

Seaver College General Education (GE) Assessment – Foreign Language Academic Year 2011-2012

I. Program Learning Outcome

Students listen, speak, read, and write within the appropriate cultural context of Chinese.

II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

Knowledge & Scholarship

Service

Apply knowledge to real-world challenges.

Leadership

Think critically and creatively, communicate clearly and act with integrity.

Community & Global Understanding

Purpose

Develop and enact a compelling personal and professional vision that values diversity.

III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

SLO #1	Speak Chinese more fluently.
SLO #2	Listen to Chinese with better comprehension.
SLO #3	Read Chinese more smoothly.
SLO #4	Write Chinese more proficiently.

IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntroduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table.

	SLO #1	SLO #2	SLO #3	SLO #4
CHIN 151	I	I	I	I
CHIN 152	I/D	I/D	I/D	I/D
CHIN 251	D/M	D/M	D/M	D/M

V. Assessment Plan

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	Direct Evidence	Indirect Evidence
SLO #1	Oral translations	Graduating Senior Survey
SLO #2	Final exam	Graduating Senior Survey
SLO #3	Final exam	Graduating Senior Survey
SLO #4	Final exam	Graduating Senior Survey

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

SPECIAL NOTE: Due to the course rotation schedule, CHIN 251 was not being offered in Malibu during the Spring 2012 semester when data collection took place and there was only one section offered in our IP program in Shanghai. Therefore, we still need to gather sufficient direct evidence in order to perform a valid assessment. This may take a few years because the 251 course only occurs during the fall semester in Malibu with typical total enrollments of about 20. For the academic year 2012-2013 the committee will work to review assessment tools, develop rubrics and establish criteria, using ACTFL guidelines when applicable. We will also begin to collect direct evidence.

VI. Rubrics

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

VII. Criteria for Student Achievement / Success

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	Criterion (Criteria)
SLO #1	Click here to enter text.
SLO #2	Click here to enter text.
SLO #3	Click here to enter text.
SLO #4	Click here to enter text.

VIII. Evidence / Data

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

SLO #1

Evidence/Data

Click here to enter text.

Findings

Click here to enter text.

IX. Summary

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

Click here to enter text.

X. Closing the Loop & Quality Improvement Program

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose*

as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.

- **Action Item #__:** Click here to enter text.
- **Evidence to support this proposed action:** Click here to enter text.
- **Expected outcome (if the action item is implemented):**
Click here to enter text.
- **Expected timeline:** Click here to enter text.
- **Type of Action:** **Resource Neutral** **Resources Required**
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*
Click here to enter text.

XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

Committee Chairperson	Position Title	Academic Division
April D. Marshall	Associate Professor of Hispanic Studies and Chair	International Studies and Languages

Committee Members	Position Title	Academic Division
Mei-na Hsieh	Adjunct Lecturer of Chinese	International Studies and Languages
Hailing Guan	Adjunct Lecturer of Chinese	International Studies and Languages

XV. Educational Effectiveness Indicators

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

APPENDICES

Appendix A - Assessment Details

The following assessment was used to assess Student Learning Outcome #____.

Click here to enter text.

{Repeat and edit the above text as necessary for each assessment tool.}

Appendix B - Rubrics

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #____.

{Repeat and edit the above text as necessary for each rubric.}

Appendix C - Evidence /Data

The following evidence was gathered in assessment of Student Learning Outcome # ____.
{Repeat and edit the above text as necessary for each SLO.}

Appendix D - Chronology

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

Date	Members Participating (Initials)	Action