

Herb Wang, Associate Dean, Assessment

To: Herb Wang, Associate Dean
From: James O'Brien <jaobrie1@facstaff.wisc.edu>
Subject: Assessment
Cc: tenealon
Bcc:
Attached:

During the years we have attempted assessment, I have requested input from four different parts of the program: Japanese literature and culture; Japanese language and linguistics; Chinese language and literature; and Chinese language and linguistics.

Reports in Japanese literature and culture have been submitted annually.

This year the Japanese language and linguistics faculty submitted the enclosed report. Our effort to continue the exit interviews in Japanese literature and culture ran into a snag. As it turned out, two of the four graduating Japanese majors were in Japan; one of the remaining students did not want to be interviewed and the fourth had conflicts with the times we suggested. We could probably have arranged something, but an exit interview with one student did not seem a good basis for drawing conclusions about the program in any case.

We have gathered some worthwhile observations on the dept. programs in the exit interviews and hope to continue them. For this year, we hope to send out a questionnaire as a way of compensating for the lack of interviews.

I will pass this report on to my successor as chair, Prof. Naomi McGloin, whose task it will be to involve the whole department more in the assessment process than I have been able to do.



James O'Brien

Subject: FW: Undergraduate student assessments
To: "James O'Brien" <jaobrie1@facstaff.wisc.edu>

Dear Jim,

In "8th Sem Jse," I had six students this past semester. Four of them were seniors. This was the way I assessed their performance during, and at the end of, the semester:

Listening and Speaking:

Each student had to give a 3-5 minute speech four times during the semester. Each student was interviewed at the end of the semester for ten minutes about a video that was shown during the semester. Each student had to write a term paper based on interviews with at least three native speakers of Japanese.

Reading and Writing:

The reading materials used this semester were of two types: some were geared to speed reading, others to intensive reading. After each story or essay, the students were asked to write answers to some content-based questions.

At mid-term, the students had to hand in a written report on a 20-page short story not covered in class, i.e., they had to read it on their own.

There were several written exams during the semester, each containing at least one essay-type question. The final written exam was based on the last eight essays. It also contained a brand-new essay to test the students' speed-reading ability.

Aki Miura

From: Teresa Nealon <tenealon@facstaff.wisc.edu>
Date: Fri, 25 May 2001 10:51:11 -0500
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Cc: jaobrie1@facstaff.wisc.edu
Subject: Undergraduate student assessments

Prof. O'Brien asked me to send the following message:

**College of Letters and Science
Annual Survey and Report of Departmental Assessment Practices**

Please return to: Associate Dean Herbert Wang by May 25, 2001
c/o Associate Academic Planner Elaine Klein
307 E. South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: EAST ASIAN LANGUAGES & LITERATURE

I. Assessment Plan

- Q1. The department has an assessment plan for the undergraduate program. Y N
- Q2. The department has an assessment plan for the graduate program. Y N
- Q3. The assessment plan/s is/are linked to the departmental mission. Y N

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams		
Local Exams	X	
Capstone Courses		
Embedded Testing	X	
Student Portfolios		
Theses, Dissertations		
Performance Evaluations		
Pre & Post Testing		
Tools used to indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys		
Exit Interviews	X	
Alumni Surveys		
Employer Surveys		
External Reviews		

Q5. Of the tools used to directly assess student learning, which provide the most useful information?

LOCAL EXAMS

Q6. Of the tools used to directly assess student learning, which provide the least useful information?

EMBEDDED TESTING

Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?

EXIT INTERVIEWS

Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?

Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).

II. Assessment Processes

Q10. Responsibility for assessment has been assumed by X an individual
_____ a committee

If responsibility is delegated to an individual, this person is:

the chair / tenured faculty / untenured faculty / academic staff / short term staff / other: _____

If responsibility is delegated to a committee, this group is:

Specially constituted to address assessment of student learning	Y	N
Part of the Curriculum Committee	Y	N
Part of the Executive Committee	Y	N
Part of the Undergraduate/Graduate Education Committee	Y	N
Other: _____		

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning. Y N

If "yes", did the UAC award the department funds? Y N

Were those funds useful? Y N

Q12. The department has sought professional assistance to conduct assessment. Y N

If "yes", from whom has the department sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)

III. Additional Information

Please attach any assessment reports you may have submitted to the University Assessment Council in compliance with the UAC's funding support requests.

In the interest of streamlining our requests for assessment information, please identify an assessment contact person: PROF. NAOMI MCGLOIN

Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

Thank you for taking time to complete this report.

Please return this form to the Associate Dean's Office by May 25, 2001.