Undergraduate Academic Assessment Plan 2012 2013

East Asian Languages and Literatures

College of Liberal Arts and Sciences

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East Asian Languages and Literatures, College of Liberal Arts and Sciences
Undergraduate Academic Assessment Plan

Mission Statement

1. To conduct research at the faculty level in Chinese and Japanese language, literature and culture, including linguistic and media studies, and communicate original results that relate these domains;
2. To facilitate the study of Chinese and Japanese language, literature and culture at the undergraduate level in such a way that students actively engage with this field of knowledge;
3. To connect North American and international perspectives on academic endeavors in the humanities, and to maintain an international voice and presence at the University of Florida; and
4. To promote the integrity of Chinese and Japanese Studies as interrelated academic fields and to support the vitality of the East Asian Languages and Literature program within the department.
5. EALL implements the UF mission statement by teaching undergraduates in Chinese and Japanese courses, by conducting research and scholarship to expand knowledge in Chinese and Japanese Studies, and by sharing the benefits of our research and knowledge with the public be it at the national, state, regional, or local levels. EALL aligns with the CLAS mission statement by continually expanding our knowledge and practice in the most fundamental questions in the humanities and social sciences and the LLC mission by facilitating the study of languages, literatures and cultures at the undergraduate level in such a way that students actively engage with this field of knowledge.

Student Learning Outcomes (SLOs)

Existing SLOs for the 2012-13 undergraduate catalog:
1. Achieve proficiency in Chinese or Japanese in the third year of language study.
2. Distinguish literary genres and define basic historical genres in East Asian literature; or identify formal patterns of sound and syntax in Chinese or Japanese and know the social patterns of language use in context.
3. Analyze meaning based on genre attributes.
4. Identify strategies for assembling arguments from literary or media texts or isolate patterns in linguistic data and apply frameworks toward their analysis.
5. Ability to locate and use reference tools to add an independent perspective to critical arguments.
6. Identify premises in your argument, judiciously handle materials and effectively communicate independent, critical perspectives in oral or written form.

Revised SLOs for the 2013-14 undergraduate catalog:
Content

1. *Report* proficiency in either Chinese or Japanese in the third year of language study.

2. *Describe* literary genres and *define* basic historical genres in East Asian literature; or *identify* formal patterns of sound and syntax in Chinese or Japanese and *appraise* the social patterns of language use in context.

 Critical Thinking

3. *Analyze* meaning based on genre attributes.

4. *Identify* strategies for constructing arguments from literary or media texts; or *assess* patterns in linguistic data and *create* frameworks toward their analysis.

Communication

5. *Locate* and *apply* the use reference tools to *produce* an independent perspective to critical arguments.

6. *Formulate* premises in argumentation, judiciously *select* materials and effectively c*onstruct* independent, critical perspectives in oral and written form.

Link to 2011-12*, 2012-13* SLOs	New/Revised SLOs, 2013-14*
Content	
Achieve proficiency in Chinese or Japanese in the third year of language study.	Report proficiency in either Chinese or Japanese in the third year of language study.
Distinguish literary genres and define basic historical genres in East Asian literature; or identify formal patterns of sound and syntax in Chinese or Japanese and know the social patterns of language use in context.	Describe literary genres and define basic historical genres in East Asian literature; or identify formal patterns of sound and syntax in Chinese or Japanese and appraise the social patterns of language use in context.
Critical Thinking	
Analyze meaning based on genre attributes.	Analyze meaning based on genre attributes.
Identify strategies for assembling arguments from literary or media texts or isolate patterns in linguistic data and apply frameworks toward their analysis.	Identify strategies for constructing arguments from literary or media texts; or assess patterns in linguistic data and create frameworks toward their analysis.
Communication	
Ability to locate and use reference tools to add an independent perspective to critical arguments.	Locate and apply the use reference tools to produce an independent perspective to critical arguments.
Identify premises in your argument, judiciously handle materials and effectively communicate independent, critical perspectives in oral or written form.	Formulate premises in argumentation, judiciously select materials and effectively construct independent, critical perspectives in oral and written form.

