

Annual Assessment Report AY21-22 (Alternative)

Report due date: Tuesday, November 1, 2022

- Minor in Chinese Studies
- Zhiqiang Li, zqli@usfca.edu, Coordinator of the Chinese Program (Fall 2021 – Spring 2023)
- 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: 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.

The next department APR is scheduled to take place in Spring 2024.

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

In the development of an alternative assessment, I will reflect on the current state of the Chinese Studies Program (Minor) and share thoughts on how assessment could provide critical feedback on the impact of further programmatic development on student learning.

The Minor in Chinese Studies has been witnessing a steady, healthy growth in recent years, without being impacted by the pandemic at all. For example, in Fall 2021 the list of Chinese minors grew to 39, which is the largest ever in our history and a much bigger number than four other minors in the department. After 18 seniors graduated in May 2022, we currently have 23 students enrolled in the program.

In general, we are pleased with the linguistic proficiency that students have reached upon completion of the 300-level language courses, i.e., CHIN 301, and CHIN 330, to some extent, for the purpose of meeting PLO 1. The 300-level classes are considered a transitional phase of language acquisition as students move from intermediate to advanced levels of proficiency. For Level-4 languages like Chinese, Arabic and Japanese, more contact hours are required to reach the same level of proficiency as European languages, according to the definitions developed by the Defense Language Institute. The status of CHIN 330 in the curriculum mapping needs to be further clarified, as it was originally developed to be a content-based language course, with CHIN 202 as a prerequisite.

We are currently working on a Chinese calligraphy class, which will meet PLO 2. The class is offered as a 2-unit seminar in Fall 2022, CHIN 390 The Art and Technique of Chinese Calligraphy. Our goal is to convert it into a 4-unit class that also fulfills Core F requirement. This is part of our continued effort to strengthen the Chinese program so that we can provide a nearly all-around education of Chinese Studies at USF. In our two-prong approach, we will create content-based language courses at the 200- and/or 300-level courses, and also content courses taught in English, in the areas of Chinese art, contemporary culture, philosophy, and politics. At the same time, we will reach out to programs and courses at USF that deal with China to build an alliance of Chinese Studies. The ultimate goal is to provide a high-level access to study of China to benefit the USF community, particularly students in our program. Assessment of student learning will be a critical part of our effort to expand our curricular offerings.

We face challenges too. We started a heritage track of language classes back in 2017 for students who were raised speaking Chinese at home. Pedagogically speaking, heritage learners have different learning

needs from non-heritage learners. This is also relevant to equity in language learning. The course descriptions are given below.

CHIN 112: Chinese for Heritage Speakers I, first offered in Fall 17

Course description:

This class is designed for students who were raised speaking Chinese at home. Students will practice basic language skills of speaking, listening, reading and writing, with emphasis on written Chinese, and acquire new vocabulary and grammatical structures. The class follows a content-based approach and explores a wide range of topics in order to help students establish cultural and linguistic connections with Chinese speaking communities. Completion of this class is the equivalent of Chinese 102 (Second Semester Chinese).

CHIN 211: Chinese for Heritage Speakers II, first offered in Spring 18

Course description:

This class is designed for students who were raised speaking Chinese at home. Students will continue to improve basic language skills, expand vocabulary and acquire more complex sentence patterns. The class follows a content-based approach and explores a wide range of topics in order to help students establish cultural and linguistic connections with Chinese speaking communities. Completion of this class is the equivalent of Chinese 201 (Third Semester Chinese).

After four years, we have decided to pause the heritage track, primarily due to low enrollment. We will need to revisit these two courses, with the hope of reinstating the heritage track.

Looking at the issue at hand in a bigger context, students in our highest level of language class, i.e., CHIN 301, come from different paths. Some started learning Chinese at USF and moved along. Some studied Chinese in high school (or even took the Chinese AP), and were placed into a higher-level class than the first-semester Chinese. Among this diverse group of students, being a heritage or non-heritage learner is an important attribute. So far in our assessment, we have not been making the distinction when we assess student learning for all program learning outcomes.

