

Chinese Program Assessment, 2021-2022

This year's assessment focuses on the third learning goal of the Chinese program, "Critically analyze different types of Chinese literary texts (in English) within their own cultural, social and political contexts." The assessment incorporated two parts, a direct assessment and an indirect assessment. There were three Chinese literature courses offered in the academic year, ASIA 190 in the fall and 2 sections of ASIA/CHIN 290 in the spring.

The direct assessment includes papers, assignments, class presentations and class discussions. From the direct assessment, we can see that most students in these three courses have achieved this goal. Among the ones who did not achieve this goal, most of them had a difficult time critically reading literary texts while very few failed to see texts in the Chinese context. I plan to take a more active and aggressive measure to address this issues, encouraging these students who struggle to communicate with me earlier in the semester.

I used the LS questions in Students Feedback as my tool for the Indirect Assessment because they align perfectly with this learning goal, emphasizing students' skills in reading, writing and critical thinking. In the feedbacks, while a few students absolutely hated the course, most students are happy with the literary training in these courses, especially in CHIN 290. While the questions of the two semesters are different, it is also true that the 200-level course trains students more in these areas than the 100-level course. This result matches the setting and expectations of the different levels of these literary courses. To address the students who just didn't get it, I will use earlier interventions as mentioned above.

This year has been a trying year for all of the faculty members due to the decreased student preparedness. Both Direct Assessment and Indirect Assessment call for an earlier intervention which is consistent with the larger faculty conversation. I will be more aware and proactive than before to address these issues.

After this year, the Chinese minor will be removed and merged into Asian Studies minor. However, students may still claim a Chinese minor if they choose to declare a Chinese minor. I will need the Assessment Committee's advice on whether and how to do the assessment in the future.

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.
	7	4	5	2

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	13	20	4	3

Indirect Assessment: Course Feedbacks

ASIA/CHIN 290_01&02

11 - (Learning Domain – LS: Literary Studies) This Literary Studies course facilitated my ability to read a text critically to determine what meanings it holds, how and why those meanings are produced, and the effects of these choices.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
0	2	1	7	24

ASIA 190

11 - (Learning Domain – LS: Literary Studies) In this Literary Studies course, I have improved my practice of written and oral expression.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
0	0	3	11	4