

# Annual Assessment Report AY20-21

- 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. 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: 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 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.

We will assess PLO 3 again in AY 21-22 and PLO 2 in AY 22-23 mainly because the two full-time faculty members who teach courses that are better aligned with PLO 2 are on sabbatical in AY 21-22.

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

We used CHIN 350: Traditional Chinese Culture as a vehicle to assess PLO 3.

CHIN 350 is an introduction to China and its cultural history. Through study of traditional arts of China, the class highlights the influences of the three principal traditions of Confucianism, Daoism, and Buddhism on the works of visual arts – predominantly landscape painting and calligraphy – of some culturally prominent scholar-officials noted for their intellectual affiliations with philosophical schools or religious institutions and for the beliefs and practices they promulgated. The class also traces the development of ceramics, bronze implements, garden design and architecture as significant vehicles for the expression of the aesthetic values that prevailed in traditional society.

This course fulfills Area F Visual and Performing Arts and Cultural Diversity requirements. It is a required elective for Chinese Studies Minor. Based on the learning outcomes for Area F given below, this course is an appropriate instrument to assess PLO 3 for Chinese Studies Minor.

After taking this course, students will be able to:

1. Demonstrate an understanding of the social, political and economic contexts surrounding significant works of art, critical approaches to evaluating key works in the subject art, and how themes or movements developed over time in the subject art.
2. Recognize evaluative norms proper to specific works and movements.
3. Articulate and defend their judgments through a studied, engaged, and informed process of reflection as well as action.
4. Develop a broader, critical understanding of specific communities of makers and users by attending displays of the subject art outside the classroom/campus experience, with an emphasis on marginalized/artistically under-represented communities as well as the traditional canon.

Since this is a required elective, students have other options to fulfill the requirement. Ten out of 37 minors took the class in the two semesters of AY 20-21. Their performances will be analyzed in this report and the results presented in the next section. The following items were assessed for each student in CHIN 350:

Discussion questions (used in Spring 2021): Students are expected to read the assigned reading and post at least two discussion questions to the discussion board before class. These questions should not have yes-

or-no answers and they cannot be simple comprehension questions relevant to the text, but are rather open-ended, opinion-based, or hypothetical questions to demonstrate how students process the text.

**In-class assessment quizzes:** Students will take in-class assessment quizzes, about 25 in total, at the end of each class based on the lecture and assigned readings posted on the Canvas website. These small quizzes typically consist of multiple-choice or true/false questions in order to evaluate student's understanding of the materials presented. A minimum of four lowest scores will be dropped. Make-up quizzes are not necessary.

**In-class assignments:** Several in-class assignments will be designed for asynchronous sessions scheduled for students to work more on topics discussed in class and produce oral or written responses.

**Homework:** Homework will be assigned mostly on the bi-weekly basis. Each homework consists of short response questions based on the assigned readings and the lectures. No further research is needed for completion of the homework. Responses should be typed, formatted properly and submitted online on or before the posted due date on Canvas.

**Two short papers:** Students will write two short papers (approximately 4 to 6 pages). The first paper will be a critical review of articles on topics or issues discussed in the class. Students will choose a topic to work on and develop an intellectual, coherent and well-argued analysis of China's philosophical, intellectual, cultural, or artistic history as you have come to understand it throughout the course. For the second paper, students will be given two topics. Specific requirements will be spelled out in handouts to be distributed later on Canvas.

**Two mid-term exams:** Students will take two online in-class mid-term exams. The questions are based on the assigned readings and the lectures up to the point of the exam. Study guide will be provided and the exams from previous years will be made available.

