

## Chinese Program Assessment, 2019-2020

This year's assessment focuses on the first learning goal of the Chinese program, "Communicate effectively in Chinese, oral and written". The assessment incorporated two parts, a direct assessment and an indirect assessment.

The direct assessment includes various coursework students do, such as quizzes, chapter tests, and exams. The Chinese program offered 100-level Chinese language courses which is required for all students seeking LA credits in Chinese in both semesters and a 300-level Chinese language course which is required for the minors. The quizzes in 100-level Chinese courses are simple tools to have students practice reading and writing Chinese language while the chapter tests and exams are comprehensive ones which include listening, reading and writing. We also conduct separate oral exams to ensure that oral skills are also evaluated. At a higher level, the 300-level quizzes are dictation quizzes, a combination of listening and writing. In addition to the similar comprehensive chapter tests and exams, they also have oral weekly news report and a final project which included a writing portion and an oral presentation portion. With these various direct assessment tools, I can easily assess students' learning in Chinese oral and written skills. **Appendix I** is the result of direct assessment with numbers of students meeting the criteria. The result of student learning is satisfactory.

I also conducted a survey to all Chinese minors (see **Appendix II**). In general, the minors all agree or strongly agree that the Chinese courses helped them to improve their oral and written skills. However, this survey is only part of Chinese minors' survey—we only have 5 minors this year, and 4 out of 5 sent result. Therefore, it seems to be a good idea to conduct the same survey to other students who are taking either Chinese language or literature (depending on the assessment cycle) because Chinese is a small program and the minors only constitute too small a number to give any suggestive information.

Due to the limitation of online courses, Dr. Liu's sabbatical and the small number of Chinese minors, the data we collected this year is also limited. Chinese is a small program, so accumulation of data of multiple years will be inevitable to give any suggestive information to make changes. For example, based on what we have (4 students), one change may be taken into consideration: more training in Chinese writing in upper level Chinese courses. However, this decision needs more data to support—class time is the only time when students can practice oral skills in Chinese, so if we decide to make the change it has to be a strategic one that does not lose much class time on oral skills. On the other hand, extension of data collection (not limited to minors, but all students taking Chinese courses) will also be incorporated in the future to make up for the small size of the minors.

## Appendix I: Direct Assessment Results

### CHIN 320

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.
	2	1	1	

### CHIN 120

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.
	3	4	1	

## Appendix II: Survey questions to Chinese minors

**Skills and knowledge: My experience in Chinese courses (language and content, such as literature, history, philosophy, etc.) 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						