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| **Assurance of Student Learning Report**  **2020-2021** | |
| *PCAL* | *Modern Languages* |
| *Chinese Program, 624* | |
| *Dr. Ke Peng* | |

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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 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.** | | **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.** | | **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** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **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 2021-2022, we will continue to administer the standardized tests to our students. | | | |

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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 CHIN 402 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; 25% of students will reach intermediate-low proficiency. | **Percent of Program Achieving Target** | 100% of the two Chinese majors reached intermediate-mid, and one of them reached intermediate-high proficiency. | | |
| **Methods** | Avant STAMP was given to the two students graduating in spring/summer 2021. | | | | |
| **Measurement Instrument 2** | Students enrolled in Flagship CHNF 102 course take standardized BYU 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** | 69% of the students (11/16) reached the targeted proficiency levels. | | |
| **Methods** | BYU Listening and Reading tests were given to students enrolled in CHNF 102 (Targeted novice-high proficiency, 16 students, 32 tests). | | | | |
| **Measurement Instrument 3** | Students enrolled in Flagship CHNF 202 course take standardized BYU 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** | 91.7% of the students (11/12) reached the targeted proficiency levels | | |
| **Methods** | BYU Listening and Reading tests were given to students enrolled in CHNF 202 (Targeted intermediate-mid proficiency, 12 students, 24 tests) in April 2021. | | | | |
| **Measurement Instrument 4** | Students enrolled in Flagship CHNF 302 course take standardized BYU 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** | 85.7% of the students (12/14) reached the targeted proficiency levels | | |
| **Methods** | BYU Listening and Reading tests were given to students enrolled in CHNF 302 (Targeted intermediate-high proficiency, 14 students, 28 tests) in April 2021. | | | | |
| **Measurement Instrument 5** | Students enrolled in Flagship CHNF 400-level courses take standardized STAMP 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** | 100% of the students (5/5) reached the targeted proficiency levels | | |
| **Methods** | STAMP Tests were given to students enrolled in CHNF 400-level courses (Targeted advanced-low proficiency, 5 students, 10 tests.) | | | | |
| **Measurement Instrument 6** | Students completing the Flagship Capstone year take American Council listening and reading tests. | | | | |
| **Criteria for Student Success** | Reaching the targeted proficiency level (Interagency Language Roundtable (ILR) 3 or superior proficiency in OPI, ILR 2+ or advanced-high in listening and reading) to receive the Flagship Standard Certification, or ILR 3, 3, 3 for the Flagship Certification with Distinction. | | | | |
| **Program Success Target for this Measurement** | 75% of students will receive the standard certification (ILR 3, 2+, 2+). | **Percent of Program Achieving Target** | - 2/7 of the participants in Taiwan and DLI centers received the Flagship Certification with Distinction (ILR 3, 3+, 3+);  - 4/7 of the participants in Taiwan and DLI centers successfully received the Flagship Standard Certification;  - Waiting for final results of the last participant (1/7) in Nanjing Center, to be shared by NSEP/IIE Flagship Center in early July, 2021. | | |
| **Methods** | American Council listening and reading tests were administered to all students completing the Flagship Capstone program (*N* = 7). | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **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.) | | | | | |
| 1. Waiting for the final results of the seventh student who completed their Virtual Flagship Capstone Programs at Nanjing Center. 2. CHNF102: Of the 5 students who did not reach the target level, one student is attending the virtual study abroad program at Tamkang University, another is attending the virtual program with NSLI-Y program, one student has transferred to the regular Chinese class, and the other two students are receiving summer tutoring. | | | | | |
| **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** | Students 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** | | 85.7% (6 out of 7) | |
| **Methods** | Students enrolled in CHIN 402 (*N*= 7) were given a mock OPI as a final oral exam, which was recorded, rated using ACTFL proficiency scale, and analyzed by the instructional team. | | | | | | |
| **Measurement Instrument 2** | Non-heritage students enrolled in CHNF 400-level Flagship courses take an official ACTFL Oral Proficiency Interview. | | | | | | |
| **Criteria for Student Success** | Reaching the targeted proficiency level: CHNF 400-level courses (advanced-low, *N*=5) | | | | | | |
| **Program Success Target for this Measurement** | 80% | | | **Percent of Program Achieving Target** | | 100% (5 out of 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 (Interagency Language Roundtable (ILR) 3 or superior proficiency in OPI, ILR 2+ or advanced-high in listening and reading) to receive the Flagship Standard Certification, or ILR 3, 3, 3 for the Flagship Certification with Distinction. | | | | | | |
| **Program Success Target for this Measurement** | 75% of students will receive the standard certification (ILR 3, 2+, 2+). | | **Percent of Program Achieving Target** | | - 2/7 of the participants in Taiwan and DLI centers received the Flagship Certification with Distinction (ILR 3, 3+, 3+);  - 4/7 of the participants in Taiwan and DLI centers successfully received the Flagship Standard Certification;  - Waiting for final results of the last participant (1/7) in Nanjing Center, to be shared by NSEP/IIE Flagship Center in early July, 2021. | | |
| **Methods** | ACTFL Oral Proficiency Interview was given to all students completing the Flagship Capstone program (*N* = 7). | | | | | | |
| **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 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.) | | | | | | | |
| Waiting for the final results of the eight students who completed their Virtual Flagship Capstone Programs at Nanjing Center, Taipei Center and Defense Langauge Institute. | | | | | | | |
| **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 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** | Goal assessment assignments to showcase their cultural knowledge (Instruction and rubrics attached below on Page 5-6) | | | | |
| **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** | 92% | | |
| **Methods** | Seventy-five students enrolled in CHIN208 courses (n= 81) completed their goals assessment assignments successfully. Please see the assignment instruction and rubric below for details. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not 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. | | | | | |

**CHIN 208 Chinese Goals Assessment**:

There will be three goals assessment assignments during the course. Each assignment is worth 10% of the final course grade. The writing prompts for the assignments are the following:

1. Analyze how the world’s writing systems, including Chinese scripts and calligraphy styles, have evolved.
2. Compare unique and evolving components of each calligraphy style to Chinese writing system as a whole.
3. Evaluate how system-level thinking has informed decision-making, public policy, and/or the sustainability of the system of Chinese calligraphy itself.

Each assignment should be three pages in length (double-spaced, using 12 pt. Times New Roman font with 1” margins). The grading rubric is as below:

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|  | **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 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. |