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A Case Study of Hanban's Chinese Language Teaching Program at Western Kentucky University: Developmental History and Preliminary Outcomes

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A CASE STUDY OF HANBAN'S CHINESE LANGUAGE TEACHING PROGRAM
AT WESTERN KENTUCKY UNIVERSITY:
DEVELOPMENTAL HISTORY AND PRELIMINARY OUTCOMES

A Dissertation
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Doctor of Education

By
Betty Sheng-Huei Yu

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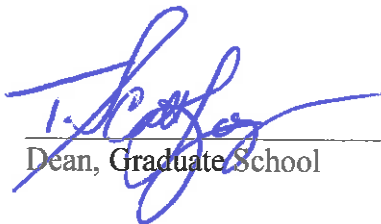
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7/18/17
Date

I dedicate this dissertation to my parents, Paul and Jean Yu, who made the courageous decision to immigrate to the United States from Taiwan in 1977.

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First and foremost, I would like to thank God for sending his Son, Jesus, for our sins so that we may have eternal life! It is truly by God's endless love, grace, and mercy that I am where I am today.

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This case study provides a historical overview of foreign language development (especially Chinese) in the United States and the growing number of Confucius Institutes (CIs) established in the U.S through Hanban, China's National Office for Teaching Chinese as a Foreign Language. This case study specifically captures the growth of the Western Kentucky University (WKU) CI from its inception in 2010. According to Hanban's annual assessment reporting guidelines, since the conception of CIs sheer quantity of teachers and students has always been the primary focus. Therefore, the growth in the numbers of Hanban Chinese teachers and number of students enrolled in the Chinese language classes has been the primary metric for the success of the WKU CI with little evidence related to concrete standards such as those outlined in the World Language Program Review document.

As the CI programs continue to mature, factors to measure quality of delivery and impact of services have surfaced. This study explores these alternative quality indicators toward the goal of offering recommendations and options in which all stakeholders can more effectively measure success. Additionally, this study is unique in analyzing Kentucky student outcomes on the Youth Chinese Test (YCT) Level I as a possible metric for the quality of the WKU CI Chinese language and cultural program. Test results indicate that it might be a useful metric for students in middle or high school level;

however, YCT Level I performance may not be representative of students' learning of Chinese at the elementary school level.

The study concludes with recommendations regarding YCT testing improvement and suggestions to overcome the Hanban Chinese teachers' self-reported classroom challenges in order for this measure to serve as possible defensible quality metrics for the WKU CI Chinese language program. It also provides recommendations regarding other potential quality measures of CI programs as a whole.

CHAPTER I: INTRODUCTION

According to a government-financed survey, many U.S. schools have stopped offering foreign languages since the year 2000 (Dillion, 2010). Yet contrary to this trend, the study of the Chinese language has been on the rise. Chinese language student enrollment totals in the United States have increased from 20,292 students in 2004-2005 to 59,860 students in 2007-2008 according to the American Council on the Teaching of Foreign Languages' (ACTFL) enrollment study (See Appendixes D and E; ACTFL, 2008). The Commonwealth of Kentucky enrollment alone increased from 10 students in grades 1-6 enrolled in Chinese language in 2004-2005 to 524 students in 2007-2008 (ACTFL, 2008). The growing popularity of the Chinese language is supported by the view of students and parents that Chinese language proficiency is the key to better job opportunities in the future. This phenomenon and viewpoint are supported by the constant news of China's growing economy and its rapid rise to become a superpower.

In order to fulfill the requests for Chinese language teachers during a time of tightening U.S. education budgets, the Chinese Ministry of Education designated Hanban as the Confucius Institute (CI) headquarters with the ability to recruit and fund Chinese language teachers (Hanban, 2014a). According to its website, Hanban is a public institution "committed to providing Chinese language and cultural teaching resources and services worldwide, with a goal of meeting the demands of foreign Chinese learners and contributing to the development of multiculturalism and the building of a harmonious world" (Hanban, 2014a). Hanban develops relationships, mostly through educational partnerships, in bringing Chinese language and culture programs to institutions, which are mostly subsidized by Hanban at a minimal cost to its partners.

Hanban's offer of providing qualified Chinese language teachers (including stipends of the Chinese teachers' salary, airfare, and even housing for certain scholars) is an attractive package for educational entities throughout the world looking to be more globally competitive (Hanban, 2014a). Although Hanban was only recently established in 2007, within its first decade Hanban has developed 110 CI partnerships and 501 Confucius Classroom (CC) partnerships in the United States alone (Hanban, 2014a). The CI's model of promoting the Chinese language and culture by providing financial backing has become a productive pipeline for much desired native Chinese speaker teachers.

Beyond providing language instruction, Hanban's strategy also includes promoting the Chinese language and culture using "soft power" to improve China's image through the ambassadorship of the Chinese teachers. "Soft power," coined by Joseph Nye, is defined as "the ability of a country to attract and persuade others" without the use of force and that "soft power" partially arises from the attractiveness of a country's culture (Nye, 2007).

The Hanban Chinese teachers are often young, enthusiastic, and passionate about teaching their native language, Mandarin Chinese. These young teachers typically serve throughout the world on a 2- to 3-year assignment and live in the communities they serve. The "soft power" in essence is to project an image of China as a benign country; however, general public and educator concerns exist about a "Trojan horse" effect as most funding for CIs is derived primarily from the Chinese government, Hanban (Paradise, 2009).

