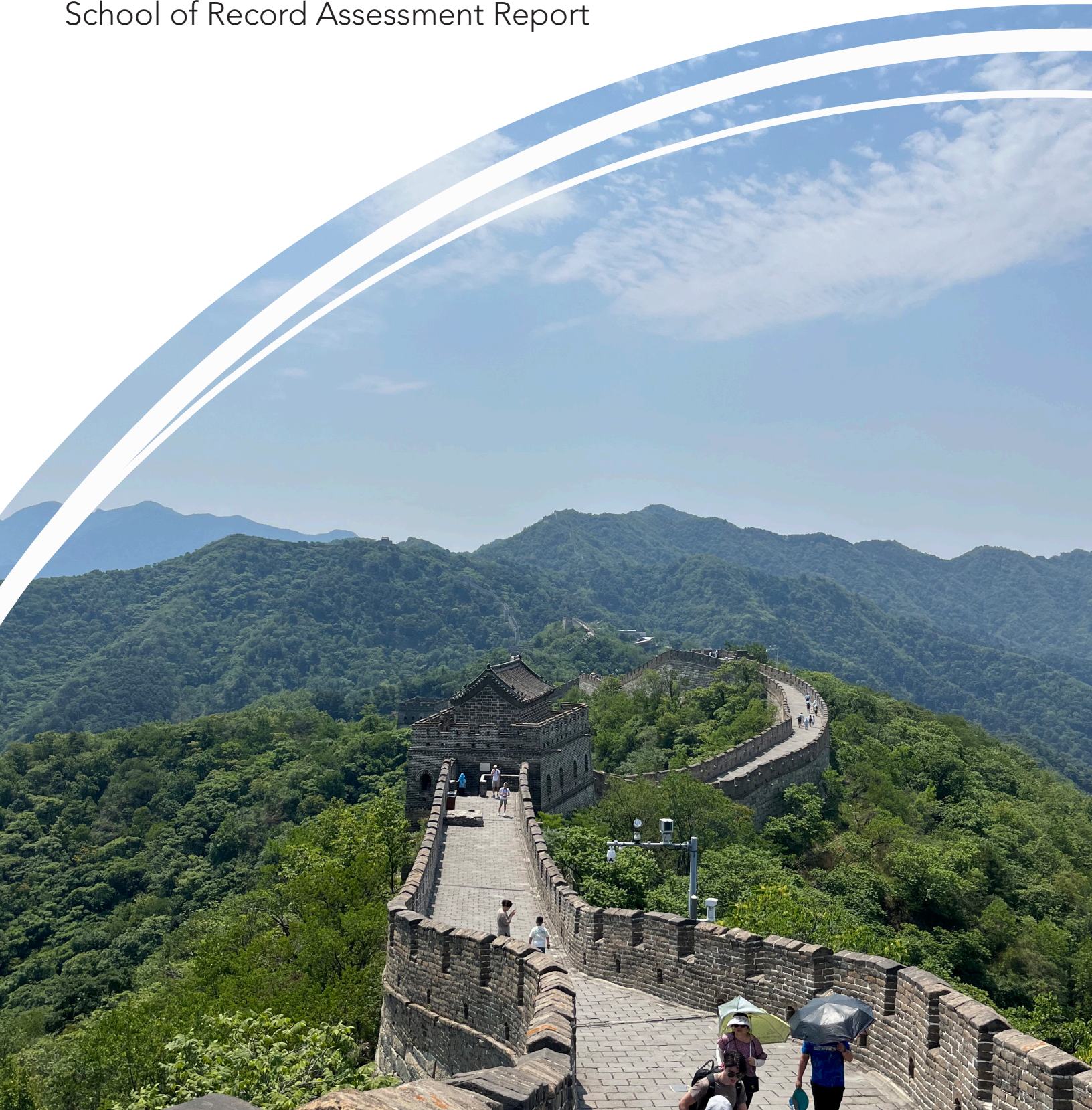




# CET BEIJING

School of Record Assessment Report





# TABLE OF CONTENTS

4	Executive Summary
7	Full Assessment Report
48	Response from CET



# EXECUTIVE SUMMARY

## PURPOSE OF THE ASSESSMENT

In October 2024, CET Beijing hosted a School of Record Assessment Visit as part of our partnership with the University of Minnesota (UMN). As School of Record, the Learning Abroad Center at UMN assesses one CET program per year.

CET asked assessors to pay particular attention to the balance of academic rigor and student wellbeing, effectiveness of integrating field-based experiences into classroom learning, and strategies for language teaching at higher levels.

## ASSESSMENT TEAM

The assessment team was comprised of two representatives from the University of Minnesota and one from Kenyon College. The assessment team joined eight additional study abroad administrators from seven US institutions who were also visiting the programs as part of a CET-organized Group Site Visit. The assessment team engaged in some activities with the group while also spending more time in classes and with the academic team in Beijing.

Members of the CET Beijing assessment team:

- **Christine Anderson, Ph.D:** Academic Director, Learning Abroad Center – University of Minnesota
- **Jianhua Bai, Ph.D:** Chinese Professor – Kenyon College
- **Yufen Chang, Ph.D:** Co-Director Asian and Middle Eastern Studies – University of Minnesota

## SCOPE OF THE ASSESSMENT

Assessments review all elements of a program: pre-departure materials, on-site orientation, academics, housing, student life, health & wellness, and program infrastructure. Assessors had full access to CET staff, faculty, and students during the visit and submitted a report of recommendations and commendations for CET to review, respond to, and incorporate into the program in the future.

**“I was truly impressed by CET Beijing’s administrative and instructional teams. Each of them was so dedicated to their work, which inspired me with renewed enthusiasm—not only for teaching but also for providing support to my students.”**

— Dr. Yufen Chang, Co-Director Asian and Middle Eastern Studies – University of Minnesota

# ASSESSMENT RATINGS



## ACADEMICS: Exceed Expectations

Includes curriculum, syllabi, evaluation of instructors, learning in situ, and academic advising



## STUDENT SERVICES: Exceed Expectations

Includes pre-departure advising, on-site orientation, housing, health & wellness, and student life



## INFRASTRUCTURE: Meets Expectations

Includes center & classrooms, program location, and staff roles



## RELATIONSHIPS with HOST COMMUNITY & HOST UNIVERSITY: Meets expectations

## CONCLUSIONS & RECOMMENDATIONS

The assessment team provided commendations and recommendations for each area assessed. The full list is included in the report to follow, but below are some of the highlights.

CATEGORY	COMMENDATIONS	RECOMMENDATIONS
Academics	<ul style="list-style-type: none"> <li>➤ “They have one of the best teacher training systems, if not the best, in the field of teaching Chinese as a foreign language.”</li> <li>➤ “The courses of all the levels are totally aligned with the course designs of some of the best Chinese programs in the US, both in terms of the content and the pedagogical approach.”</li> </ul>	<ul style="list-style-type: none"> <li>➤ “At the advanced levels, there could be more scaffolding to help students think more analytically and create with more advanced level language.”</li> </ul>
Student Services	<ul style="list-style-type: none"> <li>➤ “CET Beijing staff is caring and student centered. This is apparent in how accommodating they are in the orientation phase.”</li> <li>➤ “The CET Beijing pre-departure orientation is excellent: thorough, accessible, and well-laid out on Canvas with many unique resources.”</li> </ul>	<ul style="list-style-type: none"> <li>➤ “Students are concerned about government censorship as a safety concern in China, yet this is not an issue during the program. Can student safety in this area be communicated better in CET recruitment information?”</li> </ul>
Infrastructure	<ul style="list-style-type: none"> <li>➤ “The local roommates and location of the dorms is exceptional, especially in a city the size of Beijing. There is high student satisfaction with the variety and cost of food available on campus.”</li> <li>➤ “Healthcare is readily available and effective, this includes English speaking therapists.”</li> </ul>	<ul style="list-style-type: none"> <li>➤ None</li> </ul>
Relationships with Host Community & Host University	<ul style="list-style-type: none"> <li>➤ “The center director and the teachers have taught at CNU for a while and many of the CET teachers also taught in the United States, so they have developed the cultural sensitivity and intercultural communicative competence, necessary to maintain good relationships among the students and faculty within the program and also with the local community.”</li> </ul>	<ul style="list-style-type: none"> <li>➤ None</li> </ul>

## RESPONSE FROM CET & NEXT STEPS

CET received a copy of the assessment team's report in November and immediately began plans to incorporate the feedback into program operations. The full recommendation-by-recommendation response from CET is included after the team's full report. Many of the recommendations are currently being implemented while others will inform the long-term evolution of the program.

