

Programs involved in this report (3.1):

**Undergraduate Chinese program (BA, BS), Undergraduate Japanese Program (BA, BS) / Undergraduate Certificate for Chinese Professional Communication, / Undergraduate Certificate for Japanese Professional Communication, / Graduate Chinese program (MA, PhD), Graduate Japanese Program (MA, PhD) /**

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Names consistent with official lists (3.2)? **yes**

Is your plan current (4.1)? **No**

If plan is not current, plans to update? (4.2)

Do you have other programs on which you can provide a report (4.3)

Assessment Purpose (5.1)

**The purpose of the assessment activity is: / (1) To assess learning across sequence of language and literature/culture courses / (2) To gather information for curricular or program review /**

Outcomes/Goals Assessed (5.2):

**I. Program Goals / / I-1. Undergraduate Program / (1) Undergraduate Chinese Program / Advanced proficiency in Chinese specified in the learning outcomes and assessment strategies table in section III. Familiarity with the basic structures and key vocabulary of Classical Chinese prose and poetry, as well as the ideas and cultural values revealed by selected Classical Chinese texts. Basic knowledge of the literature, culture or language of China, including an awareness of the main periods of that history, along with an understanding of dominant sociopolitical and cultural trends. Students demonstrate the ability to make coherent, meaningful arguments in clear and concise English as well as to conduct basic research in Chinese using both online and physical texts in our library collection. / / (2) Undergraduate Japanese Program / Advanced proficiency in Japanese specified in the learning outcomes and assessment strategies table in section III. Basic knowledge of the literature and cultural history of Japan, including an awareness of the main periods of that history, along with an understanding of dominant sociopolitical and cultural trends. Students develop awareness of and critical perspectives towards their own and Japanese cultures. Students demonstrate the ability to make coherent, meaningful arguments in clear and concise English in line with the basic guidelines of our field as well as to conduct basic research in Japanese using both online and physical texts in our library collection. / / (3) Certificate of Chinese/Japanese Professional Communication Programs / Basic everyday workplace communications in Chinese or Japanese. Students can deliver a clear, concise presentation in Chinese or Japanese. They demonstrate an awareness of diverse cultural perspectives, and the significance of honorific and formulaic expressions. / / I-2. Graduate Program / Students demonstrate an understanding of the major theories, and, with supervision by members of the respective faculty, they conduct an original research project in one of the following areas. / • Chinese linguistics / • Chinese literature/culture / • Japanese linguistics and language pedagogy / • Japanese literature/culture / /**

Assessment Strategy (5.3):

**(1) The program specific assessment strategies (see the tables of learning outcomes in the departmental assessment plan) including embedded questions and performance-based assessments. / / (2) Online Portfolio of Student Works (direct measures, will be implemented from 2013-2014 academic year) / The Online Portfolio of Student Works showcases the "best" academic projects (including digital essays as well as more traditional term papers) of graduating seniors and provides the faculty members opportunities to verify and confirm their assessment practice. Those papers are self-selected by graduating seniors, stored in the departmental online folders that are viewable by faculty members only, and evaluated according to the expected learning outcomes by the instructors of the courses taught. The departmental curriculum committee serves as an oversight committee and makes necessary reports and suggestions. / / (3) Exit Interview and Survey (indirect measures, conducted yearly). / The exit interview (a group**

interview conducted by the major advisor) is scheduled yearly in April, in conjunction with the annual Undergraduate Major Get-Together. The set of questions asked in the interview are included in the appendix. The exit survey with the same set of questions is distributed to graduating seniors. Student voices are recorded by the departmental curriculum committee members and reported at the faculty meeting. /

Key Findings (5.4):

The results of exit interview were shared at the departmental faculty meeting, and the programs agreed to discuss curricular issues based on these results. / / The department also supports the following future timeline for assessments. /

Nest Steps (6.1):

Timeline for Assessment / / 2013-2014 / Implement the Online Portfolio of Student Works / Reconsider undergraduate student learning outcomes by sub groups (Chinese Language, Japanese Language, Chinese/Japanese Literature and Culture) / Reconsider departmental mission / / 2014-2015 / Revise the learning outcomes included in the Online Portfolio of Student Works / Reconsider graduate student learning outcomes by sub groups (Chinese Language, Japanese Language, Chinese/Japanese Literature and Culture) / / 2015-2016 / Study the content of the Online Portfolio of Student Works / Each sub group (Chinese Language, Japanese Language, Chinese/Japanese Literature and Culture) identifies 1-2 focus learning outcomes and studies the assessment results. /