

Minnesota State University Moorhead
2006-2007 Assessment Plan Cover Sheet

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: All programs will complete this form.

Degree Program: East Asian Studies (Chinese)

Department: Languages & Cultures

College: Arts & Humanities

Date: 10/26/06

Is this assessment plan your existing plan, a new assessment plan or a revision of an existing plan?

Existing New Revision

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Su-Lin Tai and Takanori Mita

2. List of All Student Learning Outcomes. (List and number all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

- *1. East Asian Studies majors should be able to demonstrate their listening comprehension.
- *2. East Asian Studies majors should be able to demonstrate their writing skills.
- *3. East Asian Studies majors should be able to demonstrate their reading skills.
- 4. East Asian Studies majors should be able to assess their knowledge of Asian history.

3. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan. Please note if the program is accredited by an external agency.

There is a need to develop an assessment tool to evaluate students' proficiency objectively. The goal for this standardized test is to assess whether or not students in the Chinese program will be able to survive comfortably in China for academic as well as for occupational purposes. The curriculum of the Chinese program should be developed according to the goals prescribed by the HSK Center of Beijing Language and Culture University to assess the Chinese language proficiency of non-native speakers in the Chinese program at MSUM. HSK (Basic) is a standardized test designed for beginners. It is appropriate for those who acquire 400-3000 basic Chinese words. The basic level consists of three score level ranging from 1-3. Any person having mastery 600 Chinese words and certain rules of grammar can reach the standard in level 1. Level 2 is the standard for obtaining the partial satisfaction for the requirements of basic

communicative exchanges. Finally, students who are able to pass level 3 have a basic competence to be admitted to colleges in Taiwan or China.

4. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

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Academic Program: East Asian Studies (Chinese)

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

1. Oral communication (listening comprehension)

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

The Chinese language proficiency test (HSK) consists of three parts including listening, sentence structure, and reading comprehension. Students in Chin 101, 102, 201, 202, 301, and 302 will be instructed these three type of language skills. However, to learn Chinese in a foreign setting is very difficult. The goal set for one hundred and two hundred level courses is to build a foundation of learning the language, but to reach a higher language proficiency, students should be encouraged to study abroad, where they can be exposed to the targeted language and raise their proficiency to reach the criteria for this program.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

HSK (Chinese Proficiency Test for Non-Native Chinese Speakers) developed by Beijing Language and Culture University will be modified to meet our curriculum. This is a standardized test to assess language proficiency of non-native speakers of Chinese.

5. Who is assessed? When are they assessed?

Students in the Chinese program at the level of 300 will be assessed by the end of their 300 level courses.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

Dr. Su-Lin Tai, assistant professor of Chinese, is responsible for designing and practicing the tests. She will discuss with Dr. Takanori Mita, associate professor of Japanese, to evaluate overall results as the program goals for the major courses in the East Asia Studies

7. What is level of student performance is expected for this outcome?

The final goal for those with three-year language studies should be able to pass level 2 in Basic level in the HSK. The students are expected to be able to master communicative exchanges in their language proficiency.

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Academic Program: East Asian Studies (Chinese)

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

2. Written communication (writing skills, grammar, and culture-based knowledge)._

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

The Chinese language proficiency test (HSK) consists of three parts including listening, sentence structure, and reading comprehension. Students in Chin 101, 102, 201, 202, 301, and 302 will be instructed these three type of language skills. However, to learn Chinese in a foreign setting is very difficult. The goal set for one hundred and two hundred level courses is to build a foundation of learning the language, but to reach a higer language proficiency, students should be encouraged to study abroad, where they can be exposed to the targeted language and raise their proficiency to reach the creteria set for this program.

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1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

3. Reading communication (reading skills, grammar, and culture-based knowledge).

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

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