Examples of how recommendations have been put into action:

RECOMMENDATION	ACTION TAKEN
"At the advanced levels, there could be more scaffolding to help students think more analytically and create with more advanced level language."	"We will work with teachers, particularly at the higher levels, to better employ more open-ended questions that help students meet these twin objectives of practicing linguistic structures and also having opportunities to articulate their own perspectives."
"CET should invite more Chinese teachers, especially those who coordinate and teach in the Chinese programs."	"We heartily agree. In fact, since May 2023 we have hosted six Chinese language instructors from US institutions on individual site visits to CET Beijing. Perhaps we can look at hosting a Group Site Visit at some point in the future which is catered to Chinese language teachers from US schools."
"The Greater China team may want to share resources for successfully orienting and guiding Asian American students for studying on these programs."	"We have several student blogs reflecting on the experience of being Asian American in China—including in the Blog section of the CET Beijing: Identity Abroad webpage. Onsite staff share these resources with current students. We agree that it would be beneficial to solicit more perspective pieces and blog posts specifically on this topic and have discussed this recommendation with our Marketing team."

## THANK YOU

CET thanks the assessment team for their time and thoughtful feedback. We believe that feedback is a gift, and we are grateful for the recommendations and candid feedback from the assessment team that will make CET Beijing a better, stronger program for the students and U.S. institutions it serves.

We look forward to sharing future reports from other CET programs with our greater community in future years.

# FULL ASSESSMENT REPORT



University of Minnesota  
Learning Abroad Center  
School of Record

# **PROGRAM REVIEW REPORT**

**of the CET Beijing Study Abroad Program**

October 2024

<b>PROGRAM REVIEW REPORT .....</b>	<b>1</b>
INTRODUCTION.....	3
EXECUTIVE SUMMARY .....	3
METHODOLOGY .....	4
MISSION OF THE PROGRAM .....	5
EVALUATION .....	6
Curriculum .....	6
Research .....	8
Faculty .....	9
Syllabi .....	10
Evaluation of Instruction/Classes .....	11
Academic Advising .....	12
STUDENT SERVICES .....	14
Pre-departure Services & Materials .....	14
On-Site Orientation .....	16
Housing .....	18
Health & Wellness .....	19
Cultural & Career Considerations .....	20
Student Services .....	22
Academic.....	23
ADMINISTRATION & MANAGEMENT OF THE PROGRAM .....	23
Resident Director and office manager.....	23
QUALITY OF FACILITIES .....	24
Office and Class Space .....	24
Study Space .....	25
Library .....	25
Technology.....	26
SUSTAINABLE OPERATIONS & PRACTICES .....	26
RELATIONSHIP WITH HOST COMMUNITY & HOST UNIVERSITY .....	27
PERCEIVED SATISFACTION OF STUDENT PARTICIPANTS.....	27
SAFETY & SECURITY ISSUES .....	29
COMPLIANCE WITH LAC POLICIES (review Rules of Conduct: Policy on Student Conduct in EA Opportunities) .....	30
FUTURE PROSPECTS & PLANS .....	30
RELATION BETWEEN PREVIOUS REVIEWS AND CURRENT FINDINGS (if applicable).....	31
ACKNOWLEDGEMENTS.....	31
SUMMARY OF COMMENDATIONS .....	31
SUMMARY OF RECOMMENDATIONS .....	34
APPENDIX (if applicable).....	36

## **INTRODUCTION**

The Learning Abroad Center (LAC) appointed review team is pleased to present the following report on the CET Beijing Study Abroad program.

## **EXECUTIVE SUMMARY**

The CET Beijing program is an exemplary Chinese language immersion program. Some of the highlights that the reviewers found are that courses at all the levels to be totally aligned with the course designs of some of the best Chinese programs in the US, both in terms of the content and the pedagogical approach. In addition, the one-on-one teaching sessions are entirely adapted to the individually needs both in terms of difficulty levels and the subject matters students are interested in. Even for the small group teaching, teachers prepare questions of various levels of difficulty to ensure differentiated instruction and learning. CET Beijing's emphasis on the language aspect of research for 500-level students is worthy of praise. The program's approach to integrating content-based research with language acquisition not only builds students' expertise in their chosen academic fields but also strengthens their formal linguistic abilities. The structured weekly meetings with a language teacher provide invaluable support, ensuring that students' progress is closely monitored, and they are equipped to handle complex research topics in Chinese.

This level high-level of instruction is possible as CET Beijing one of the best teacher training systems, if not the best, in the field of teaching Chinese as a foreign language. This allows for a consistent use of assessment types that mirror those used in US institutions, along with clearly defined learning outcomes, ensures that students are fully prepared for academic challenges and real-world language use. A highlight of the program is the study tours and experiential learning opportunities that are built into the classes and structure of the program. These are high caliber learning experiences that students enjoy.

Student affairs are also well-run on the CET Beijing program. The local roommates are a highlight of living in the dorms at China Normal University. There is high student satisfaction with the variety and cost of food available on campus. What is unique to China is navigating what information one can share due to Chinese government policies. Students are advised on methods to avoid issues in this area. It is important to note that there have not been any issues with CET students and the government over sharing censored information since 1992 when a student unfurled a banner in Tiananmen Square.

The review team had discussions about the Asian American experience studying abroad in Greater China with current students, CET staff, and members of a concurrent site visit in Taipei and Beijing. As studying abroad for students who have an Asian American identity can be complex, the review team suggests the Greater China team share resources for successfully orienting and guiding Asian American students for studying on these programs.

The CET Beijing program is an excellent language immersion program. This report has suggestions for increasing the scope of the program, while upholding the program mission, if CET management was interested in attracting more students to the Beijing program. The review team found no issues of concern. We are grateful to the onsite staff for providing all the necessary information for this assessment and for being gracious hosts during our stay in Beijing.

## **METHODOLOGY**

The evaluation site visit team was composed of:

Christine Anderson, Ph.D, Academic Director, Learning Abroad Center, University of Minnesota

Jianhua Bai, Ph.D, Chinese Professor, Kenyon College

Yufen Chang, Ph.D, Co-Director Asian and Middle Eastern Studies, University of Minnesota

The members of the site visit team reviewed:

- the history of the program
- annual reports
- student evaluations
- course syllabi
- participant statistics and demographic information
- staff and instructor curriculum vitae
- pre-departure materials
- on-site orientation materials

The agenda of this review is attached as an appendix.

## **MISSION OF THE PROGRAM**

- Overall structure: CET Beijing is an intensive language program that includes 20 hours a week of Chinese learning, one-on-one language sessions, a full-time language pledge, in addition to experiential learning that is tied to language learning. The program includes academic year, fall, spring, J-term, and summer term options.
- CET-Wide Mission

### **Overall**

- To educate the next generation of scholars, problem-solvers, and creative minds through thoughtful, intensive global programs.
- To challenge students both academically and experientially, to equip them with new skills and broader perspectives, and to foster critical thinking about difference, power, and equity.
- To serve as leaders and innovators within the field of global education, and to serve as a trusted resource and partner to faculty and educational institutions in the development of global programs.
- To promote diversity, equity, and inclusion—within our programs, our organization, and our field.

### **Academic**

- To challenge students both academically and experientially.
- To develop our students' critical thinking skills, comfort with ambiguity, skills for navigating difference, and appreciation for nuance and complexity while developing a global perspective.
- To deliver superior language instruction that enables students to meaningfully engage with their host community.
- To take learning outside the classroom through field study coursework components and a rich slate of co-curricular activities.

### **Student Life**

- To immerse students in a living environment that promotes academic and personal growth, and meaningful engagement with host nationals.

· To offer ample extracurricular opportunities to enrich understanding of and engagement with the host context.

### CET Beijing Program Goal

Through my participation in this program, I am making steady, significant progress in my Chinese language proficiency.

- Rationale: The CET website states the following:

Semester study abroad students at CET Beijing are hard-working and dedicated to immersing themselves in Chinese culture to improve their language skills. With an intensive curriculum, a full-time language pledge, and a local roommate who brings language practice into your home life, you will see language gains that astonish you.

- Population the program is designed to serve: The CET Beijing program serves students who want to learn Chinese language in an intensive format from beginning to high levels.

## EVALUATION

### ACADEMICS

#### Curriculum

- Courses include host-country scholarship, perspectives, and examples

The courses of all the levels are totally aligned with the course designs of some of the best Chinese programs in the US, both in terms of the content and the pedagogical approach. They also “include host-country scholarship, perspectives and examples.” The textbooks adopted for each level are some of the most-commonly used textbooks in the US colleges and universities, but the CET courses incorporated excellent additions about socio-cultural aspects of Chinese and current events and important traditional and contemporary issues on China. At the advanced levels, 400 and 500 courses, CET teachers, under the guidance of Director Zhu, compiled most of the learning materials from authentic teaching materials, i.e., materials written by and for native speakers of Chinese. And they are thematically related to the contents of the textbook materials.

- Courses reflect unique opportunities in that environment and context

As reported by Director Zhu at the information meeting, one of their recent curricular innovations is their adoption of theme-based teaching and learning of Chinese as a foreign language. This curricular design enables the program to bring, continuously and naturally, new supplemental materials and new perspectives about the subject matters of their courses.