**Oral presentation:** Students will present on any topic about China, ancient or modern, at the end of the semester.

The grading rubric for term papers is given below:

**Scoring Rubrics (total = 100%)**

Content (50%)	<ol style="list-style-type: none"> <li>1. Main idea; Clearly presents a main idea and supports it throughout the paper.</li> <li>2. Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence &amp; facts, as well as examples and specific details.</li> </ol>
Organization (20%)	<ol style="list-style-type: none"> <li>1. Overall: Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.</li> <li>2. Paragraphs: All paragraphs have clear ideas, are supported with examples and have smooth transitions.</li> </ol>
Style (20%)	<ol style="list-style-type: none"> <li>1. Sentence structure: Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.</li> <li>2. Word choice and tone: There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.</li> <li>3. Details and examples: Large amounts of specific examples and detailed descriptions.</li> </ol>
Grammar/Mechanics (10%)	grammar, spelling, syntax and punctuation.

- Description of your results noting any significant findings from the data or assessment process.

The ten students (Chinese minors) are referred to by their last-name and first-name initials to protect student privacy. The results are summarized in the table below.

Spring 2021 (for each item, max values are given)								
Student Initials	Discussion Questions 10	In-class quizzes 10	In-class Assignments 5	Homework 25	Papers 20	Mid-terms 20	Oral Pres 5	Grade received
FQ	10.00	10.00	4.92	23.06	18.60	19.80	5	A+
KE	8.70	10.00	5.00	23.50	19.00	19.30	5	A
MA	9.57	10.00	4.83	24.13	19.90	19.60	5	A+
Fall 2020 (for each item, max values are given)								
Student Initials	Not used	In-class quizzes 12	In-class Assignments 6	Homework 25	Papers 20	Mid-terms 20	Oral Pres 5	Grade received
CE		12	7.35	23.84	19	18.75	5	A+
GR		11.90	6.00	22.56	18.00	14.40	5	A-
HT		11.48	4.50	21.91	19.50	17.10	5	A
HJ		12.00	6.00	24.34	19.00	19.40	5	A+
LM		12.00	6.00	24.06	19.50	19.80	5	A+
PA		11.27	5.55	23.09	18.50	17.55	5	A-
TR		12.00	6.00	24.19	18.50	19.20	5	A

Percentage wise, the cohort represents 18.5% of the 54 students enrolled in the two classes in AY 20-21, but their performance as assessed above is significantly better than the non-minor group (44 students), is consistent with the trends in recent years.

- 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.

The results will be shared with other full-time members of the program upon their return from sabbatical. Since the department is in the federated model, each program with support of its full-time faculty plans how the program should be designed and developed. Needless to say, the admin decides everting in this place.

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

One of the faculty directors of curriculum development suggested that this year's report for the program should include a revised curricular map that includes newly approved elective courses, which are CHIN 195, CHIN 330 (Chinese in Old Gold Mountain), CHIN 365 (Gender and Sexuality in Literature). See the revised curricular map in the Appendix.

## Appendix: Curriculum Maps for Learning Outcomes

### Institutional Learning Outcomes and CHST Program Learning Outcomes

<b>Institutional Learning Outcomes</b> <b>X</b> <b>Program Learning Outcomes</b>	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>		<b>X</b>		<b>X</b>			
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.		<b>X</b>	<b>X</b>				<b>X</b>
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		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

### 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
<b>CHIN LANGUAGE COURSES</b>			
<b>101: First Semester Chinese</b>	I	I	I
<b>102: Second Semester Chinese</b>	D	D	D
<b>201: Third Semester Chinese</b>	D	D	D
<b>202: Fourth Semester Chinese</b>	D	D	D
<b>301: Third Year Chinese</b>	M	D	D
<b>302: Advanced Chinese</b>	M	M	M
<b>CHIN LITERATURE AND CULTURE COURSES (IN ENGLISH)</b>			
<b>195-01: Shanghai and San Francisco: A Tale of Two Cities</b>		M	M
<b>195-02: Global Chinese Cinema</b>		M	M
<b>330: Chinese/Old Gold Mountain</b>		M	M
<b>350: Traditional Chinese Culture</b>		M	M
<b>355: Chinese Literature in Translation</b>		M	M
<b>361: Chinese Poetry in Translation</b>		M	M
<b>365: Gender and Sexuality in Literature</b>		M	M

I – Introductory, D-Developing, M – Mastery (measured by set Learning Outcome)