**Template - Chinese Minor**

This template is entirely inapplicable for the Chinese minor. Please refer to the attached statement clarifying the reasons for the inapplicability.

**Statement:** The template is entirely inapplicable for Chinese because the single student who has declared a minor must do the following to complete the work:

1. The student must successfully complete the only Chinese language courses available at CSUS, namely CHIN 1A-1B (Elementary Mandarin) and CHIN 2A (third semester Mandarin).
2. The student must enroll in CHIN 199 for 3 units in order to complete the equivalent of the fourth semester Mandarin (CHIN 2B is not currently offered).
3. The student must then engage in one year of intensive language study either in China or Taiwan in order to obtain the equivalent of 12 upper division units.
4. Currently the this minor is staffed by one professor who is on FERP; given the current situation, the commitment to the Asian Studies Major frequently cannot be fulfilled (students often wish to select Chinese to meet the Asian Studies language cognate).

Program ___ CHIN minor  
Department ___ Foreign Languages _____

Number of students enrolled in the program in Fall, 2011 __1__

Faculty member completing template ___Lewis Robinson_______ (Date _01-20-12_)

**Period of reference in the template: 2006-07 to present**

1. Please describe your program's learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program? [Please limit your response to 200 words or less]

The organizational culture regarding assessment of minors became noticeable in the 2009 – 2010 academic year in association with the preparation for the Department’s Program Review in 2010. The department completed a course matrix for each of the languages offered (Chinese, French, German, Italian, Japanese, Punjabi, Russian and Spanish). The report for 2010-2011 included assessment data for the Minors. Effective with the 2010 – 2011 assessment, the Department included assessment information for all service courses, this included Chinese.

The next steps include collecting assessment data for all the languages with a minor program. These findings will be included in the assessment report for 2011 – 2012. More specifically, during the first day of classes in Spring 2012, the Department administered a pre-assessment tool in the 1B language courses (including CHIN 1B). The results of the pre-assessment will be compared with data to be collected using a post-assessment instrument at the end of the semester in the 1b language courses.
2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes ("takeaways" concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program. [Please limit your response per outcome to 300 words or less]

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible. [Please limit your response to 400 words or less]

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the "instrument" (e.g., survey or test), "artifact" (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome. [Please limit your response to 200 words or less per learning outcome]

   (If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur. [Please limit your response to 200 words or less per item]

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program's curriculum. If such activity has not yet occurred, please describe the plan by which it will occur. [Please limit your response to 300 words or less]

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? [Please limit your response to 300 words or less]
8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program's desired learning outcomes and assessment of their accomplishment? [Please limit your response to 200 words or less]

Chinese aims at meeting the foreign language requirement and help students who want to study beyond the requirement. It is important to note that both Chinese and Japanese programs are the core programs of the Asian Studies Program (http://www.csus.edu/asia/). Asian Studies majors (approximately 40 students) need to fulfill 2 years of the same Asian language.

With a commitment to continue the support of the Asian Studies major, additional Chinese language faculty support will be needed.