Introduction

Upon completion of the design of an oral proficiency rubric assessing Chinese B.A. speaking learning outcomes during the Spring 2014, the Chinese Section saw the need for a writing rubric that can be used to measure the SLOs and match the program goals.

Utilizing strategies gained at the 2014 Assessment Summer Institute, the author identified and re-examined the program needs, and involved as many Chinese faculty as possible in improving the Chinese B.A. assessment system.

This poster shows these following two themes: (i) the active involvement of faculty in assessment workshops and the positive impact of faculty collaboration on the program; (ii) the creation of a Chinese writing rubric integrated with the global assessment system development and the preliminary results of the application of this rubric.

Faculty Workshop Group Activities

- Groups of two or three working on course target outcomes by referring to the Chinese B.A. Curriculum Map
- Identifying collectable evidences to represent students’ cumulative achievement
- Reporting to the plenary session with emphasis on constructive ways to help students succeed

Chinese Faculty Cooperation Process

- Summer 2014 Institute CHN participant reported at section meeting
- Chinese Writing Rubric Development
  - Drafting an analytic scale rubric by referring to Chinese B.A. curriculum map and program goals
  - Integrating feedback from colleagues in rubric revision
  - Training junior faculty (including GAs and lecturers) to apply rubric to sample ratings
  - Rating students’ essays in writing intensive courses: Chinese 441 & 442, and providing corrective feedback
  - Calibrating, revising, and re-norming with trained raters
  - Completing rating students’ essays and analyzing rating results
  - Calculating inter-rater reliability and intra-rater consistency
  - Applying the process to students’ essay writings from required courses (CHN 401 & 402) with previous experience
  - Assembling results into program data

Chinese BA Curriculum Map for Writing

- Student Learning Outcomes (SLOs)
  - Apply critical thinking rhetorical skills to produce coherent written works and presentation in both English and Chinese
- Assessment tools to measure outcomes
  - Composition/essay
  - Translation project
  - Research paper
- Required courses
  - CHN 301 & 302: Third-Level Mandarin (I & II) (R)
  - CHN 401 & 402: Fourth-Level Mandarin (I & II) (R)
  - CHN 405: Fourth-Year Chinese for Professionals (R)
- Electives
  - CHN 441-442: Four-Year Reading and Writing
  - CHN 421B: Chinese - English Translation (I)
  - CHN 421C: English - Chinese Translation (I)
- Expected written proficiency level
  - Advanced level: Low, Mid, or High (ACTFL scale)
  - Emerging Superior (ACTFL scale)
- Implications
  - Fully utilized UHM Assessment Office to enrich Chinese faculty’s knowledge on assessment in general and the SLO assessment in the Chinese B.A. program
  - Participants collaboratively contributed to Chinese B.A. program improvement and help students learn better

Action Plans

- Encouraging more interested faculty to participate in the Summer Institute training by UHM Assessment office
- Collecting feedback from Chinese Section faculty regarding their application of knowledge gained in the workshop and how it has positively impacted their teaching practice
- Enhancing Chinese B.A. curriculum map with more faculty workshops
- Finalizing Chinese B.A. writing rubric
- Starting work on the identification of evidence from other Chinese linguistic courses (SLO6)

Results & Uses

- Increased involvement: 75% of Chinese section (full-time) faculty participation
- Full utilization of UHM Assessment Office to enrich Chinese faculty’s knowledge on assessment in general and the SLO assessment in the Chinese B.A. program
- Faculty gained synergic understanding of the program expectations, curriculum coherence, and the room to improve for better alignment with the UHM ILOs
- Participants collaboratively contributed to Chinese B.A. program improvement and help students learn better

Acknowledgement: This feedback survey was conducted by Y . Hill and M. Stitt-Bergh, UHM Assessment Office on November 13, 2014.

Winter, H. (2015, April). Writing rubric development and collaborative assessment work in the Chinese program. Poster session presented at the Assessment for Curricular Improvement Poster Exhibit at the University of Hawai‘i at Mānoa, Honolulu, HI.