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| **Assurance of Student Learning Report****2022-2023** |
| *PCAL*  | *Modern Languages* |
| *Chinese Program, 624* |
| *Dr. Ke Peng* |

***Is this an online program***? [ ]  Yes [x]  No

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** |
| **Student Learning Outcome 1:** Students will demonstrate **interpretive listening and reading skills** at the **intermediate-mid** proficiency level, which provides them with enhanced opportunities for careers at the regional, national, and international levels, and prepares them for postgraduate programs. |
| **Instrument 1** | Seniors enrolled in regular CHIN courses take a standardized Avant STAMP tests. |
| **Instrument 2** | Students enrolled in Flagship CHNF courses take standardized Avant STAMP tests or BYU Listening and Reading tests. |
| **Instrument 3** | Students completing the Flagship Capstone year take American Council listening and reading tests. |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | [x] **Met** | **[ ]  Not Met** |
| **Student Learning Outcome 2:** Students will demonstrate **presentational speaking skill** at the **intermediate-high** proficiency level. |
| **Instrument 1** | Students enrolled in regular CHIN courses take a mock Oral Proficiency Interview (audio recordings rated and analyzed for internal evaluation purposes). |
| **Instrument 2** | Students enrolled in Flagship CHNF courses take an official ACTFL Oral Proficiency Interview (external standardized assessment $119/person paid by Chinese Flagship Grant). |
| **Instrument 3** | Students completing the Flagship Capstone year take ACTFL Oral Proficiency Interview (paid by National Security Education Program). |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 3:**Students will demonstrate **general knowledge about Chinese culture**, especially the history, civilization, and society of China and Taiwan, and participate in **cross-cultural communication** where race, ethnicity, and/ or gender all play a part |
| **Instrument 1** | Final paper or video presentation to showcase their cultural knowledge  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
| Students enrolled in Flagship CHNF courses took standardized ACTFL Oral Proficiency Interview, Avant STAMP tests or BYU Listening and Reading tests. Almost all of them reached intermediate-high or above in their interpretive skills, and advanced-low or above in their presentational speaking skills. Students enrolled in regular CHIN courses reached intermediate-mid proficiency skills. In 2022-2023, we will continue to administer the standardized tests to our students, and provide opportunities for students to show they have achieved SLO #3..  |