*undergraduate catalog dates

Curriculum Map

Curriculum Map for:

Program East Asian Languages and Literatures   College Liberal Arts and Sciences

Key: **I**ntroduced   **R**einforced   **A**ssessed

Courses SLOs	Language[1]	Non-Language[2]	Additional Assessments
Content Knowledge			
#1	I, R, A Proficiency Test		Chinese: STAMP Proficiency Test Level 4[3] Japanese: Japanese Language Proficiency Test (JLPT) Level N3[4]
#2		I, R, A Term Paper[5]	
Critical Thinking			
#3		I, R, A Term Paper[5]	
#4		I, R, A Term Paper[5]	
Communication			
#5		I, R, A Term Paper[5]	
#6		I, R, A Term Paper[5]	

1. Language courses include CHI3410/3411, JPN 3410/3411 or two 3000-level or above advanced language courses such as CHI 3440, CHW 4120, CHW 4121, CHW 4130, CHW 4140, JPN3440, JPW 4130, and JPW 4131. see:
https://catalog.ufl.edu/ugrad/current/liberalarts/majors/east-asian-languages-and-literatures.aspx
2. Non-language courses include any courses other than the above courses: Any five courses as listed on:
https://catalog.ufl.edu/ugrad/current/liberalarts/majors/east-asian-languages-and-literatures.aspx
3. Students must take the Chinese STAMP Proficiency Test Level 4 or the equivalent by the end of the second semester of the third-year language course: see -   https://catalog.ufl.edu/ugrad/current/liberalarts/majors/east-asian-languages-and-literatures.aspx

4. Students must take the Japanese Language Proficiency Test Level N3 or the equivalent by the end of the second semester of the third- year language course: see - https://catalog.ufl.edu/ugrad/current/liberalarts/majors/east-asian-languages-and-literatures.aspx
5. Achieve satisfactory faculty evaluation of a self-selected term paper written for an upper-division course or senior thesis. Note applies to all listings of "Term Paper".

Assessment Cycle

Assessment Cycle Chart

Assessment Cycle for:

Program   East Asian Languages and Literatures   College   Liberal Arts and Sciences

Analysis and Interpretation: May-June
Improvement Actions: Completed by August 15
Dissemination: Completed by September 15

Year / SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
#1	√			√		
#2		√			√	
Critical Thinking						
#3		√			√	
#4			√			√
Communication						
#5			√			√
#6			√			√

Methods and Procedures

SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

Assessment Method - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

Measurement – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Report proficiency in either Chinese or Japanese in the third year of language study.	Language Proficiency Test	Test score
Describe literary genres and define basic historical genres in East Asian literature; or identify formal patterns of sound and syntax in Chinese or Japanese and appraise the social patterns of language use in context.	Term paper	Faculty evaluation
Analyze meaning based on genre attributes.	Term paper	Faculty evaluation
Identify strategies for constructing arguments from literary or media texts; or assess patterns in linguistic data and create frameworks toward their analysis.	Term paper	Faculty evaluation
Locate and apply the use reference tools to produce an independent perspective to critical arguments.	Term paper	Faculty evaluation
Formulate premises in argumentation, judiciously select materials and effectively construct independent, critical perspectives in oral and written form.	Term paper	Faculty evaluation

Direct Assessments:

1. Students majoring in Chinese (EAC) are required independently to take the STAMP Test by the deadline for application to graduate set for the particular semester that students plan to graduate (deadlines vary) and to have the result reported to the China unit. Results are to be loaded onto the e-Learning website, "Self-selected Paper or Senior Thesis".

2. Students majoring in Japanese (EAJ) are required to take JLPT Level N3 test in JPN 3411 Advanced Japanese 2 in the spring semester before they graduate as part of the requirements of the course. Results are loaded onto the e-Learning website, "EAJ Self-Selected Paper or Senior Thesis" in the Assessment folder.

3. A self-selected paper or senior thesis of at least ten pages in length must be submitted to the Chinese unit by the application for graduation deadline set for the semester in which students plan to graduate (note the deadline varies for each semester). EAC majors must upload their papers to the e-Learning course site, "Self-selected Paper or Senior Thesis" and upload the form. Writing rubrics based on the UC Davis English Department Composition Program forms the basis of our grading criteria (***dept**s.washington.edu/ps**write**/Handouts/Potential**Rubric**.pdf).*

4. A self-selected paper or senior thesis of at least ten pages in length must be submitted to the Japanese unit by the application for graduation deadline set for the semester in which students plan to graduate (note the deadline varies for each semester). EAJ majors must upload their papers to the e-Learning course site, "EAJ Self-Selected Paper or Senior Thesis" and fill out the form on the website. Writing rubrics based on the UC Davis English Department Composition Program forms the basis of our grading criteria (***dept**s.washington.edu/ps**write**/Handouts/Potential**Rubric**.pdf).*

Indirect Assessments:

1. When students apply to graduate in a given semester, undergraduate coordinators (UGCs) are sent a list of the names of majors that need to be certified to graduate. When UGCs certify EAC or EAJ majors to graduate, we add the names of graduates, UFID, job/graduate school placement, and awards/scholarship data, to the list of graduates we have been compiling for years.

2. Furthermore, data on enrollments and retention/graduation rates will be compiled and maintained henceforth.

3. The course evaluations by EAC or EAJ majors can be used to assess and adjust the courses offered by our faculty members.

Assessment Oversight

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