SJSU Annual Program Assessment Form
Academic Year 2016–2017

Instructions
1. Complete the attached form and submit it as an email attachment to Graduate and Undergraduate Programs (academicassessment@sjsu.edu) on or before March 1, 2017.

2. Please copy your college’s Associate Dean and Assessment Facilitator on the email submission. Assessment Facilitators are also available to provide support - please feel free to contact them with any questions or concerns.

3. Completed forms will be posted on your Program Records webpage.

This report is organized into three sections designed to organize your annual assessment efforts and to inform your department’s Program Planning. Here is the rationale behind each section.

Part A – The Big Picture
- This section will likely only need to be prepared once at the beginning of your assessment cycle, although it should be reviewed each year and updated as necessary. This information should be included in each annual report, even if it has not changed.
- This section lists your Program Learning Outcomes (PLOs) and, more importantly, how they connect with your curriculum within the program and the University Learning Goals (ULGs).
- Finally, this section presents your assessment plan for the current planning cycle in the form of a multi-year schedule (usually 5 years, updated as part of Program Planning). This schedule should indicate which PLO(s) will be assessed each year, as well as your plans for implementing changes based on assessment results, and re-assessment after changes have been given time to take effect.

Part B – What We Did This Year
- This section details your assessment efforts over the last year (AY 2016-17).
- Which PLO(s) were assessed, how was the data collected, and what do the data tell you with regard to student achievement on this PLO? What do you plan to do, if anything, to improve future achievement levels (i.e., “close the loop”)?

Part C – Keeping Track of the Changes (“Closing the loop”)
- This section is meant to keep a running record of your efforts to improve your students’ outcomes. This table should grow throughout your assessment cycle and will be an important part of your next Program Plan.
- Create a new row in the table each time you propose a change as a result of your assessment efforts. Then be sure to keep track of your change efforts in subsequent years.
Part A
1. List of Program Learning Outcomes (PLOs)
(PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)
PLO1. Develop competence in speaking and listening comprehension in Mandarin Chinese.

PLO2. Command basic Chinese vocabulary. Refine grammatical structures and engage in critical thinking through a variety of tasks, activities, and assignments.

PLO3. Read authentic material in Chinese for informative purpose.

PLO4. Write in Chinese simple narration and description about given topics and events.

PLO5. Develop understanding of the traditional Chinese culture in light of contemporary values.

PLO6. Be able to compare systematically the ideas, values, images, or attitudes of people from various Chinese communities. Be able to identify the historic context of these ideas and cultural practices. Be able to explain how Chinese culture changes in response to internal and external pressures.


2. Map of PLOs to University Learning Goals (ULGs)
(Please indicate how your PLOs map to the University Learning Goals below by listing the PLO
under each relevant ULG, or including this map in table form (see examples [here](#)). Use the link above for a full description of each ULG.)

<table>
<thead>
<tr>
<th>Specialized Knowledge</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
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</thead>
<tbody>
<tr>
<td>San Jose State University graduates will have developed:</td>
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<tr>
<td><strong>Specialized Knowledge:</strong></td>
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<tr>
<td>· Depth of knowledge required for a degree, as identified by its program learning outcomes</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Broad Integrative Knowledge:</strong></td>
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<tr>
<td>· Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating).</td>
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<td>X</td>
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<tr>
<td>· An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding).</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>· Students graduating with a baccalaureate degree will have demonstrated an understanding of critical components of broad academic areas, the arts, humanities, social sciences,</td>
<td></td>
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<td>X</td>
<td>X</td>
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</tbody>
</table>
and sciences and their integration.

**INTELLECTUAL SKILLS:**

- Fluency in the use of specific theories, tools, technology and graphical representation.

- Skills and abilities necessary for life-long learning: critical and creative thinking, effective communication, conscientious information gathering and processing, mastery of quantitative methodologies, and the ability to engage effectively in collaborative activities.

**APPLIED KNOWLEDGE:**

- The ability to integrate theory, practice, and problem-solving to address practical issues.

- The ability to apply their knowledge and skills to new settings or in addressing complex problems.

- The ability to work productively as individuals and in groups.

**SOCIAL AND GLOBAL RESPONSIBILITIES:**
- The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities.

- Diverse and global perspectives through engagement with the multidimensional SJSU community.

3. **Alignment – Matrix of PLOs to Courses**
(Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples [here](#))

<table>
<thead>
<tr>
<th>CHINESE Program Learning Outcomes</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO# 1</td>
<td>CHIN1A, CHIN1B, CHIN111,</td>
</tr>
<tr>
<td>PLO# 2</td>
<td>CHIN25A, CHIN25B, CHIN110,</td>
</tr>
<tr>
<td>PLO# 3</td>
<td>CHIN101A, CHIN101B,</td>
</tr>
<tr>
<td>PLO# 4</td>
<td>CHIN101A, CHIN101B,</td>
</tr>
<tr>
<td>PLO# 5</td>
<td>CHIN102, CHIN120B, CHIN132</td>
</tr>
<tr>
<td>PLO# 6</td>
<td>CHIN120A, CHIN120B, CHIN140,</td>
</tr>
<tr>
<td>PLO# 7</td>
<td>CHIN120A, CHIN120B, CHIN140,CHIN141,</td>
</tr>
</tbody>
</table>
4. Planning – Assessment Schedule