- Meet students' needs and appropriate level

The CET BJ program is exemplary and laudable in this area. First of all, they have a well-established placement test system. Students take their online tests, listening, reading and writing, before they arrive in Beijing, and they take a speaking test with their teachers upon arrival. After they are placed at various levels, students can still have the chance to change levels if needed. Director Zhu and Academic Coordinator Xiu work with the teachers of the level where the student was originally placed to make the necessary changes. During the whole process, Director Zhu, with the help of the CET DC office, may need to consult with the student's professors in the US because there are US programs of Chinese that require their students to complete particular levels of instruction. In some cases, the CET BJ program offers individualized and customized courses in response to the students' or US institutions' needs. One unique characteristics of the curriculum is the one-on-one sessions of all the courses. Students meet with their teachers daily and individually. The one-on-one teaching sessions are entirely adapted to the individually needs both in terms of difficulty levels and the subject matters students are interested in. Even for the small group teaching, teachers prepare questions of various levels of difficulty to ensure differentiated instruction and learning. There are office evening hours, Sunday through Thursday, in the student dorms to help students. The individualized and customized support of students is impressive.

- Guest lecturers

There are regular guest lectures related to the subject matters of the curriculum, three to four times each semester. For instance, before the students are sent to conduct their theme-based language practicum, a guest lecture is arranged to talk about the subjects related to the students' language practicum activity. Many of the lectures are given by CET BJ teachers or the FS program for the US diplomats, which is also one of the programs of CET China programs.

- Academic excursions and experiential and intercultural learning

There are various components of the curriculum that consist of academic excursions and experiential and intercultural learning. One of the impressive academic excursions is the well designed and very structured language practicum. The theme/topics of the language practicum, such as “life after retirement”, is thematically related to the content of the language class. Before students go out to interview senior people in the nearby park, they create their questions with the help of their teachers (an example attached). They also 1) practice the linguistic elements such as grammar structure and vocabulary related to the topic matter, 2) learn and practice how to initiate and sustain the interview questions in a culturally appropriate manner, 3) learn about the possible difficulties they may encounter when the approach people to start the interviews and how to react to people are not willing to agree to respond. As a backup, teachers are around to help (1:3 ratio). For instance, if one student failed to find a person to talk to after two trials, a teacher would help to move to the third person to work together with the student to find someone who is willing to be interviewed. Asian American students may have more challenges during the process of this kind of activities because local residents think they “should know better” and may make “harsh” comments about their communicative/linguistic competences. Students write reports and report to their respective classes.

Other similar curricular elements are their trips to Chengdu and Shanghai. Their Chengdu trip is travel-embedded, project based and intense learning experience. In addition to the guided learning on site, there are also other activities such as the preparation work before traveling and their V-log projects and presentations after the travel. Their trip to Shanghai, on the other hand, is designed to travel and learn with the help of their teachers and language partners from the local partner, Shanghai University.

• <b>Exceed expectations</b>	• Meet expectations	• Do not meet expectations
------------------------------	---------------------	----------------------------

## Research

Conducting research based on the student’s discipline and area of interest is offered to 500-level students. Students are given articles directly related to their topic to enhance not only the understanding of the content but the language skills. A language teacher meets with the student one hour per week to discuss in depth their research topic and to check in on their progress. At

the end of the semester, students give a PowerPoint presentation and turn in a research paper written in Chinese. Since the research component of the curriculum is more like a course project, having students apply for an IRB is not applicable.

Commendation: CET Beijing's emphasis on the language aspect of research for 500-level students is worthy of praise. The program's approach to integrating content-based research with language acquisition not only builds students' expertise in their chosen academic fields but also strengthens their formal linguistic abilities. The structured weekly meetings with a language teacher provide invaluable support, ensuring that students' progress is closely monitored, and they are equipped to handle complex research topics in Chinese. The requirement to deliver both a presentation and a research paper in Chinese is a crucial step in preparing students to communicate effectively in professional and academic settings.

Suggestion: Although the final outcome of the research course is a presentation and paper, introducing students to IRB protocols and requirements at the start of the course would be beneficial. This exposure, even if an IRB is not necessary for the course project itself, could provide students with a foundational understanding of research ethics and prepare them for future academic or professional opportunities where human subjects research is required. Encouraging students to think about sharing their research at academic conferences or publishing in scholarly venues could further broaden the impact of their work, helping them apply their language skills in wider contexts.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

## Faculty

- Degree appropriate for course content

All the teachers have degrees in TCFL (teaching Chinese as a foreign languages), linguistics, applied linguistics from some of the best universities such as Beijing Normal University, Beijing Language and Culture University etc.

- The program has a very strong team of instructors that work very well collaboratively. They have one of the best teacher training systems, if not the best, in the field of teaching Chinese as a foreign language. Like other programs, they start with good pre-service teaching conducted by the center director and the academic coordinator who have many years of teaching experiences and are well informed about the theories and best practices of the field of Chinese language pedagogy. What distinguishes the CET BJ program is its on-going professional development and teacher training under close supervision and support from the center director and the academic coordinator. One of the impressive feature of their teacher training is their team lesson planning by levels on every Friday. The constant reflection during the team lesson planning and working collaboratively to prepare each lesson is one of the key features to ensure teaching excellence. The center director also invites Chinese colleagues from the US institutions to communicate with their teacher and, sometimes, conduct training sessions.

We are really impressed with the strong and systematic component of teacher training and development and would encourage CET to sustain their efforts in this area. Moreover, we would like to suggest that CET invite more Chinese teachers, especially those who coordinate and teach in the Chinese programs. They need to see, first hand, the high quality of teaching and they can also help strengthen the teacher development of the CET program, and they are the people who influence their students' choice of study abroad programs.

<ul style="list-style-type: none"> <li>• <b>Exceed expectations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Do not meet expectations</li> </ul>
--	---	--

## Syllabi

In total, there are seven different levels of courses (ranging from Novice to Advanced proficiency on the ACTFL scale) offered, with the corresponding contact hours and earned credits shown in parentheses—100 (266 hours; 17 credits), 150 (266 hours; 17 credits), 200 (266 hours; 17 credits), 260 (266 hours; 17 credits), 300 (224 hours; 14 credits), 400 (168 hours; 11 credits), and 500 (168 hours; 11 credits).

The contact hours consist of a three-hour daily group class meeting in the morning, one hour of one-on-one weekly tutoring, and one hour of one-on-two weekly tutoring. In addition, the lower-level courses, 100, 150, 200, and 260, include a one-hour weekly text-reading session. Students use textbooks that are widely adopted in the US, supplemented by readings selected to match the themes of field trips.

Assessment types across all levels mirror those commonly used in US colleges, including quizzes, homework, unit tests, written and oral exams, essays, projects, and presentations. The learning outcomes at each level are clearly outlined and align with the expected language proficiency progression. Overall, the curriculum of CET Beijing, as reflected in the syllabi, is seamlessly designed and exceeds expectations, ensuring comprehensive language and cultural immersion for students.

Commendations:

1. **Comprehensive Course Structure:** The program offers a well-defined, multi-level curriculum that accommodates a range of student proficiencies. The inclusion of both group and individual tutoring sessions demonstrates the program's commitment to personalized learning.

2. **Integration of Field Experiences:** The thoughtful selection of supplementary readings that align with field trips helps reinforce students' understanding of course content and makes learning more contextually relevant and engaging.

3. **Robust Assessment Framework:** The consistent use of assessment types that mirror those used in US institutions, along with clearly defined learning outcomes, ensures that students are fully prepared for academic challenges and real-world language use.

● <b>Exceed expectations</b>	● Meet expectations	● Do not meet expectations
------------------------------	---------------------	----------------------------

### **Evaluation of Instruction/Classes**

- Student engagement

Students are actively engaged both in and out of their classes. Class sizes of all levels are small, so students have lots of opportunities to participate in the learning activities. Teachers are well trained pedagogically and able to keep pushing their students out of their comfort zones to develop higher levels of Chinese proficiency. Each student also has their daily one-on-one sessions, having a 25-minute conversation to practice the content of the lesson of the day. Students are actively engaged to have a discussion on the topics of the lesson and also practice their vocabulary and linguistic structures in meaningful contexts.

In addition to being engaged in their classes, students also interact with their Chinese roommates (one of the unique characteristics of the CET BJ program). The language practicum (details can be found above in the curriculum section) component of the program also enable students to interact not only with their teachers, but also with Chinese people they do not know.

- Quality of instruction

CET BJ Program has a strong team of well trained, experienced and dedicated teachers. Research has shown that foreign language education should foster students' development of linguistic, socio-cultural and strategic competences. During our class visits, we saw a nice balance of instructional practices to help students improve all three areas mentioned above. The classes are well structured, nicely paced and consist of a variety of effective learning activities. Throughout the classes, students are actively engaged.

