

**Assurance of Student Learning
2019-2020**

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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	Students enrolled in regular CHIN courses take a standardized Hanyu Shuiping Kaoshi (HSK), Level 4 or Level 3.
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, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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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, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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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 to showcase their cultural knowledge.
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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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 2020-2021, we will continue to administer the standardized tests to our students.

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	Students enrolled in regular CHIN courses take a standardized Hanyu Shuiping Kaoshi (HSK), Level 4 or Level 3.		
Criteria for Student Success	Passing HSK4 indicates that students have reached a solid intermediate-mid proficiency, while passing HSK3 indicates that students have reached intermediate-low and are approaching intermediate-mid proficiency.		
Program Success Target for this Measurement	75% of students will pass HSK 3; 25% of students will pass HSK 4.	Percent of Program Achieving Target	77.8% of the students passed HSK 3. 66.7% passed HSK 4.
Methods	HSK tests were given to students enrolled in CHIN 402 (n=9).		
Measurement Instrument 2	Students enrolled in Flagship CHNF courses take standardized Avant STAMP tests or BYU Listening and Reading tests.		
Criteria for Student Success	Reaching the targeted proficiency level (targets vary by class: see Methods).		
Program Success Target for this Measurement	80% of students will reach the targeted proficiency level.	Percent of Program Achieving Target	92.5% of students (n=49) reached the targeted proficiency level set for their course.
Methods	BYU Listening and Reading tests were given to students enrolled in CHNF 102 (Targeted novice-high proficiency, n=26), 202 (Targeted intermediate-mid proficiency, n=12), 400-level courses (Targeted advanced-low proficiency, n=12); STAMP Tests were given to students enrolled in CHNF 302 (Targeted intermediate-high proficiency, n=3).		
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	60% (n=6)	Percent of Program Achieving Target	33.3% (n=2) of the students reached the targeted goal, another 33.3% (n=2) delayed their virtual internship and final assessment to fall 2020 due to the Pandemic
Methods	American Council listening and reading tests were administered to students.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met*	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
*We consider this outcome to be MET, since two of the three measuring instruments yielded success, and the third was not completed because of the pandemic. 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.)			
Annual assessments are scheduled to take place in April.			
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.			

Student Learning Outcome 2

Student Learning Outcome	Students will demonstrate presentational speaking skill at the intermediate-high proficiency level.		
Measurement Instrument 1	Students enrolled in regular CHIN courses take a mock Oral Proficiency Interview (audio recordings rated and analyzed for internal evaluation purposes).		
Criteria for Student Success	Reaching the targeted proficiency level (intermediate-high)		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	77.8%
Methods	Students enrolled in CHIN400-level courses (n= 9) were given a mock OPI as final oral exam, which was recorded, rated using ACTFL proficiency scale, and analyzed by the instructional team.		
Measurement Instrument 2	Students enrolled in Flagship CHNF courses take an official ACTFL Oral Proficiency Interview.		
Criteria for Student Success	Reaching the targeted proficiency level: CHNF102 (novice-high, n=26), 202 (intermediate-mid, n=12), 302 (intermediate-high, n=3) and 400-level courses (advanced-low, n=12)		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	92.5%
Methods	ACTFL Oral Proficiency Interview was given to students in late April and early May.		
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	60%	Percent of Program Achieving Target	33.3% (n=2) of the students reached the targeted goal, another 33.3% (n=2) delayed their virtual internship and final assessment to fall 2020 due to the Pandemic
Methods	ACTFL Oral Proficiency Interview was given to students (N = 6) at the end of their Capstone Program.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met*	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
*We consider this outcome to be MET, since two of the three measuring instruments yielded success, and the third was not completed because of the pandemic. 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.)			
Annual assessments are scheduled to take place in April.			
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.			

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 to showcase their cultural knowledge		
Criteria for Student Success	Demonstration of Information Literacy, Objective communication, and critical thinking skills.		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	90.5%
Methods	Ninety-five students enrolled in CHIN 208 courses (n= 105) completed their final paper successfully. Instruction and rubrics attached below.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
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.			
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.			

Final Paper:

The final course paper should be 4 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 concepts 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:

- "Information literacy" (25%) refers to your judicious use of sources, both from assigned course readings and additional, independent research.
- "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.
- "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.

The rubric is as below:

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
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	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.		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.