One indication of the effective student learning has been the strong performance of our students at the Annual Mandarin Speech Contest held by the Chinese Language Teachers Association of California. In the 46th Speech Contest in April 2022, two Chinese minors won second-place and third-place awards in the Fourth-Semester Group (IV-A-2-1). See the screenshot below. They both competed with language students from Defense Language Institute, who are full-time language students. When contact hours are considered, our students are not supposed to win, but they did.

IV-A-2-1 (Group 2)	Philip Kwong Defense Language Institute	Gabrielle Harris Defense Language Institute University of San Francisco Cedric Angelo Manahan Defense Language Institute	Andrew Miller Defense Language Institute Perry Forsyth Defense Language Institute	Damion Levy Jr Defense Language Institute
IV-A-2-1 (Group 3)	Dimas Miranda Rosso Defense Language Institute	Maya Pitts Defense Language Institute Katherine Ann Simison Defense Language Institute Yoselyn Sandoval Amador Defense Language Institute	University of San Francisco Paul Schaffer Defense Language Institute	Albert Perry Defense Language Institute

Overall, I find the assessment an effective tool for understanding student learning. The results of assessment could inform our curricular renovations down the road.

- 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 assessment report will be shared with other full-time members of the program. In addition, we will discuss our assessment plan for the AY 2022-2023, during which CHIN 330 Chinese/Old Gold Mountain will be offered. This class fulfills the partial requirement for Chinese Studies Minor, and it also carries the Service Learning designation.

- 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 AY20-21 report, for which I am deeply grateful. In terms of assessment methods, the FDCD suggested that the report should provide explicit indication of what attributes various scores represent or the criteria by which scores were determined (with the exception of the rubric provided for the two essays). A similar critique was made in the assessment results and closing the loop section. In the report, the scoring rubrics were included only for major assignments such as term papers, but assignments such as oral presentations also come with clear grading rubrics, which were unfortunately not included in the report. Other assignments, such as homework and discuss questions, have very general requirements or expectations. For each homework, I provided a grading guideline AFTER the grading was done so that students would understand the criteria on which their submissions were assessed. The guideline is not a grading rubrics, but the key points I look for in the student's responses to the questions in their homework assignments. Sometimes, I helped students understand how I expected them to respond to questions by providing detailed hints in the homework or annotations like what you see in the screenshot below after the grading was done. I understand that these efforts can be adjusted, following the FDCD's recommendations to make the assessment of student's performance more straightforward.

Problem Set 1: syllabus and Intro, due Friday 2/1

Instructions:

- Assigned 1/25, Due 2/1 (All assignments are due before mid-night on the due date unless otherwise specified.)
- Each problem set includes a list of short response questions based on the assigned readings and lectures. There is no further research needed. The goal is to assess student's understanding of and familiarity with the material assigned before class and presented in class. Handwritten homework scanned into a PDF or image file will not be accepted or graded.
- Your responses will be graded in the following areas: content, organization, style and grammar/mechanics.
- "Late submissions will not be accepted except for compelling reasons and with explicit e-mail permissions from the instructor." (Syllabus page 5)

1. Self-introduction (40%)

Please respond to all five questions in order to receive the full credit for this section.

- What is your major at USF?
 - What language(s) do you consider yourself a native speaker of? If you speak a particular dialect of that language, please mention it too.
 - What other language(s) do you know or can speak, and how did you learn it/them?
 - Why did you decide to take this class?
 - How are the specific goals you want to accomplish in this course match the learning outcomes of this class? Discuss one learning outcome from Area F and one from CD. [from syllabus](#)
2. List 10 major dynasties of China and indicate their beginning and ending years. Please refer to information on [Clunas, p.17 and p.132.](#) (20%) [from textbook](#)
3. Tell me anything you know about China in one or two paragraphs (no more than 200 words, use word count function in MS Word if you are not sure). (25%)
[Lecture 1: Intro to traditional Chinese culture](#)
4. Choose the right answer for each question. There are three questions, 5 points each. (15%)

4a. [Select] What is the ruling political party in mainland

China?

4b. [Select] The earliest form of Chinese characters is called

4c. [Select] Who is the person in the image below?



[Lecture 1: Intro to traditional Chinese culture](#)

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		X	X				X

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		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)