At the advanced levels, there could be more scaffolding to help students think more analytically and create with more advanced level language. For instance, after the controlled learning activities, e.g., structural drills and repeating/retelling of what is covered in the text, there can be more open-ended questions that not only help students practice the linguistic structures, but also give them the opportunities to express their own opinions about the topics/subject matter, using the advanced level vocabulary and structures. In other words, teachers not only lead the practices focusing on forms, but also serve as effective discussion leaders that engage students to think analytically and expressed their own critical and creative thinking.

- Accessibility of the instructor

There is a high level of teacher accessibility because of the low ratio of 1 (teacher): 2.8 (students). In addition, there are evening office hours Sunday through Thursday, held by teachers who live in the same form building.

• <b>Exceed expectations</b>	• Meet expectations	• Do not meet expectations
------------------------------	---------------------	----------------------------

### **Academic Advising**

Prior to students' arrival at the program, they are granted access to a dedicated Canvas site, which contains syllabi and course-specific materials to help them prepare. Students are also

asked to take a placement test (covering listening, reading, and writing skills) and complete a survey detailing their Chinese language learning background, allowing the instructional team to better tailor their academic experience. Upon arrival in Beijing, students have an oral interview with the instructional team for the instructors to gauge their proficiency levels. This ensures that students are placed at the appropriate language level. During the first week, instructors closely monitor each student's progress to confirm proper placement, and students are encouraged to proactively reach out with any concerns.

Academic advising is a structured component of the program and occurs three times per semester—during Weeks 3, 9, and 14. In Week 3, the academic coordinator and resident director meet with students to discuss their academic performance and any challenges they are facing, especially in adjusting to life in China. By Week 9, after the fall break, the homeroom teacher conducts another advising session focused on students' academic standing, addressing any concerns or difficulties. Finally, in Week 14, the academic coordinator conducts a final advising session to assess students' overall academic performance for the semester and offer guidance on continuing their Chinese studies upon returning to their home institutions.

In addition to these three formal advising sessions, students have access to continuous academic support throughout the semester. They are in regular contact with their homeroom teacher and resident director, who respond swiftly to any concerns. Daily office hours are held from 6:30 p.m. to 8:00 p.m., Monday through Thursday, providing opportunities for students to seek help with homework, prepare for exams, or address other academic needs.

#### Commendations:

1. Proactive Pre-Departure Preparation: The program ensures students are well-prepared before arrival, providing early access to syllabi and materials and gathering information on their language background to facilitate effective placement and support.
2. Structured and Continuous Advising: With three formal advising sessions and consistent check-ins, the program offers structured support throughout the semester, ensuring students receive timely feedback and assistance with both academic and cultural adjustment challenges.
3. Accessible Academic Support: The daily office hours and open communication channels with teachers and the resident director demonstrate the program's strong commitment to providing continuous academic and personal support, addressing students' needs in a timely manner.

<ul style="list-style-type: none"> <li>● <b>Exceed expectations</b></li> </ul>	<ul style="list-style-type: none"> <li>● Meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Do not meet expectations</li> </ul>
--	---	--

## **STUDENT SERVICES**

### **Pre-departure Services & Materials**

- Pre-admission

Prior to students' arrival at the program, they are granted access to a dedicated Canvas site, which contains syllabi and course-specific materials to help them prepare. Students are also asked to take a placement test (covering listening, reading, and writing skills) and complete a survey detailing their Chinese language learning background, allowing the instructional team to better tailor their academic experience.

- Website

The CET Beijing website provides the information that students need when looking for a study abroad program. The CET communications team may want to consider the rationale for the website. Is it to attract perspective students or is it to give information to students who are going to participate on the program. If it's the former, much of the content could be moved to a Canvas site or other platform, and a more positive spin could be given to website content. Drew shared videos made by students. Perhaps more of these could be edited and put on the website. CET may want a greater focus on students enjoying their time in beautiful Beijing rather than practicalities at the recruitment stage.

Students and Americans in general seem to be concerned about government censorship as a safety concern in China. I'm not a communication expert, so don't know if this should/could be addressed on the website perhaps in a student video or quote.

The following are examples of where CET may consider updating the content:

Landing page: List all the terms rather than having them on the side.

Beijing as your classroom: As the online syllabi do not include the experiential learning, better photos and an explanation on the language practicum would make the courses more appealing.

Traveling Seminar: This is a highlight of the program for students. Is there a way to make it more prominent on your website? If you continue to include Shanghai definitely highlight this. If CET is uncertain about offering it every term use language such as, "Study tours are offered each term to locations such as...".

Syllabi: These are basic syllabi. This may be by design. After observing the classes, they are much more dynamic than the course descriptions. Perhaps update these to better reflect course content by using the syllabi currently used onsite.

Living like a local: The website states, "You have the option to live with a local student...". As this is a strength and defining feature of the program, can this description be more attractive? Past CET students report that living with their Chinese roommates was a highlight of their time in Beijing. This connection gave them access to..., etc.

Life in Beijing: This could be more dynamic. Students really like the transportation system and that they have access to Beijing through the metro, busses, and bicycling. "Join retirees playing mahjong in city parks." I'm not sure that is appealing.

CULTURE CLIMATE: Race & Ethnicity- *This section needs to be rewritten.* It is negative and intimidating, not what you want on your website.

LGBTQ and Gender-Support for students with these identities seems to be a strength of CET staff. Perhaps these sections could also be updated with more appealing language? A quote from a student?

Cost of living: "It is still more expensive than other Chinese cities (except Shanghai), and generally speaking is now closer to that of cities in the US." Student feedback was that meals and travel were *much* cheaper than in the US.

Recommendation: Update areas of the website that are negative about life in Beijing. At the recruitment stage, it should be possible to be honest about life in Beijing while putting a positive spin on it.

Recommendation: Students are concerned about government censorship as a safety concern in China, yet this is not an issue during the program. Can students safety in this area be communicated better in CET recruitment information?

- Post-acceptance

The CET Beijing pre-departure orientation is thorough, accessible and well-laid out on Canvas. The main sections are: Overview & Policies, Life & CNU Buddies, Health & Safety, and Culture. There is a synchronous orientation available that is recorded for those who can't make it. The CET pre-departure team introduces using WeChat prior to departure by creating a group and starting to contact students through the app. This is well thought out as this communication style is vital once the students arrive in Beijing.

The culture section is robust and includes topics such as: Understanding China's Political Landscape, Views on the US, China's Generational Differences, and Navigating Identity Abroad, in addition to more mainstream culture learning topics. This is an excellent, holistic resource for students prior to departure. In the Navigating Identity section there are frank essays from students with various identities about their experience in China. Later in this report there is a suggestion that more support for Asian American students should be created. Perhaps students who have already written essays for this section could be asked to be part of this process or to be interviewed about their experience, sharing advice that they may have.

Commendation: The CET Beijing pre-departure orientation is excellent: thorough, accessible, and well-laid out on Canvas with many unique resources.

● <b>Exceed expectations</b>	● <b>Meet expectations</b>	● Do not meet expectations
------------------------------	----------------------------	----------------------------

### **On-Site Orientation**

On-site orientation takes place over the first four days that students arrive in Beijing. It is well scaffolded and comprehensive. CET staff give high support to students during the orientation phase. An orientation schedule is attached in the addendum. Some of the highlights include the following:

- Roommates are incorporated into orientation from the beginning as they often meet students at the airport. They also introduce students to the cafeteria and accompany them on a scavenger hunt of the city. Roommates are a holistic strength of the CET program model, as is true in Beijing.

- The high touch orientation incorporates people from the phone company come to CNU to help students with their phone service, And CET staff accompany students to the bank to get their finances in order and set up.
- A Canvas site provides easy access to information after the orientation phase. The topics include: Local Roommates, Policies and forms, staff, calendar, absences, health and wellness, culture and community, excused absence requests, housing, and program activities.

## **Safety & Government Censorship**

Safety is covered in a separate presentation during orientation. One of the main concerns is knowing how to walk and get around in the traffic. Other areas that are covered are common to study abroad such as: Students are registered through STEP, advice on meeting people through apps, discussions and cautions on drinking, etc. This section is thorough and well-covered.

What is unique to China is navigating what information one can share due to Chinese government policies. Students are advised to use some caution on what is shared via social media. One way to do this is to stay up to date on current events as this impacts what is appropriate to share via social media. Examples given on this were signs held up during the Olympics and Chinese comedians who insulted the military.

In face-to-face interactions, students are advised to use common sense such as having a good rapport with someone prior to asking prying or political questions or sharing too much about their American viewpoint. CET staff cover this in their orientation with the Chinese Roommates, and in their orientation with the US students.

It is important to note that there have not been any issues with CET students and the government over sharing censored information since a student unfurled a banner in 1992 in Tiananmen Square. We recommend that the relative safety for US students in China over information be more visible and obvious to students and study abroad advisors considering a CET China program.

Students of both genders report feeling very safe walking around the city and campus.

