Assessment Process Template:
Undergraduate Degree Programs

The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. An overview of the five steps to complete this process is listed directly below, and the following pages include the template.

Five steps to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).

2. **List** the intended student learning outcomes for the degree program (page 3).
   - What should students know or be able to do if they complete the degree program?

3. **Map** the curriculum onto the student learning outcomes (page 4).
   - Where are the students learning the intended program outcomes?
   - What shared experiences do the students have outside of the curriculum?

4. **Explain** what assessment activity has taken place (page 5).
   - What did you learn from past assessment activities?
   - How did you use what you learned to affirm or improve the student experience?

5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
   - Are the students learning what you want them to learn?
   - How will you know that your students are learning the program outcomes?
   - What information will you collect to better understand student learning?

For resources, please see the Learning Outcomes Assessment website, attend a workshop (see website for workshop details), or contact Staci Provezis, Assistant Provost for Assessment, at sprovez2@illinois.edu or learningoutcomes@illinois.edu.

DUE: May 1, 2017

<h1 style="text-align:center">Assessment Process Template:
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Identifying Information

School/College: SLCL/LAS

Undergraduate Degree/Major Program Name: East Asian Languages and Cultures

Faculty Director Contact/Title: Misumi Sadler, DUS, and Robert Tierney, Head

Contact Information: sadlerm@illinois.edu, rtierney@illinois.edu

Step 1: Assessment administration in the department

1. **Who will lead the assessment work?**
   (identify an individual or team who will coordinate the implementation of the plan)

   The current Director of Undergraduate Study (Misumi Sadler) and the next Director of Undergraduate Study (Dan Shao)

2. **How will assessment information be shared within the department/program?**
   (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning)

   During a faculty meeting in the spring semester. We currently assess graduate students late in the spring semester. In this case, our students complete annual progress reports, which are reviewed by their advisors and signed by both parties. We are not planning to ask undergraduates to complete annual reports, but in other respects we expect that the evaluation process would be similar.

3. **What is the plan for production of an annual summary report?**
   (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information)

   1) The current and next Directors of Undergraduate Study gather the information such as enrollment information, course progression, and degree completion.
   2) They review the gathered information, and list the major findings, concerns, and recommendations.
   3) They generate an annual summary report and present at a faculty meeting in the spring semester.

Assessment Process Template:
Undergraduate Degree Programs

Step 2: Student Learning Outcomes

In this section, please **list** the program's student learning outcomes.

- Look to the campus student learning outcomes as a resource for program-level outcomes. Not all campus learning outcomes need to be present in the program outcomes, and a program may have more than one outcome under a campus outcome.
- The learning outcomes should represent what students are able to do or know as a result of the program.
- Most programs have 3 to 5 learning goals. Space to list the program learning outcomes is available below; add rows as necessary.

Student Learning Outcomes

1. **Linguistic Competence and Cultural Understanding**: EALC students will effectively deal with the routine tasks and social situations and express personal meaning in the language of a target country in a linguistically and culturally appropriate manner.

2. **Intellectual Reasoning and Knowledge**: EALC students will demonstrate broad and deep knowledge of East Asian cultures through coursework in more than one discipline.

3. **Creative Inquiry and Discovery**: EALC students will develop a critical and reflective orientation toward social, cultural, and linguistic differences and apply the knowledge to promote inquiry, discover solutions, and generate new ideas and creative works in the form of research.

Assessment Process Template:
Undergraduate Degree Programs

Step 3: Undergraduate Degree Program Curriculum Mapping

This worksheet, or similar document, **must be included** with the submission of the program's assessment plan.

- **Learning Outcomes** – Enter the academic degree program learning outcomes identified in the assessment plan on the top row of the following chart. Feel free to add columns if the academic degree/major program has more than five learning goals.
- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included if required by every student). Feel free to add rows as needed.
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
  - May indicate with an X
  - Or, A= Attained; R= Reinforced; M= Mastered, (F) = Formal Feedback w Graded work and rubric

