOSING THE LOOP

1. 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.

### Closing the Loop (Minor):

As this test is an application of skills and students' cumulative knowledge of Chinese, it is not the type of exercise for which students can prepare by studying. The fact that the majority of students answered the fifth question incorrectly suggests that they still struggle with inferring information and will require more contextual training and practice in applying their skills.

2. 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?

### Suggestions (Minor):

The most important feedback on our last assessment report suggested the use of more direct and measurable language in our PLO. We incorporated the suggestions and revised our PLO for it to include more direct actions words and be more concise.

## ADDITIONAL MATERIALS

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

| Students # | 第五题Question 5 | 最后总分Final Score out of 10 |
|------------|---------------|---------------------------|
| 1          | x             | 8                         |
| 2          | x             | 6                         |
| 3          | ✓             | 10                        |
| 4          | x             | 6                         |
| 5          | x             | 8                         |
| 6          | ✓             | 10                        |
| 7          | x             | 8                         |
| 8          | x             | 8                         |
| 9          | x             | 8                         |
| 10         | ✓             | 10                        |