## Tour of the City

Because Beijing is so large, the students are introduced to the CNU campus area with their roommates through a scavenger hunt the first week of the program. In subsequent weeks, the CET staff take students to other areas of the city as part of their experiential learning in their classes.

## Culture learning

Culture learning is woven into the program structure at various stages of the semester in accordance with best practices. In orientation there is a lecture and discuss on this topic, it is covered in preparation for living with a Chinese roommate, and is part of the language classes. Cultural activities are part of the study tours and experiential elements of the classes. There are also co-curricular activities that students can take advantage of such as calligraphy and martial arts. See more on this topic below in the Cultural & Career Considerations section.

Commendation: Excellent, well-scaffolded orientation that covers information at a pace that students can digest and make sense of.

Commendation: CET Beijing staff is caring and student centered. This is apparent in how accommodating they are in the orientation phase.

● <b>Exceed expectations</b>	● Meet expectations	● Do not meet expectations
------------------------------	---------------------	----------------------------

## Housing

Students are housed in dorm rooms at CNU with their Chinese roommates. There is one CET student to one Chinese student. The rooms are comfortable, with full sized beds, and ensuite bathrooms. Students reported being happy with their housing. The dorms provide basic amenities such as a kitchen in the basement (students rarely use this as food accessible in the cafeterias), and study rooms.

There are security guards at each gate of the university as well as at the front desk of the dormitory. Students report feeling very safe on campus as well as in their dorms.

The best part of the living situation for students is the food and accessibility to classes. Students are very happy with the various, cost-effective food options on campus. In addition to the food available on campus, ordering food delivered is cheap and easy. Students also can go out to the small restaurants around campus. Cleaners come into the dorm rooms twice a week to clean and to change the linens.

The Chinese roommates are a successful part of their housing situation. We spoke with the CET students and the Chinese roommates and were impressed with how positive this arrangement was for all the students.

### **Transportation**

Beijing has a large, comprehensive subway system with subway stops near the university. There are also buses available. Transportation passes are very cost effective for CET students. Students report the ease of transportation as a highlight of living in Beijing. There are also bikes available and many people are biking on bike lanes throughout the city.

Commendation: Housing is comfortable and meeting students' needs. The roommates and location of the dorms is exceptional, especially in a city the size of Beijing.

● Exceed expectations	● <b>Meet expectations</b>	● Do not meet expectations
-----------------------	----------------------------	----------------------------

### **Health & Wellness**

In conversations with students, they reported how easy it is to go to the doctor in Beijing. One student explained that as long as they didn't want to see a specific doctor, they could get same day appointments that were covered by their insurance. There are "English speaking" doctors, but the group of students we spoke with said the doctors are relieved when they realize that the students usually speak Chinese better than the doctors speak English.

The insurance also covers going to a doctor of Chinese medicine. A couple students reported doing this and having a positive outcome.

The best hospital for CET students is Beijing Family Hospital. The main hospital is about 50 minutes away, but there are clinics that are closer.

English speaking therapist are available for students. A couple students used this service and said that it was fine.

CET staff philosophy is to figure out what the health issue is first and get the student the necessary care, and then to figure out the insurance or payment for reimbursement. This would only be necessary early in the program.

Commendation: Healthcare is readily available and effective, this includes English speaking therapists.

• <b>Exceed expectations</b>	• Meet expectations	• Do not meet expectations
------------------------------	---------------------	----------------------------

### **Cultural & Career Considerations**

There are many opportunities for culture learning throughout the program. This begins in orientation (as outlined in that section) and continues through academics (see Curriculum: Academic excursions and experiential learning).

Students reported that they only went to one student organized club as it was run by one of the Chinese roommates. Students felt that they did not understand how to join the other clubs on campus. CET staff may want to explore if there are other clubs that would be good for their students, and make accessing these clubs more obvious for the students.

Internships could provide a different path to supporting the overall mission of improving Chinese language skills as well as giving students professional connections and experience. This does not need to take away from the distinction with the Shanghai program as that program also has English language courses. Students were doing some volunteer activities with immigrant groups prior to COVID. CET should explore incorporating this option back into the program. There are no volunteer opportunities.

There are currently no career skill development activities on the program. Given the caliber of the students, this should be built into the program to prepare students to articulate their experience on the program for future employers or graduate school applications. Some suggestions: Include professional skill building at the beginning of the program and revisit it as a reentry exercise (NACE a good resource), create a workshop around career skills using STAR activities to hone an experience in China into a story for job interviews, mock interviews between students switching who interviews and who is the interviewee, or videoing themselves answering an interview prompt that could incorporate the STAR example.

*This section both meets expectations and exceeds it. The study tours and experiential learning opportunities built into the classes and structure of the program are excellent. There could be some more work on guiding students to interact with locals outside of the roommates. This seems like a building back post-Covid.*

Commendation: Chinese roommates!

Commendation: The study tours and experiential learning opportunities built into the classes and structure of the program are excellent.

Recommendation: Create a career skill building workshop or some activities.

Recommendation: Build some volunteer options for students and consider internships conducted in Chinese to give students exposure to life outside of campus.

● <b>Exceed expectations</b>	● <b>Meet expectations</b>	● <b>Do not meet expectations</b>
------------------------------	----------------------------	-----------------------------------

## **Student Services**

As written above, the CET Beijing staff is very student-centered. There are onsite development seminars for staff. CET may want to consider resuming the trainings where all staff meet for trainings on a two- or three-year schedule. Cross-training between centers is an effective method for consistency in protocol and output. As it is expensive for all the staff to meet, perhaps this could be done regionally.

Onsite staff are knowledgeable about local and national cultural context. This is important when guiding students on government policies.

## **Accessibility and Accommodations**

CET Beijing staff are willing to accommodate students with various needs and identities. They have had students with mobility concerns and were able to house them on the bottom floor and accommodate with classroom space. As all classes are run through CET, they are able to work with students' academic needs especially when these accommodations have been laid out by experts at the sending institution.

CET staff have worked with students of various identities. Although gay marriage is not legal in China, GLBT relationships are common and accepted in Chinese society. There is no concern about GLBT students having a safe and comfortable time in China or with the CET staff. (See the following section on CET's JEDI training.)

Asian American students may need some extra support on CET Greater China programs. This came up in multiple conversations with students. There is an expectation that they are going to speak Chinese well due to their outward identity. This can be followed by intrusive questions from locals about their lives. Or there is an expectation from locals that they are the ones in a group of Americans who know how to act in Chinese culture. This came up in Taiwan too. It may be a good topic for the directors of the three greater China centers to discuss and develop resources and/or workshops for Asian American students.

Commendation: CET staff is student-centered and are willing to accommodate students' needs.

Recommendation: The Greater China team may want to share resources on successfully orienting and guiding Asian American students for studying on these programs.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

### **Academic**

- Training and resources for faculty

The center director conducts JEDI training at the beginning of each semester since 2016. In addition to the standardized ppt slides from the CET office in Washington, D.C. the CET staff in Beijing, under the guidance of Director Zhu, develop more material with specific examples for the JEDI training. They also integrate the JEDI training into the curriculum at all levels, material development and learning and assessment activities. For instance, helping students understand the situation of diversity both in China and the US and learn to respect the differences, including gender neutral terms and the development of empathy in the material and class learning activities. Students also have collaborative projects, sometimes involving local CNU students, aligned with the JEDI training, for the purpose of developing empathy, intercultural competence and the ability to explore important issues from global and multicultural perspectives.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

## **ADMINISTRATION & MANAGEMENT OF THE PROGRAM**

### **Resident Director and office manager**

The CET Beijing Resident Director is Drew Kunard. He has extensive experience studying and working in China. He worked as the Middlebury RA in collaboration with CET starting in 2017. He returned to China after Covid and has been working with CET again since 2023.

Drew has a network of connections to staff and faculty at CNU, the community created through the roommates, and CET alumni. These connections are important for facilitating CET students study abroad experience in Beijing. If Beijing wanted to expand to provide volunteer or internships for students, perhaps this network could be utilized.

Students and staff clearly have a good relationship with Drew. He is proactive and committed to the CET Beijing program. He is a skilled and caring resident director.

On the administrative side of the program, Liu Xiaomei skillfully works as the office manager facilitating the running of the program.

The CET Beijing program is currently small and focused. The team works well together and serves the academic and student affairs needs of the students well.

• <b>Exceed expectations</b>	• Meet expectations	• Do not meet expectations
------------------------------	---------------------	----------------------------

## **QUALITY OF FACILITIES**

### **Office and Class Space**

The program's office and classroom spaces are well-organized and equipped to meet the needs of both staff and students. The academic director and coordinator have a private office, which allows for uninterrupted focus on administrative and academic tasks, as well as confidential meetings with students. The resident director and office manager share an office space, fostering close collaboration on student support and program logistics. All instructors share a separate office, which encourages communication and teamwork within the instructional team. The office space is equipped with essential resources, including a printer and a full range of office supplies, ensuring that staff have everything they need to efficiently manage day-to-day operations.

