Department: World Languages and Literatures
Program: Chinese B.A.
College: College of Humanities and the Arts
Website: List URL for home page>

X _ Check here if your website addresses the University Learning Goals. <If so, please provide the link.>
http://www.sjsu.edu/ugs/faculty /programrecords/Humanities/Foreign/index.html

Program Accreditation (if any):
Contact Person and Email: Yao Yao yao.yao@sjsu.edu
Date of Report: May 30, 2015

Part A

1. List of Program Learning Outcomes (PLOs)
   There have been no changes in Academic Year 2014-15 in the Program Learning Outcomes for the Chinese Program.

2. Map of PLOs to University Learning Goals (ULGs)
   The Chinese Program Learning Outcomes are closely tied to the University Learning Goals.

3. Alignment – Matrix of PLOs to Courses
   No changes.

4. Planning – Assessment Schedule
   2015 fall  CHIN1A—PLO#1  CHIN140—PLO#5
   2016 spring  CHIN1B—PLO#2  CHIN101B —PLO#3
   2016 fall  CHIN25A – PLO#1  CHIN140 -- PLO#6
   2017 spring  CHIN25B—PLO#2  CHIN102—PLO#5
   2017 fall  CHIN101A—PLO#4  CHIN140—PLO#5
   2018 spring  CHIN101B—PLO#3  CHIN102—PLO#6
   2018 fall  CHIN1A—PLO#2  CHIN140—PLO#6
   2019 spring  CHIN1B—PLO#1  CHIN102—PLO#5
   2019 fall  CHIN25A—PLO#2  CHIN140—PLO#5
   2020 spring  CHIN25B—PLO#3  CHIN102—PLO#6

5. Student Experience
   The PLOs are communicated to students on World Languages Department website http://www.sjsu.edu/wll/programs/objectives. All syllabi in the program include this information. Faculty members use the PLOs as a guideline for class planning. The PLOs are also introduced during new student orientations and advising sessions to give students a clear concept as to what to expect for each class. Student feedback will be taken into consideration in the updates and changes made to the PLOs in the future.

Part B

<The following items 6-9 will be provided by the IEA office by March 1 every year. The departments are welcome to obtain the data on their own, and/or to report other relevant data for their particular programs if deemed important. All of the data elements requested below can be obtained for your program from the IEA website at: http://iea.sjsu.edu/Assessment/ProgRev/default.cfm. Select your college, program, course prefix, and department from the dropdown menus. The data needed for items 6-9 below should appear.>
6. **Graduation Rates for Total, Non URM and URM students (per program and degree)**
   As of fall 2014 the number entering the World Languages and Literatures major is 16. The 6-year rate is not yet available at the time of this report. The IEA website does not break down the WLL numbers into individual language programs. There are no URM students among Chinese majors.

7. **Headcounts of program majors and new students (per program and degree)**
   There are two new students who declared Chinese major in fall 2014 and spring 2015.

8. **SFR and average section size, the fall 2014 SFR is captured from the IEA website. The numbers are comparable to the college average of 25.6 for lower division classes, and 20.9 for upper division classes.**

<table>
<thead>
<tr>
<th></th>
<th>SFR</th>
<th>Lower Division</th>
<th>Upper Division</th>
<th>Graduate Division</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>World Languages &amp; Literatures</td>
<td>22.8</td>
<td>19.5</td>
<td>13.6</td>
<td>20.8</td>
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</tr>
<tr>
<td>Total</td>
<td>22.8</td>
<td>19.5</td>
<td>13.6</td>
<td>20.8</td>
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</tbody>
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Note: Student/Faculty Ratios (SFR) = Full-time Equivalent Students (FTES) / Full-time Equivalent Faculty (FTEF)

<table>
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<th>FTES</th>
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<th>Total</th>
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<tbody>
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<td>131.6</td>
<td>11.7</td>
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<tr>
<td>Total</td>
<td>175.7</td>
<td>131.6</td>
<td>11.7</td>
<td>319.1</td>
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<table>
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<th>FTEF</th>
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<th>Graduate Division</th>
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</thead>
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<tr>
<td>Total</td>
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<td>6.7</td>
<td>0.9</td>
<td>15.3</td>
<td></td>
</tr>
</tbody>
</table>

9. **Percentage of tenured/tenure-track instructional faculty (per department)**
   During the AY2014-15 there is one tenured professor and one part time lecturer teaching in the Chinese Program.

**Part C**

10. **Closing the Loop/Recommended Actions**
   PLOs#3 and 4 were assessed in CHIN101A and 101B.
   PLO#6 was assessed in CHN102 in spring 2015. The findings in the previous cycle (fall 2013) led to modified teaching strategies. Current news stories were used more heavily in discussion of traditional cultural values. This provided a solid ground for students to compare the ideas, values, and attitudes of people from various Chinese communities, instead of relying on what the textbook provide, which may or may not relate to students’ experience.

11. **Assessment Data**
   Assessment Data for PLO#6 was collected in spring 2015 from the individual oral presentations made by 22 students.
   **Data for PLO#3** was collected from CHIN101A in fall 2014, from a homework assignment of translation in relation to the reading of an article on advertisement and TV commercial in China. **Data for PLO#4** was from two writing exercises in CHIN101B, collected in the spring semester.
2015. One exercise requires student to write a paragraph personalizing an aspect of nature, the other exercise requires them to provide an ending to an open-ending story in their reading.

12. Analysis
24 of 27 students meet PLO#3 by showing that they can read authentic material in Chinese for informative purposes. 10 of 10 students meet PLO#4 by demonstrating that they can write in Chinese simple narration and description about given topics and events.