

## Assessment Program for the Department of East Asian Languages and Literature:

### I-Undergraduate Program Assessment

#### A-Chinese and Japanese Language:

- 1-Goals: To bring each student in the major to the advanced proficiency level in the language of that student's choice, be it Chinese or Japanese. The advanced proficiency level for these purposes is defined by the American Council on the Teaching of Foreign Languages (ACTFL) and covers all four aspects of language learning, i.e., listening, speaking, reading, and writing. (See appendix A for details)
- 2-Means of Assessment: To test proficiency in reading and writing, embedded questions will be employed on the final exam in East Asian 402 (Eighth Semester Chinese) in East Asian 404 (Eighth Semester Japanese), each being the final required language course in the two undergraduate major programs. Listening and speaking proficiency will be judged by means of exit interviews conducted in conjunction with these courses.
- 3-Implementation: At the end of each academic year the language faculty will report the overall results of the embedded questions and exit interviews to the departmental curriculum committee. This committee will examine the record of achievement of the majors as a group and submit recommendations for change when appropriate to the departmental faculty.

#### B-Chinese and Japanese Literature and Culture

- 1-Goals: Basic knowledge of the cultural and political history of either China or Japan, depending on the major. For Japan, for example, this should include an awareness of the main periods of that history, along with an understanding of important sub-divisions such as the Genroku Period within Edo. The student should know the dominant political and cultural trends and events of these periods, along with the major figures of Japanese history.

Equivalent knowledge of all periods of the history of Chinese or Japanese literature. Again in the Japanese case, for example, the student should know the three major writers of the Genroku Period and be able to characterize their contributions, at least in general terms.

With reference to skills the student in either major must demonstrate an ability to write clear and concise English.

2-Means of Assessment: At least two members of the faculty will meet at the end of each semester with those students scheduled to graduate. The faculty members will probe the students as a group in order to assess the degree to which the knowledge component mentioned above has been attained. With respect to writing, each major will compile a portfolio of papers written in English for required departmental classes in the major. A committee of at least two faculty will examine this work in the student's final semester in order to judge the degree of progress.

3-Implementation: A formal report of the results of the discussion will be submitted to the departmental curriculum committee, along with a report on student writing in general. The curriculum committee will examine the record of achievement of the majors as a group from year to year and submit recommendations for change when appropriate.

## II-Graduate Assessment Program

### A-Prologue

The department reviewed its current assessment procedures as part of its consideration of the new mandate to establish assessment measures. These procedures are rigorous, as the description of the procedures presently in effect for the Chinese literature program attest. This description is herewith submitted as appendix B to this document.

B-Additional assessment procedures to be applied while the student is involved in course work. A file of every student's final exams in each course requiring such an exam will be kept, along with a portfolio of each major paper written by the student. This work will be reviewed by a faculty committee of two people, together with the student, in conjunction with the preliminary exam.

C-Two years after receiving either the M.A. or Ph.D., as the case may be, the student will be sent a questionnaire addressing the relevance of the graduate program to the career currently being pursued by the student. The questionnaire, which will have to be formulated with professional assistance, will address such matters as the degree to which the student uses Chinese or Japanese in his or her current work, whether the training has provided the best foundation for using the language, etc.

We will try to keep track of changes in the job market for our graduates. At present there are many opportunities in teaching, and most of our graduates, even those with just the M.A., are able to find college level teaching posts. Until the job market shifts, our training will retain the intensely academic focus which it has always had.

As in the case of the undergraduate program, the findings of the examining teams of two faculty members and the results of the questionnaires will be examined each year by the departmental curriculum committee. This committee will recommend to the entire faculty any recommendations for changes in the graduate program that seem warranted by the level of achievement of the students or by the changing nature of the job market for our M.A. and Ph.D. graduates.

**Appendix A. Advanced language proficiency level as defined by the American Council on the Teaching of Foreign Languages (ACTFL).**

**Listening:** Can understand face-to-face, nontechnical, connected narrative/descriptive discourse in standard Chinese or Japanese spoken by a native speaker in controlled context.

**Speaking:** Can narrate and describe, linking sentences together smoothly into paragraphs, utilizing such cohesive devices as conjunctions, pronouns, ellipses, and repetitions.

**Reading:** Can decode authentic prose (including newspapers and magazines) of general ideas.

**Writing:** Can write narratives and descriptions of a factual nature of at least several paragraphs in length on familiar topics.

## Appendix B. Assessment Procedures for Graduate Program in Chinese Literature.

### GOALS

- 1) a basic knowledge of Chinese literature, its history, genres, major figures and works
- 2) an ability to read, translate, and deal critically with the texts of this literature
- 3) a familiarity with salient features of Chinese history and culture

Towards those goals we have the following assessment program in place:

a) a series of quizzes and assignments in EA 701 (Proseminar in Chinese Literature) and 651/652 (History of Chinese Literature) designed to test the student's ability to locate and work with texts and to place them in a meaningful context. This includes close readings of verse and narrative, the ability to trace and establish textual histories and filiations, practice in intergrating and criticizing modern studies (Western and Japanese, as well as Chinese).

b) a comprehensive MA examination which has long included key embedded questions for evaluating certain courses. The examination takes two days, is done in-house, and tests the student's ability to translate classical and modern texts, their overall knowledge of course work, and two areas of expertise.

c) careful attention to students' ability to present their ideas in writing. Since many of our students are non-native speakers of English, this is an especially important part of our training. By providing sample papers from previous years, working with drafts, and finally critiquing carefully finished papers, we indicate the importance we attach to this aspect of our graduate program.

To supplement our current practices, we plan to

- 1) include new questions as part of the MA examination to elicit comments on such matters as required courses, course sequences, and texts read. This will be a take-home portion of the examination;
- 2) incorporate more translation activities in the required course sequence; and
- 3) to follow up on graduates of the Chinese graduate program by sending them a questionnaire approximately 24 months after graduation. The results of these assessment instruments will be collected and reviewed by a subcommittee of our Curriculum Committee annually.