Curriculum Map			
Degree Program Courses or Experiences	Learning Outcome #1 Linguistic Competence & Cultural Understanding	Learning Outcome #2 Intellectual Reasoning & Knowledge	Learning Outcome #3 Creative Inquiry & Discovery
Course #1 CHIN/JAPN/KOR 201 CHIN 221	X		
Course #2 CHIN/JAPN/KOR 202 CHIN 222	X		
Course #3 CHIN/JAPN/KOR 203 CHIN 241 KOR 222	X		
Course #4 CHIN/JAPN/KOR 204 CHIN 242 KOR 222	X		
Course #5 CHIN/JAPN/KOR 305 KOR 241	X		
Course #6 CHIN/JAPN/KOR 306 KOR 242	X		
Course #7 EALC 120		X	X
Course #8 One Pre-modern course from (EALC 122, 130, 132, 220, 222, 226, 240, 250, 275, 287)		X	X

Assessment Process Template:
Undergraduate Degree Programs

Course #9 One History course from (EALC 220, 221, 222, 226, 227, 240, 250, 281, 285, 288)		X	X
Course #10 One literature class (EALC 275, 276)		X	X
Course #11 EALC 398		X	X
Course #12 Four advanced EALC courses (EALC 305, 306, 307, 308, 333, 343, 361, 365, 367, 402, 403, 411, 412, 413, 415, 420, 421, 425, 426, 427, 428, 430, 466, 469, 475, 476, 484, 488, 495)		X	X
Course #13			
Course #14			
Course #15			
Experience #1 Study abroad	X	X	X
Experience #2 Undergraduate research	X	X	X

Add additional rows as needed to capture all requirements.

Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.

Assessment Process Template:
Undergraduate Degree Programs

Step 4: Previous Assessment Activities

What use has your program made of assessment evidence (formally or informally collected) in the last 5 years? Please outline what actions (if any) that your program has taken in the last five years that responded to assessment evidence. The actions may include: any changes that impact the degree program, such as changes to curriculum, instruction strategies, or co-curricular activities (such as internships, study abroad) **and** any decision to continue a current practice that evidence shows is effective. Please also explain what evidence was used to inform your department's practice.

The learning outcomes have been assessed in the following methods in the last five years:

- Successful completion of appropriate/required language courses (i.e. three years of an East Asian language)
- Successful completion of appropriate/required courses in the culture of the target country and on East Asian culture generally
- Successful completion of a colloquium in East Asia (EALC 398) demonstrating ability to integrate learning in discrete courses around one or two major issues approached from a single disciplinary perspective
- Informal conversations with majors and minors regarding the curriculum and their overall experience
- In 2018-2019 and the next year, the EALC Department conducted and will conduct surveys among faculty members and students on how EALC curriculum promoted autonomous research.

These assessment methods have helped us pinpoint some recurring issues and made changes and modifications in the existing curriculum. For example:

- Korea-related courses offering through CourseShare have allowed our students to take the courses the department is unable to offer (due to the nonexistence of a Korean specialist).
- The field of language/linguistics was underrepresented in our curriculum, particularly in the lower-level courses. Offering EALC 130: Chinese Language has helped balance the program.

Assessment Process Template:
Undergraduate Degree Programs

Step 5: Assessment Planning

What questions, issues, or concerns about student learning in the degree program do you want to address? Looking at your program's student learning outcomes write at *least three questions* you would like to pursue to learn more about student learning at the program level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, all need to be assessed over a 5-8 year period. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes. Add more rows if needed.

Question 1:	Would studying two East Asian languages at the same time be detrimental to student linguistic competence?	
	Student Learning Outcome:	#1
	Sources/Methods for acquiring evidence:	Students' grade; instructors' comments; whether or not students continue to study two languages
	Timeline:	2017-2018
Question 2:	What is the highest proficiency level that students would be able to reach at with or without studying abroad?	
	Student Learning Outcome:	#1
	Sources/Methods for acquiring evidence:	Students' grade; Oral proficiency interview by instructors who are familiar with ACTFL-OPI
	Timeline:	2018-2019
Question 3:		
	Student Learning Outcome:	
	Sources/Methods for acquiring evidence:	
	Timeline:	
Question 4:	How can we promote students to become an autonomous researcher?	
	Student Learning Outcome:	#3
	Sources/Methods for acquiring evidence:	Students papers, writing samples

Assessment Process Template:
Undergraduate Degree Programs

	Timeline:	2020-2021
Question 5:		
	Student Learning Outcome:	
	Sources/Methods for acquiring evidence:	
	Timeline:	