

ASSESSMENT REPORT REMOTE/DISTANCE LEARNING ACADEMIC YEAR 2019 - 2020 REPORT DUE DATE: December 4, 2020

This is an alternative template.

Given the unusual circumstances of the 2019-2020 academic year, each program/department/major/minor/certificate has two options of assessment:

- (a) Usual assessment report based on attached template OR
- (b) Alternative assessment reflections on distance learning pivot based on this template

Every program/department/major/minor/certificate can choose ONE of the two report formats to submit

Please make sure to fill out Page 1 – Questions 1 and 2

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- 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. If you choose to submit a remote learning reflections document, it should also have separate segments for major and minor
 - Undergraduate, Graduate and Certificate Programs must submit separate reports. An aggregate report is allowed only for major and minor of the same program
 - 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
2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – 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

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

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 and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program.

Please also indicate which report format are you submitting –Standard Report or Reflections Document

(b). a Minor

3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.

Chinese Studies Minor (24 units, **three electives (CHIN 195, 330, 365) have been added to count toward the CHIN minor in AY 2019-2020)**

- 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), 350 (Traditional Chinese Culture), CHIN 195, CHIN 330 (Chinese in Old Gold Mountain), CHIN 365 (Gender and Sexuality in Literature)

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? 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 (Minor: no change was made in 2019-2020): 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 2019? 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). Minor editorial changes are not required to go through the College Curriculum Committee.

No.

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.

III. REMOTE/DISTANCE LEARNING

1. **What elements of the program were adaptable to a remote/distance learning environment?**

Most elements of the Chinese language classes were adaptable to a remote/distance learning environment, including lecture, group work, pair work, oral presentation, homework, and exams.

2. **What elements of the program were not adaptable to a remote/distance learning environment?**

Quizzes and exams, which traditionally require in-person proctoring, are not easily adaptable for language classes.

3. **What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.**

Depending on the instructor and class, the average portion of synchronous vs. asynchronous learning varies from 60:40 to 90:10.

4. **For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?**

Synchronous instruction is effective in all aspects of learning.

Asynchronous learning can be effective when students access audio recordings and mini grammar lectures, completing a written assignment, and previewing/reviewing vocabulary and grammar.

5. **As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?**

Instructors will continue to utilize the Zoom breakout room, chat box, and annotation tools to facilitate speaking, listening, and writing practices.

OPTIONAL ADDITIONAL MATERIALS

(Any relevant tables, charts and figures, if the program so chooses, could be included here)