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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | **Students will demonstrate interpretive listening and reading skills at the intermediate-mid proficiency level, which provides them with enhanced opportunities for careers at the regional, national, and international levels, and prepares them for postgraduate programs.** |
| **Measurement Instrument 1**  | Graduating seniors enrolled in regular CHIN courses take a standardized Avant STAMP tests . |
| **Criteria for Student Success** | Reaching the targeted proficiency level  |
| **Program Success Target for this Measurement** | 75% of students will reach intermediate-mid proficiency; thre remaining 25% of students will reach intermediate-low proficiency. | **Percent of Program Achieving Target** | 100% of the seven Chinese majors reached intermediate-high (STAMP score=6). |
| **Methods**  | Avant STAMP was given to the four students graduating in April 2023.  |
| **Measurement Instrument 2** | Students enrolled in Flagship CHNF courses take standardized LTI Listening and Reading tests. |
| **Criteria for Student Success** | Reaching the targeted proficiency level  |
| **Program Success Target for this Measurement** | 80% of students will reach the targeted proficiency level. | **Percent of Program Achieving Target** | 83.33% of the students (65/78) reached the targeted proficiency levels |
| **Methods** | LTI Listening and Reading tests were given to students enrolled in CHNF102 (Targeted novice-high proficiency, 18 students, 36 tests), 202 (Targeted intermediate-mid proficiency, 4 students, 8 tests), 302 (Targeted intermediate-high proficiency, 10 students, 20 tests), 440 (Targeted advanced-low proficiency, 7 students, 14 tests).  |
| **Measurement Instrument 3** | Students completing the Flagship Capstone year take American Council listening and reading tests. |
| **Criteria for Student Success** | Reaching the targeted proficiency level (Targeted superior proficiency in OPI, advanced-high in listening and reading) |
| **Program Success Target for this Measurement** | Final results shared by NSEP/IIE Flagship Center in July 2023 | **Percent of Program Achieving Target** | 100% reached the targeted proficiency levels (3, 2+, 2+).  |
| **Methods** | American Council listening, reading, and OPI tests were administered to students.  |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| The same assessments with the same measurement instruments will be implemented in late April and early May every year. |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| The same assessments with the same measurement instruments will be implemented in late April and early May every year. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | **Students will demonstrate presentational speaking skill at the intermediate-high proficiency level.** |
| **Measurement Instrument 1** | Graduating seniors enrolled in CHIN 402 take a mock Oral Proficiency Interview (audio recordings rated and analyzed for internal evaluation purposes). |
| **Criteria for Student Success** | Reaching the targeted performance level (intermediate-high) |
| **Program Success Target for this Measurement** | 75% | **Percent of Program Achieving Target** | 100% (7 out of 7) |
| **Methods**  | Students were given a mock OPI as final oral exam, which were recorded, rated using ACTFL proficiency scale, and analyzed by the instructional team.  |
| **Measurement Instrument 2** | Students enrolled in 400-level Flagship CHNF courses take an official ACTFL Oral Proficiency Interview. |
| **Criteria for Student Success** | ACTFL Oral Proficiency Interview were also given to pre-Capstone students enrolled in CHNF400-level courses (Targeted advanced-low proficiency, 11 students, 11 tests.) |
| **Program Success Target for this Measurement** | 80% | **Percent of Program Achieving Target** | 72.73% (8 out of 11) |
| **Methods** | ACTFL Oral Proficiency Interview was given to students in late November and early December. Eight out of the eleven students did well.  |
| **Measurement Instrument 3** | Students completing the Flagship Capstone year take ACTFL Oral Proficiency Interview. |
| **Criteria for Student Success** | Reaching the targeted proficiency level: superior or ILR 3 (Interagency Language Roundtable) |
| **Program Success Target for this Measurement** | 75% | **Percent of Program Achieving Target** | 100% (Students received 3+. Impressive!) |
| **Methods** | ACTFL Oral Proficiency Interview was given to students at the end of their Capstone Program. We do not have students in the Capstone center this year due to COVID. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| We decided to retain the same measurement instruments for the program. Both the internal and external assessments worked well for us. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| The same assessments with the same measurement instruments will be implemented in late November/April and early December/May every year. Summer online tutoring was provided to the weaker students in Summer 2023.This practice will be continued next year, too. |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | Students will demonstrate **general knowledge about Chinese culture**, especially the history, civilization, and society of China and Taiwan, and participate in **cross-cultural communication** where race, ethnicity, and/ or gender all play a part |
| **Measurement Instrument 1** | Final paper and video presentation to showcase their cultural knowledge (Instruction and rubrics attached below on Page 5) |
| **Criteria for Student Success** | Demonstration of Information Literacy, Objective communication, and critical thinking skills. Scored 10 out of 15 points represented in the attached rubric.  |
| **Program Success Target for this Measurement** | 85% | **Percent of Program Achieving Target** | 90% One hundred students enrolled in CHIN 208 courses (*n*= 170) completed their final paper successfully, based on their score in the final paper.  |
| **Methods** | **Final Paper to showcase their cultural knowledge** The final course paper should be 7-10 pages in length (double-spaced, using 12 pt. Times New Roman font with 1” margins) and contain the following three sections. (1) An introduction that provides a historical overview of Chinese calligraphy. (2) An analysis of at least one key concept used in Chinese calligraphy and how these concepts are integrated into literature, philosophy, and/or other forms of art and analyze deeply. (3) A critical analysis and comparison of the selected key concept to another language of your choice. The paper must be in the form of an argument, whereby an “argument” is defined as a claim plus evidence supporting that claim. Your paper will be evaluated with a three-part rubric: **[A]** “**Information literacy**” (25%) refers to your judicious use of sources, both from assigned course readings and additional, independent research. **[B]** “**Objective communication**” (25%) refers to the structure of the paper, which must be concise, relevant, and logical, having a clear, underlined topic sentence followed by corroborating evidence. **[C]**“**Critical thinking**” (50%) refers to your ability to analyze and synthesize course information (assigned readings and class discussions) and your independent research into a well-articulate and coherent argument.  |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| We decided to retain the same measurement instruments for the program. Artifacts were uploaded to shared folder.  |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Final papers are assigned and evaluated with the same rubric every semester. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| The same assessments with the same measurement instruments will be implemented every semester. |

The rubric is as below:

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|  | **EXCELLENT (5 points)** | **GOOD (4 points)** | **NEEDS WORK (3 points)** | **POOR (1 point)** |
| **1. Analyze how systems evolve** | a. Present a comprehensive literature review of the development and evolution of the world’s writing system, including the Chinese calligraphy scripts and styles. b. Analyze each stage of the Chinese writing system with appropriate examples. c. Argue for all the specific influences on the development of causes of the Chinese writing system.  | a. Present an extensive literature review of the development and evolution of the world’s writing system, including the Chinese calligraphy scripts and styles. b. Analyze each stage of the Chinese writing system with examples that are mostly appropriate. c. Argue for most of the specific influences on the development of causes of the Chinese writing system.  | a. Present a partial literature review of the development and evolution of the world’s writing system, including the Chinese calligraphy scripts and styles. b. Analyze each stage of the Chinese writing system and only select some stages to provide with examples that are not all appropriate. c. Argue for only parts of the specific influences on the development of causes of the Chinese writing system.  | a. Present a limited and disorganized literature review of the development and evolution of the world’s writing system, including the Chinese calligraphy scripts and styles. b. Analyze part of the Chinese writing system and randomly provide with examples that are not all appropriate. c. Do not argue for specific influences on the development of causes of the Chinese writing system.  |
| **2. Compare the study of individual components to the analysis of entire systems.** | a. Show full understandings the core concepts of the Chinese calligraphy by illustrating with accurate examples and references. b. Compare each calligraphy style to the entire Chinese calligraphy system by arguing for their shared similarities from a wide range of different perspectives.  | a. Show extensive understandings the core concepts of the Chinese calligraphy but examples used and references cited are not always accurate. b. Compare each calligraphy style to the entire Chinese calligraphy system by arguing for their shared similarities from an acceptable range of different perspectives.  | a. Show partial understandings the core concepts of the Chinese calligraphy by illustrating with examples and references. b. Compare each calligraphy style to the entire Chinese calligraphy system by partially arguing for their shared similarities from only a couple perspectives. | a. Show limited understandings the core concepts of the Chinese calligraphy. b. Compare each calligraphy style to the entire Chinese calligraphy system but do not show argumentative evidence.    |
| **3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself**  | a. Accurately and comprehensively analyze logical consequences of system consideration for language users.b. Identify specific calligraphy items to fully support analyses. c. Analyses and explanations are grounded based on the literature with references.  | a. Appropriately analyze logical consequences of system consideration for language users.b. Identify specific calligraphy items to well support analyses. c. Analyses and explanations are grounded mostly based on the literature with references. | a. Partially analyze logical consequences of system consideration for language users.b. Identify specific calligraphy items to partially support analyses. c. Analyses and explanations are grounded partially based on the literature with references. | a. Do not analyze or do not accurately analyze logical consequences of system consideration for language users.b. Do not identify or do not accurately identify specific calligraphy items to support analyses. c. Analyses and explanations are rarely grounded based on the literature with references. |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

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| **KEY:** |  |  |  |  |  |
| **I = Introduced** | **R = Reinforced/Developed** | **M = Mastered** | **A = Assessed** |  |  |
|  |  |  | **Learning Outcomes** |
|  |  |  | **LO1: Communications(Interpretive Skills)** | **LO2: Communications(Presentational Skills)** | **LO3: Cultures** |  |
|   |  |  | Communicate in Mandarin Chinese, develop proficency in **interpretive** mode of communication. | Communicate in Mandarin Chinese, develop proficency in **presentational** mode of communication. | Gain regional knowledge and intercultural competence of Chinese-speaking cultures. |  |
| **Course Subject** | **No** | **Course Title** |  |  |  |  |
| CHIN | 102 | ELEMENTARY CHINESE II | **I** | **I** | **I** |  |
| CHNF | 102 | INTENSIVE ELEMENTARY CHINESE II | **I** | **I** | **I** |  |
| CHIN | 202 | INTERMEDIATE CHINESE II | **R** | **R** | **R** |  |
| CHNF | 202 | INTENSIVE INTERMEDIATE CHINESE II | **R** | **R** | **R** |  |
| CHIN | 208 | CHINESE CALLIGRAPHY |  |  | **A** |  |
| CHIN | 402 | ADVANCED CHINESE II | **A** | **A** | **M** |  |
| CHNF | 302 | INTENSIVE ADVANCED CHINESE II | **R/M** | **R/M** | **M** |  |
| CHIN | 333 | CHINESE CULTURE | **R/M** | **R/M** | **R/M** |  |
| CHNF | 430 | CHINESE CULTURE | **R/M** | **R/M** | **A** |  |
| CHNF | 420 | MEDIA CHINESE | **A** | **A** | **R/M** |  |
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