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

Survey Questions

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Response rate (N = 6)</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: Was the meeting worthwhile?</td>
<td>100%</td>
<td>Yes 100%</td>
</tr>
<tr>
<td>Q2: How satisfied were you with the quality of the information provided?</td>
<td>100%</td>
<td>Very Satisfied 67%</td>
</tr>
<tr>
<td>Q3: Please rate the overall usefulness of this meeting.</td>
<td>100%</td>
<td>Very Useful 83%</td>
</tr>
<tr>
<td>Q4-5: Would you recommend Monica &amp; Yao (AD Assessment Specialists) to your colleagues as an assessment resource?</td>
<td>100%</td>
<td>Yes 100%</td>
</tr>
<tr>
<td>Q5: Overall, how would you rate the meeting?</td>
<td>100%</td>
<td>Outstanding 83%</td>
</tr>
</tbody>
</table>

Selected Comments and Feedback

- Super, excellent
- Excellent session to start up an assessment on our content courses.
- Great help to Chinese sections! Thank you!
- It promoted collegiate work and thus helped program improvement.

Appendix

Chinese BA Curriculum Map for Writing

Survey Questions

<table>
<thead>
<tr>
<th>Q1 - Q5:</th>
<th>Response rate (N = 6)</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6: Overall, how would you rate the meeting?</td>
<td>100%</td>
<td>Outstanding 83%</td>
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</table>

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

Results & Uses

- Increased involvement: 75% of Chinese section (full-time) faculty participation
- 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
- Faculty gained synergetic 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

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)