

Assessment Plan for the Chinese Program

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A. Overarching programmatic learning goals are to enable students to:

1. Communicate effectively in Chinese, oral and written
2. Demonstrate an understanding of the rich and different cultures of Chinese speaking countries so that they are more culturally aware and ready to be global citizens
3. Critically analyze different types of Chinese literary texts (in English) within their own cultural, social and political contexts

B. Curriculum Mapping

Courses appear below and program learning goals appear to the right.	1. Communicate effectively in Chinese, oral and written	2. Understand the rich and different cultures of China so that they are more culturally aware and ready to be global citizens	3. Critically analyze different types of Chinese literary texts (in English) within their own cultural, social and political contexts
CHIN 110	I	I	NA
CHIN 120	I	I	NA
CHIN 210	D	D	NA
CHIN 220	D	D	NA
CHIN 310	M	M	NA
CHIN 320	M	M	NA
AISA 190	NA	D	I
CHIN 295/ ASIA 295	NA	M	D

NA: Not applicable

I: Introduced

D: Developed

M: Mastered at undergraduate level

C. Plans for Gathering Information:

- Direct assessment:

Learning Goals	High Achieving	Competent	Needs Improvement	Unsatisfactory
Communicate effectively in Chinese, oral and written.	Listen, speak, read and write comfortably and confidently at their level with few negligible errors.	Listen, speak, read and write comfortably at their level with some errors which do not interfere with communication.	Listen, speak, read and write at their level with some errors which slightly interfere with communication.	Listen, speak, read and write at their level with many errors which significantly interfere with communication.
Understand the rich and different cultures of China so that they are more culturally aware and ready to be global citizens	Able to identify all cultural elements in oral and written communication and thoroughly explain how they influence Chinese people's thoughts.	Able to identify most cultural elements in oral and written communication and explain how they influence Chinese people's thoughts.	Able to identify most cultural elements in oral and written communication with some help and basically explain how they influence Chinese people's thoughts.	Unable to identify most cultural elements in oral and written communication with some help or unable to explain how they influence Chinese people's thoughts.
Critically analyze different types of Chinese literary texts (in English) within their own cultural, social and political contexts	In the context of a Chinese literary text, consistently organizes arguments thoughtfully, grounds arguments in appropriate evidence, uses compelling language to express a precise and memorable central idea.	In the context of a Chinese literary text, exhibits a majority of the elements of effective communication regarding arguments, but shows weakness in certain elements regarding organization, language choice, and expression of a central idea.	In the context of a Chinese literary text, shows fluency in expressing arguments regarding course content in EITHER oral or in written form OR, in both areas, shows a need for improvement in a majority of the key areas.	In the context of a Chinese literary text, lacks the ability to organize arguments effectively, is unable to access compelling language in presenting that material, and tends toward vague and rote communication about the material.

- **Descriptive Evidence of Performance in Chinese language courses**
 - Quizzes (every other class on average)
 - Homework, which includes grammar practice, reading comprehension and essay composition (every other class on average)
 - Class presentation
 - Chapter tests (4-5)
 - Oral midterm and final exams and their rubrics
 - Comprehensive final exam
- **Descriptive Evidence of Performance in Chinese literature courses:**
 - Class discussion
 - In-class presentation
 - Papers and paper rubrics
- **Indirect assessment:**
 - Mid-semester student survey
 - senior minor exit survey
 - course feedbacks

Excerpt from Chinese Minor Survey (to be added):

Skills and knowledge: My experience in Chinese courses contributed toward the development of the following kinds of skills

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
Chinese oral communication skills: my ability to understand others and express myself in oral Chinese						
Chinese written communication skills: my ability to understand others and express myself in written Chinese						
Knowledge of Chinese culture: my ability to understand the Chinese cultures in daily life and in writing and how they influence						

Chinese people's thoughts						
Critical thinking skills: my ability to evaluate evidence, see problems from multiple points of view, and apply theories to my analysis						

D. Planned Cycle for assessment of the goals:

Year 1: Goal 1

- Direct Assessment:
 - Quizzes (every other class on average)
 - Homework, which includes grammar practice, reading comprehension and essay composition (every other class on average)
 - Chapter tests (4-5)
 - Oral midterm and final exams and their rubrics
 - Comprehensive final exam
- Indirect assessment:
 - Student survey: Question 1 and 2 in the excerpt above

Year 2: Goal 2

- Direct Assessment:
 - Class presentation in Chinese language courses
 - Final exam in Chinese language courses
 - Class discussion in Chinese literature courses
 - Papers in Chinese literature courses
- Indirect Assessment:
 - Student survey: Question 3 in the excerpt above
 - Course Feedback question: "Do you have any suggestion to improve the cultural elements before or in class, such as songs, interesting videos, movies, supplementary readings, etc.?"

Year 3: Goal 3

- Direct Assessment (in Chinese literature classes only):
 - Class discussion
 - In-class presentation
 - Papers
- Indirect Assessment:
 - Student survey: Question 4 in the excerpt above