Classrooms are appropriately sized to match the number of students in each class. Each classroom is equipped with standard instructional tools, including a whiteboard, a TV for laptop connectivity, and individual desks. The desks are movable, allowing instructors to rearrange them to fit different teaching strategies, such as group work or class discussions.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

### Study Space

All the classrooms are open as often as possible. The building closes around 9:00. If there are classrooms on campus not being used, they can study in those spaces. Students also study outside or in cafes. If students need an empty space for interviews or a virtual therapy session they can reserve a space at the front desk of the dorm.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

### Library

It has been difficult for students to use the library as you need to reserve space through WeChat and this has not been working well for students. This may not be as important at a time when most materials can be accessed via one's computer. The lack of access to the library is not hindering students' access to materials needed to be successful in CET classes.

• Exceed expectations	• Meet expectations	• Do not meet expectations
-----------------------	---------------------	----------------------------

## Technology

The program provides useful technology to support both teaching and learning. All classrooms are equipped with a TV for easy laptop connectivity, allowing instructors to use multimedia resources such as slides and videos during lessons.

The program also has its own Wi-Fi modem, providing strengthened internet access on the office and classroom floors. This ensures that both staff and students have a reliable connection for academic work and communication.

Overall, the technology setup is practical and supports the day-to-day needs of instructors and students.

The reality of having a study abroad center in China is that there are occasional issues accessing information that students may be used to from the US. Although it can be frustrating, CET provides information on alternative apps and approaches to ensure that students can safely complete classwork and be connected outside of the classroom.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

## SUSTAINABLE OPERATIONS & PRACTICES

CET Beijing staff incorporate basic sustainable practices into their program such as providing a water bottle and usable utensils for students upon arrival. They print less materials relying more on Canvas sites for onsite information. Public transportation is good in Beijing; therefore, they frequently take the metro for class excursions.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

## RELATIONSHIP WITH HOST COMMUNITY & HOST UNIVERSITY

The CET program maintains very good relationship with the host community and the host university. The directors, the faculty and office staff possess strong intercultural communicative competence. The center director and the teachers have taught at CNU for a while and many of the CET teachers also taught in the United States, so they have developed the cultural sensitivity and intercultural communicative competence, necessary to maintain good relationships among the students and faculty within the program and also with the local community. The CET program invites students and faculty from the CNU program to lecture and interreact with the CET students and teachers regularly.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

## PERCEIVED SATISFACTION OF STUDENT PARTICIPANTS

We've spoken to most of the students on the program and the reaction to their Chinese roommate varies from extremely happy to it's fine. No one reports that they do not like living with their Chinese roommate and the majority are very satisfied with this arrangement. Most students have an active relationship with their roommate.

Students like their housing and were surprised (and pleased) that they had a cleaning service. They like the location and feel safe. They like the variety of food options and often order take out that is delivered to the school. They were surprised by how cheap food was compared to the US.

Students like the CET staff and instructors and are generally happy with their experience. The review team and members of the site visit all spoke with students without CET staff present and received only positive feedback.

Based on the student surveys, there is a high level of overall student satisfaction. They conduct the surveys twice a semester, the first at the end of Week 4 and the second at the end of the

semester. Sometimes the program make some adjustments to the curriculum or/and other aspects of the program, based on the results of the mid-term surveys. The average score of student satisfaction is 4.7 or 4.8 out of 5 (on the scale of 1 to 5). The other evidence from students' satisfaction is that students who originally planned to move to other programs after their studies at CET, changed their mind and continue their studies at the CET program. During our meals and conversations with the students, we also notice high level of students' satisfaction with their teachers, their classes and other activities such as their trip to Chengdu, Shanghai and other excursions.

Based on feedback from the students, satisfaction with the instructional team was overwhelmingly positive. Every student the reviewer spoke with praised the instructors for their exceptional support, both academically and mentally. Students consistently highlighted the accessibility and attentiveness of their teachers, which made them feel well-supported throughout the program. Observing classroom interactions, it was evident that students were fully engaged, not only during lessons but also during experiential activities such as language practicums. The instructors fostered an environment where students could make steady progress in their Chinese proficiency without feeling overwhelmed, ensuring learning at a comfortable and manageable pace. The instructional team's dedication to student success was apparent, and they delivered outstanding results.

Experiential learning played a key role in the curriculum, providing students with opportunities to apply their language skills in real-world contexts. Students read and discussed texts and worked on projects related to their field trips and language practicums, which deepened their understanding of both the language and the cultural setting. Feedback on this component of the program was consistently positive, with students expressing that they appreciated learning not just the language, but also the broader cultural context. They felt truly immersed, which enriched their overall learning experience and allowed them to connect their classroom knowledge to practical situations outside of the academic setting.

● <b>Exceed expectations</b>	● <b>Meet expectations</b>	● <b>Do not meet expectations</b>
------------------------------	----------------------------	-----------------------------------

## SAFETY & SECURITY ISSUES

As noted in an earlier section, safety and security protocols are updated on a yearly basis. As soon as students and their phone cards are set up, Drew does a mock emergency connection and all students need to communicate their location, who they're with, and if they are safe within 15 minutes. This drill can be done multiple times until all students respond.

There are designated spaces where students can meet and are told to meet in case of an emergency. This has not been an issue up to this point. There have not been and usually are not, natural disasters to worry about.

CET staff works with CNU staff to connect with local authorities. Through this network CET sets up safety workshops which are mainly focused on traffic issues as this is the main concern.

CET has range of protocols for student safety depending on the severity of the issue. On the lower end, if a student doesn't show up for class, the instructor will WeChat Drew and he will check in on the student's wellbeing. If there is concern about a student, the team will continue to check on her/him until they know the student is better. On the other end of the spectrum, if a student is hospitalized or there is a serious issue, this would be reported via Teams or through WeChat and would include the DC staff such as Vanessa Sterong. At this point, the host-institution would most likely be notified.

Health and safety protocols and systems for CET Beijing are in place and adhered to. There are no concerns in this area.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

**COMPLIANCE WITH LAC POLICIES (review Rules of Conduct: Policy on Student Conduct in EA Opportunities)**

CET is in compliance with LAC policies. There are regular meetings between the CET academic staff and the LAC to ensure that all academic policies and student conduct issues are in compliance. There have not been any issues in this area.

• Exceed expectations	• <b>Meet expectations</b>	• Do not meet expectations
-----------------------	----------------------------	----------------------------

**FUTURE PROSPECTS & PLANS**

This review committee, as outlined in this report, found the CET Beijing program to have excellent academics and a well-run program. We did not find any areas of concern. CET Beijing is meeting its stated mission of providing intensive Chinese language instruction that greatly improves students' Chinese language skills on all levels. One reviewer wrote, " It is similar to the best Chinese language programs in the US."

Following are a few suggestions if the CET program staff wanted to expand to have more flexibility in their study options and perhaps have broader appeal, while maintaining their overarching goal of teaching immersive Chinese language.

Add an internship option for higher level language students with the expectation and oversight in order for the experience to be entirely in Chinese. This would provide important professional experiences in China.

Consider direct enroll options for higher level language students. The reviewers with Chinese language teaching expertise thought this could be achievable.

Independent research with a content expert to guide the study rather than a language instructor.

Content courses taught in Chinese by content experts rather than language instructors so that the course(s) could be used for degree requirements for students with a second major. This

could be done by assessing past participants on the program with double majors to see if there are some second majors that are common such as political science, international relations, or economics.

### **RELATION BETWEEN PREVIOUS REVIEWS AND CURRENT FINDINGS (if applicable)**

This is the first review that the Learning Abroad Center has undertaken at the CET Beijing center.

### **ACKNOWLEDGEMENTS**

The members of the evaluation team benefited greatly from the care and concern for this process by the CET staff in the U.S. and Beijing. Special thanks goes to Director Zhu, Drew Kunard, and Liu Xiaomei for their gracious hospitality and generosity for sharing all aspects of their program with the review team.

### **SUMMARY OF COMMENDATIONS**

Commendation: The courses of all the levels are totally aligned with the course designs of some of the best Chinese programs in the US, both in terms of the content and the pedagogical approach.

Commendation: The one-on-one teaching sessions are entirely adapted to the individually needs both in terms of difficulty levels and the subject matters students are interested in. Even for the small group teaching, teachers prepare questions of various levels of difficulty to ensure differentiated instruction and learning.

Commendation: One of the impressive academic excursions is the well designed and very structured language practicum. The theme/topics of the language practicum, such as “life after retirement”, is thematically related to the content of the language class.