(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>PLO#</th>
<th>Year</th>
<th>Course</th>
<th>PLO#</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 fall</td>
<td>CHIN1A—PLO#1</td>
<td>CHIN140—PLO#5</td>
<td>2016 spring</td>
<td>CHIN1B—PLO#2</td>
<td>CHIN101B —PLO#3</td>
</tr>
<tr>
<td>2016 fall</td>
<td>CHIN25A – PLO#1</td>
<td>CHIN140 -- PLO#6</td>
<td>2017 spring</td>
<td>CHIN25B—PLO#2</td>
<td>CHIN102—PLO#5</td>
</tr>
<tr>
<td>2017 fall</td>
<td>CHIN101A—PLO#4</td>
<td>CHIN140—PLO#5</td>
<td>2018 spring</td>
<td>CHIN101B—PLO#3</td>
<td>CHIN102—PLO#6</td>
</tr>
<tr>
<td>2018 fall</td>
<td>CHIN1A—PLO#2</td>
<td>CHIN140—PLO#6</td>
<td>2019 spring</td>
<td>CHIN1B—PLO#1</td>
<td>CHIN102—PLO#5</td>
</tr>
<tr>
<td>2019 fall</td>
<td>CHIN25A—PLO#2</td>
<td>CHIN140—PLO#5</td>
<td>2020 spring</td>
<td>CHIN25B—PLO#3</td>
<td>CHIN102—PLO#6</td>
</tr>
</tbody>
</table>

5. Student Experience

(PLOs should be described with student-friendly terms. Provide a weblink that points to your PLOs. The weblink should be one-click away on your department/program homepage. Quick links on the right side panel, menu items on the top or side panel, or explicit links on your department/program homepage are one-click away links.)

a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.? The PLOs are communicated to students on syllabi and the Department website http://www.sjsu.edu/wll/programs/objectives. Faculty members use the PLOs as guidelines for class planning. The PLOs are also introduced during new student orientations and advising sessions. Student feedback will be taken into consideration in the updates and changes made to the PLOs in the future.

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate. Students provided feedback through class discussions, office hours and surveys.

Part B

6. Assessment Data and Results

(Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices. PLOs should be evaluated based on direct assessments of learning, not grades earned by students)
**CHIN 25A**

PLO1. Develop competence in speaking and listening comprehension in Mandarin Chinese.

The assessment of PLO 1 of CHIN 25A fall 2016 was based on an oral presentation during the last week of semester. The presentation was four to six minutes long. Students were encouraged to choose their own topics. Some examples are as follows: how to play saxophone, a trip to Hong Kong, etymology of some Chinese characters, etc. The assessment focused on the pronunciation, the organization of speech, the clarity of expression, and the presenter's ability to answer questions from the instructor and fellow students. Of the 29 students who made the presentation, all met the criteria of PLO 1.

**CHIN 25B**

PLO 2. Command basic Chinese vocabulary. Refine grammatical structures and engage in critical thinking through a variety of tasks, activities, and assignments.

In homework, quizzes, and the final exam, students demonstrated proficiency with vocabulary and grammar as well as critical thinking by answering multiple-choice questions and writing short paragraphs. In class activities, students were asked to present narratives about a similar situation. In these activities, they need to combine their knowledge of grammar, vocabulary and cultural differences.

**CHIN 140**

PLO 6. Be able to compare systematically the ideas, values, images, or attitudes of people from various Chinese communities. Be able to identify the historic context of these ideas and cultural practices. Be able to explain how Chinese culture changes in response to internal and external pressures.

PLO 6 was assessed through two essays and a few online writing activities. In this class, course readings and films touch upon topics such as women’s status, family structure, Confucianism and Daoism in contemporary Chinese culture, etc. Through online short responses, students compared and contrasted ideas and values in Hong Kong, Taiwan and Mainland China during the second half of the twentieth century. For example, they compared White Terror in Taiwan and the Cultural Revolution in Mainland China. They also explored the transformations of gender relationships in these three regions. In the two essays submitted online, students analyzed assigned readings and films with particular attention to the personal and the political and discussed how history shaped personal choices.

**CHIN 102**

PLO5. Develop understanding of the traditional Chinese culture in light of contemporary values.

In homework, quizzes, and the final exam, students constantly were asked to compare Chinese traditional cultural values to the modern American culture we live in. For example, how the importance of having a male offspring has changed over the course of time especially under one
child policy. How about other neighboring Asian countries? In class activities, students were asked to present skits of situations of the past and of now. For example, they were asked to act out a pregnancy situation in a traditional setting and one in modern day China. In these activities, they need to combine their knowledge of traditional values and new modern values with cultural awareness.

7. **Analysis**
(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

25A
PLO 1: Of the 29 students who made the presentation, all have met PLO 1.

25B
PLO 2: All 19 students have met PLO 2.

102
PLO 5: 22 out of 23 students have met PLO 5.

140
PLO 6: All 30 students have met PLO

8. **Proposed changes and goals (if any)**
(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?)
The three instructors from the Chinese program are revising the wording of PLOs while developing criteria and rubric for assessment. During the spring semester, one faculty member is on sabbatical leave. The discussion will be resumed in Fall 2017. Updated PLOs will be posted online in Spring 2018.

**Part C**
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop explicit criteria and rubric for each PLO</td>
<td>In progress</td>
</tr>
<tr>
<td>Revise PLOs</td>
<td>In progress</td>
</tr>
<tr>
<td>Update Program Records</td>
<td>In progress</td>
</tr>
</tbody>
</table>

Last updated: Feb. 20, 2017