Commendation: CET Beijing's emphasis on the language aspect of research for 500-level students is worthy of praise. The program's approach to integrating content-based research with language acquisition not only builds students' expertise in their chosen academic fields but also strengthens their formal linguistic abilities. The structured weekly meetings with a language teacher provide invaluable support, ensuring that students' progress is closely monitored, and they are equipped to handle complex research topics in Chinese. The requirement to deliver both a presentation and a research paper in Chinese is a crucial step in preparing students to communicate effectively in professional and academic settings.

Commendation: They have one of the best teacher training systems, if not the best, in the field of teaching Chinese as a foreign language.

Syllabi Commendations:

1. Comprehensive Course Structure: The program offers a well-defined, multi-level curriculum that accommodates a range of student proficiencies. The inclusion of both group and individual tutoring sessions demonstrates the program's commitment to personalized learning.

2. Integration of Field Experiences: The thoughtful selection of supplementary readings that align with field trips helps reinforce students' understanding of course content and makes learning more contextually relevant and engaging.

3. Robust Assessment Framework: The consistent use of assessment types that mirror those used in US institutions, along with clearly defined learning outcomes, ensures that students are fully prepared for academic challenges and real-world language use.

Commendations:

1. Proactive Pre-Departure Preparation: The program ensures students are well-prepared before arrival, providing early access to syllabi and materials and gathering information on their language background to facilitate effective placement and support.

2. Structured and Continuous Advising: With three formal advising sessions and consistent check-ins, the program offers structured support throughout the semester, ensuring students receive timely feedback and assistance with both academic and cultural adjustment challenges.

3. Accessible Academic Support: The daily office hours and open communication channels with teachers and the resident director demonstrate the program's strong commitment to providing continuous academic and personal support, addressing students' needs in a timely manner.

Commendations: The classes are well structured, nicely paced and consist of a variety of effective learning activities. Throughout the classes, students are actively engaged.

Commendation: Excellent, well-scaffolded orientation that covers information at a pace that students can digest and make sense of.

Commendation: CET Beijing staff is caring and student centered. This is apparent in how accommodating they are in the orientation phase.

Commendation: The local roommates and location of the dorms is exceptional, especially in a city the size of Beijing. There is high student satisfaction with the variety and cost of food available on campus.

Commendation: Healthcare is readily available and effective, this includes English speaking therapists.

Commendation: Chinese roommates!

Commendation: The study tours and experiential learning opportunities built into the classes and structure of the program are excellent.

Commendation: CET staff is student-centered and are willing to accommodate students' needs.

Commendation: The CET Beijing pre-departure orientation is excellent: thorough, accessible, and well-laid out on Canvas with many unique resources.

## SUMMARY OF RECOMMENDATIONS

Suggestion: Although the final outcome of the research course is a presentation and paper, introducing students to IRB protocols and requirements at the start of the course would be beneficial. This exposure, even if an IRB is not necessary for the course project itself, could provide students with a foundational understanding of research ethics and prepare them for future academic or professional opportunities where human subjects research is required. Encouraging students to think about sharing their research at academic conferences or publishing in scholarly venues could further broaden the impact of their work, helping them apply their language skills in wider contexts.

Suggestion: CET should invite more Chinese teachers, especially those who coordinate and teach in the Chinese programs. They need to see, first hand, the high quality of teaching and they can also help strengthen the teacher development of the CET program, and they are the people who influence their students' choice of study abroad programs.

Suggestion: At the advanced levels, there could be more scaffolding to help students think more analytically and create with more advanced level language. For instance, after the controlled learning activities, e.g., structural drills and repeating/retelling of what is covered in the text, there can be more open-ended questions that not only help students practice the linguistic structures, but also give them the opportunities to express their own opinions about the topics/subject matter, using the advanced level vocabulary and structures.

Recommendation: Update areas of the website that are negative about life in Beijing. At the recruitment stage, it should be possible to be honest about life in Beijing while putting a positive spin on it.

Recommendation: Students are concerned about government censorship as a safety concern in China, yet this is not an issue during the program. Can students safety in this area be communicated better in CET recruitment information?

Recommendation: Create a career skill building activities or a workshop.

Recommendation: Build some volunteer options for students and consider internships conducted in Chinese to give students exposure to life outside of campus.

Recommendation: The Greater China team may want to share resources for successfully orienting and guiding Asian American students for studying on these programs.

# APPENDIX

## Beijing Program Assessment

(Beijing, China – 7 Day Trip)

**ARRIVAL:** October 19, 2024

**HOTEL:** Shangri-La Beijing

**DEPARTURE:** October 25, 2024

29 Zizhuyuan Road, 100089

(北京市海淀区紫竹院路29号)

SATURDAY OCT 19	5:30PM: Optional drinks at hotel bar	
	6:30PM: Optional dinner near hotel	Dinner covered by CET at Fanjia Restaurant
SUNDAY OCT 20	6:30–8:30AM: Breakfast	Meet in lobby of Shangri-La at 8:30, board bus to CNU Campus
	9:00–11:00AM: Meetings at CNU	Program History, Academics, Partnerships, Student Support, Health and Safety
	11:30AM: Lunch	10 minute walk from campus
	1:00PM: Depart from restaurant	Ride back to campus
	1:30–3:00PM: Meet with CNU Roommates & Campus Tour	Local Roommate Panel, tour of CNU's campus and amenities: dorm, cafeteria, track, classroom, etc.
	3:00PM: Depart from CNU	Ride bus back to hotel
	3:30–4:30PM: Hotel	Rest in hotel
	4:30PM: Depart from hotel	Ride bus to restaurant
	5:00PM: Arrive at restaurant	Susu Address: 10 Qianliang West Alley, Dongcheng District
	5:30–7:30PM: Dinner at CET Alumni restaurant	
	7:30–8:00PM: Depart restaurant	Ride bus back to hotel

# Beijing Program Assessment

(Beijing, China – 7 Day Trip)

<b>MONDAY OCT 21</b>	<b>6:30-8:00AM:</b> Breakfast	Assessment group meets at 7:50AM Site visit group meets at 8:30AM
	<b>7:50-8:30AM:</b> Meet in hotel lobby	7:50AM: Assessment group departs (taxi) 8:30AM: Site visit group departs (bus)
	<b>8:30-10:00AM:</b> Audit classes	Staff will take guests to the 12th floor where all classrooms will be open so everyone can freely walk in and out as needed. <ul style="list-style-type: none"> <li>• Class levels: 100-500</li> <li>• Morning lecture classes 大班课</li> </ul> Go to 14th floor for rest and refreshments
	<b>10:00-11:00AM:</b> Rest, debrief, & meet CNU representative	Coffee and snacks on Keyuan 14th floor & brief hello from Vice Dean of CNU
	<b>11:00-12:30PM:</b> Lunch with CET students	Meet in Caixianggen restaurant for lunch (Students only, no CET staff)
	<b>12:30PM:</b> Bus from CNU	University visit
	<b>2:30-4:30PM:</b> Stop at hotel to drop bags, then bus to Houhai	City walks led by CNU student volunteers Houhai Hutongs, stop for traditional snacks
	<b>5:00PM:</b> Return to hotel in taxis	Return to hotel
	<b>5:30PM:</b> Depart for dinner	7-10 minute walk
	<b>6:00-7:30PM:</b> Dinner	Xiaodiao Pear Soup (Zizhuqiao Branch)
	<b>8:00PM:</b> Return to hotel	Rest

# Beijing Program Assessment

(Beijing, China – 7 Day Trip)

TUESDAY OCT 22	6:30-9:00AM: Breakfast	1st floor of hotel
	9:00AM: Depart from hotel	Take bus to CNU Campus
	9:30-10:45AM: Closing sessions	<ul style="list-style-type: none"> <li>• CET Beijing's Future</li> <li>• Leveraging and maximizing local resources</li> <li>• Custom Program Revival</li> <li>• CET Harbin Summer Relaunch</li> </ul>
	11:00AM-12:00PM: Wrap-up	Takeaways <ul style="list-style-type: none"> <li>• What should we focus on going forward?</li> <li>• What blind spots did visitors observe?</li> </ul>
	12:00-1:00PM: Lunch with CET teachers	Caixianggen restaurant, CNU campus
	1:30-3:00PM: Audit afternoon classes	One-on-one Sessions, one-on-two sessions, electives
	3:00-4:30PM: Reflection time for assessors (no CET staff)	Shangri-La café or campus
	5:00-6:30PM: Group dinner with CET staff	Hubei restaurant (Jiutouniao), near CNU
WEDNESDAY OCT 23	8:30AM: Depart hotel	Leave Shangri-La in taxi to travel to CNU
	8:30-11:30AM: Class observations & questions with Zhu Laoshi	Only if needed at CNU Keyuan
	12:00PM: Lunch with CET staff	CNU campus
	1:00-3:30PM: Attend language practicum	With CET teachers, CET students & CNU students
	3:30-4:30PM: Afternoon coffee	Coffee with CET Teachers to ask questions about language practicum in CET classroom
	TIME TBD Assessors' dinner (no CET staff)	Chosen by assessment team

# Beijing Program Assessment

(Beijing, China – 7 Day Trip)

THURSDAY OCT 24	6:30-9:00AM: Breakfast	1st floor of hotel
	9:00AM: Depart from hotel	Take bus to CNU Campus
	9:30-12:00PM: Write assessment report	CNU meeting space
	12:00PM: Lunch	
	1:30-4:00PM: Write assessment report	CNU meeting space
	4:30PM: Follow-up meeting with CET staff	
	5:30-6:30PM: Group dinner with CET staff	Location TBD
FRIDAY OCT 25	Departures	Leave Shangri-La in taxi to travel to airport

Day 星期几	Time 时间	Activity 活动
		<b>Complete Pre-Arrival Orientation on Canvas   CET 学生上 Canvas 看视频</b>
Tuesday	all day	CET Students Depart from U.S.   CET 学生离开美国
		<b>Arrive in Beijing   学生到达北京</b>
Wednesday 星期三	all day	Airport Pickup   接机
	upon arrival	Students Meet on their own   CET 学生跟 CNU 学生见面
		<b>Leave Dorm for Breakfast in Keyuan (bring passport, cash, and burner phone with SIM card slot)</b>
	8:15AM	
	8:30AM – 9:00AM	Student and Staff Introductions
	9:00AM	Placement Testing Begins
		<b>Wait in Designated Keyuan Classroom &amp; Follow Teachers to Checkpoints</b>
		1) Oral Placement & Placement Exam
		2) SIM Cards (bring passport, cash, burner phone with SIM card slot) (Room 1208)
		3) 办理银行卡 Go to Bank (bring passport, working phone with new SIM card)
		a. first group goes at 10AM (CNU Volunteers & CET Students)
		4) 绑定支付宝和微信支付 Connect Payment Methods (WeChat Pay and Alipay)
		a. work on this in back room of bank 在银行里操作
		<b>Lunch   午餐</b>
	12:00PM	Eat with CNU Classmates in Cafeteria   在本部食堂里和 CET 同学一起吃饭
		<b>Meet in Keyuan</b>
	1:00PM-3:30PM	1) SIM Cards (bring passport, cash, burner phone with SIM card slot) (Room 1208)
		2) 办理银行卡 Go to Bank (bring passport, working phone with new SIM card)
		3) 绑定支付宝和微信支付 Connect Payment Methods (WeChat Pay and Alipay)
		<b>Grocery Store Trip   去超市</b>
		If finished with 1-3 above, go to grocery store with CNU Classmate for supplies
		如果 CET 同学早点完成上面的三个任务, 可以约时间陪他们去超市买需要的日用品
	4:00PM-5:00PM	<b>CET Students: Program Orientation (Keyuan Room 1209)</b>

# RESPONSE FROM CET



## CET-UMN SoR Assessment Report: Response & Plans for CET Beijing

Recommendations	Response/Plans
<b>ACADEMICS</b>	
<p>1. Although the final outcome of the research course is a presentation and paper, introducing students to IRB protocols and requirements at the start of the course would be beneficial. This exposure, even if an IRB is not necessary for the course project itself, could provide students with a foundational understanding of research ethics and prepare them for future academic or professional opportunities where human subjects research is required. Encouraging students to think about sharing their research at academic conferences or publishing in scholarly venues could further broaden the impact of their work, helping them apply their language skills in wider contexts.</p>	<p>At the higher levels of language courses, there is a course (Advanced High Chinese) where students research a certain topic and then present on it. However, it is all linguistically-focused and therefore the research has less to do with actual research outcomes and more about presentational skills in the target language. That said, as we see more students at the higher language levels, and if we include a research track option for students in the future, then we would consider including some content regarding IRB protocols in that specific course. (For example, IRB content is included in the CET Directed Research course offered in select programs.)</p>
<p>2. CET should invite more Chinese teachers, especially those who coordinate and teach in the Chinese programs. They need to see, first hand, the high quality of teaching and they can also help strengthen the teacher development of the CET program, and they are the people who influence their students' choice of study abroad programs.</p>	<p>We heartily agree. In fact, since May 2023 we have hosted six Chinese language instructors from US institutions on individual site visits to CET Beijing. This mirrors a pre-pandemic trend in which instructors would come from the US during the summer term or when they were attending conferences in China and observe classes, meet with students and teachers, etc. Perhaps we can look at hosting a Group Site Visit at some point in the future which is catered to Chinese language teachers from US schools.</p>
<p>3. At the advanced levels, there could be more scaffolding to help students think more analytically and create with more advanced level language. For instance, after the controlled learning activities, e.g., structural drills and repeating/retelling of what is covered in the text, there can be more open-ended questions that not only help students practice the linguistic structures, but also give them the opportunities to express their own opinions about the topics/subject matter, using the advanced level vocabulary and structures.</p>	<p>We agree this is a great suggestion. At CET Beijing, we have been trying to help students use what they learn in class to analyze and discuss topics in a deeper way. We will work with teachers, particularly at the higher levels, to better employ more open-ended questions that help students meet these twin objectives of practicing linguistic structures and also having opportunities to articulate their own perspectives.</p>
<p>4. Consider internships conducted in Chinese (for higher level language students) to give students exposure to life outside of campus.</p>	<p>This is an interesting suggestion that we may want to consider in the future. Currently, CET has two Chinese-language programs that offer internships, so adding this option in Beijing would need to be considered</p>

	<p>carefully. There are also some challenges to doing Chinese language-only internships in Beijing, especially as the primary value of the US intern to local organizations is in their English fluency.</p>
<p><b>STUDENT SERVICES</b></p>	
<p>5. Update areas of the website that are negative about life in Beijing. At the recruitment stage, it should be possible to be honest about life in Beijing while putting a positive spin on it.</p>	<p>We appreciate the care with which the Assessment Team reviewed our website! When we reopened our Mainland China programs in Summer 2023, we were still feeling out current realities in China, including the fact that there were in fact many fewer foreigners living in Beijing than before the pandemic. US-China relations were also tense. As we re-engaged with our local partners, we were also not sure whether we would be able to deliver core parts of the program, such as local roommates. In order to present a realistic view of life in China to partners, students, faculty, parents, etc., we used more measured language on our program webpages. We also believe that it is up to students to seek out the kinds of experiences that will be most meaningful to them, so we have intentionally moved away from statements like “the roommate program is the best part of the study abroad experience,” since this is not the case for everyone. We have discussed this feedback with the CET Marketing team and, as part of our 2025-2026 production cycle, we will update some of the web content to reflect the generally positive experience of many of our students in Beijing.</p>
<p>6. Students are concerned about government censorship as a safety concern in China, yet this is not an issue during the program. Can student safety in this area be communicated better in CET recruitment information?</p>	<p>We appreciate the perception that students are generally safe in China. We want to promote this view while also educating students about how to avoid potentially dangerous situations — this is why we provide guidance on digital safety and methods for engaging respectfully with local teachers, roommates, and other acquaintances. By advising students on which topics or phrases to avoid in conversation and encouraging them to listen before bringing up potentially controversial subjects, we help ensure the safety of both our students and our local staff. We agree that more can be done to explain how navigable and accessible China is during recruiting interactions, for example information sessions or class visits that our Institutional Relations Team carries out.</p>

<p>7. Create a career skill-building workshop or related activities.</p>	<p>This is a great reminder of the value of our Career Panel, which we have not been able to run since before the pandemic. We plan to organize one in Spring 2025 for the CET Beijing and Middlebury in Beijing students, inviting alumni and other Beijing-based contacts. We already invite representatives from the Hopkins-Nanjing Center and Yenching Academy to present to our students about opportunities to deepen their China-focused studies, so this is something we can highlight as well when talking about the program to prospective students and faculty.</p>
<p>8. Build some volunteer options for students to give students exposure to life outside of campus.</p>	<p>Similar to the internship question above, there are some limitations to what our students can do given the language pledge and their very busy schedules. However, we do have connections with various volunteer or community-based organizations in Beijing. For example, we initiated a homestay-like partnership with an organization called Deming in Fall 2024. Students can choose to be paired with a Chinese high school student considering college in the US. There are also options for informal gatherings, meals, home visits, and other experiences off-campus. If this is successful, we will consider whether it makes sense to continue promoting such experiences as an optional opportunity for students.</p>
<p>9. The Greater China team may want to share resources for successfully orienting and guiding Asian American students for studying on these programs.</p>	<p>We have several student blogs reflecting on the experience of being Asian American in China — including in the Blog section of the CET Beijing: Identity Abroad <a href="#">webpage</a>. Onsite staff share these resources with current students. We agree that it would be beneficial to solicit more perspective pieces and blog posts specifically on this topic, and have discussed this recommendation with our Marketing team.</p>
<p><b>INFRASTRUCTURE</b></p>	
<p>None</p>	
<p><b>RELATIONSHIPS WITH HOST COMMUNITY/UNIVERSITY</b></p>	
<p>None</p>	