Many of the CI partnerships are especially financially attractive to local school districts. As this case study will show, the WKU CI Chinese language programs are cost beneficial to the local school districts where central Kentucky students, who would otherwise not have such an opportunity, are able to gain exposure to Chinese language and culture. Additionally, at high school levels, these students can earn high school language credits. With increasingly tight budgets, Kentucky school administrators are always looking for affordable language and culture program. Their recognition of the opportunity provided through the WKU CI for Kentucky students to learn Chinese language and culture and to fulfill the vision of preparing the students for the 21st century work force has resulted in an exponential growth of Chinese language learning programs in Kentucky schools.

Statement of the Problem

To ensure the continuous and sustainable growth of the Chinese language programs sponsored by Hanban, not only in Kentucky but also across the US, meaningful and measurable outcomes for student learning and the effectiveness of the Hanban Chinese teachers' teaching need to be explored. One such attempt of a meaningful measure of student learning is the Youth Chinese Test (YCT) "launched by Hanban in an effort to encourage foreign young students to learn Chinese and improve their Chinese language proficiency" (Hanban, 2014a). As part of this effort to measure students' Chinese language proficiency, starting in 2004 Hanban "organized experts from different disciplines such as Chinese language teaching, linguistics, psychology and educational measurement to work on the program, conducting surveys in order to understand the latest trends in overseas Chinese language teaching and learning" (Hanban, 2014a). Prior

to this study, the researcher did not find any in depth study conducted to connect student outcomes on YCT as they relate to the quality of the CI Chinese language program.

The researcher initiated an in-depth analysis of pre-existing de-identified YCT Level I data collected by WKU CI from April 2015. The data consist of the YCT Level I results from 2,827 students as a first attempt to study the quality of the WKU CI Chinese teaching program as it relates to measurable student outcomes. The YCT is an international standardized assessment promoted by Hanban and the Hanban Testing Division. In 2015, WKU was ranked as #1 in YCT participants in the United States and was acknowledged by the Hanban Testing Division as a leader amongst U.S. CIs (Li, 2015). The focus on the quantity of the students taking YCT Level I was recognized by Hanban, while the overall passing rate of 27% was minimized.

However, the researcher was concerned about the low passing rate of 27% as it relative to students' Chinese language proficiency achievement. In a young program dramatically increasing in both teacher and student numbers, the results were concerning relative to student outcomes. In this case study, the researcher initiated detailed analysis resulting in insights explaining the low passing rate. This was the first step in using student outcomes on YCT Level I as a metric for measuring the quality of the program and raised concerns related to student measurable outcomes.

Therefore, one of the main emphases of this case study was to provide recommendations for all stakeholders involved in the Chinese language and culture program offered through the WKU CI, as well as CIs in general throughout the US. The permanence of CIs needs to correlate with programs' sustainability and robustness to ensure benefits for all the stakeholders involved will not fade.

Purpose of the Study

The purpose of this case study was to conduct a preliminary analysis of student results as a measurable outcome for Hanban's Chinese language program to answer an overarching question: Did the WKU CI Chinese language instruction program provide quality Mandarin Chinese education to the students it served?

The findings and discussion arising from this case study will serve as a launchpad for additional recommendations to consider in using YCT as the measurement of students' Chinese language proficiency. This will also provide the foundation for future research on a more in-depth analysis of additional measurable outcomes to be identified. The findings will serve to benefit WKU CI immediately as it embraces the permanence of the relationship with Hanban by building a brand new physical space that opened in May 2017 but also increases the quality and depth of the Hanban Chinese language program.

It is the intention of the researcher to translate the dissertation into a proposal with recommendations to the Hanban leadership team to consider when evaluating the YCT results. The findings can be a tool used to measure quality as the rapid growth of Hanban Chinese language program becomes more popular and the need for measurable quality student outcomes becomes more urgent.

Research Questions

This case study serves as the first attempt to study the quality of the WKU CI. Beyond a review of the inception and development of the WKU CI, an additional in-depth analysis of pre-existing de-identified measurable data provided by WKU CI on Hanban Chinese teacher demographics and teaching strategies and student demographics and achievement on YCT Level I is conducted in hopes of gaining insights into program quality metrics. The following research questions guided the study:

1. How did WKU CI progress from inception to the construction of a new building on WKU's main campus?
2. What early measures, including YCT, were developed and utilized to assess program quality?
3. What are the characteristics of the Chinese language teachers placed through WKU CI, who voluntarily chose to use the YCT Level I as a summative assessment for the students they have taught?
4. Who are the Kentucky students who took the YCT Level I?
 - a. What are the demographics of the Kentucky students who were assessed utilizing YCT Level I?
 - b. How do the characteristics of the group of Kentucky students in elementary, middle and high school compare?
 - c. What were the preliminary Kentucky student outcomes?

Significance of the Study

This study further supports the understanding of the increase in students enrolling Chinese language programs. The researcher highlights CI development in the United States in efforts to promote of the Chinese language and culture, specifically focusing on WKU CI's influence in Kentucky. The quantitative part of the study was based on data provided by WKU CI, which established the first analysis of measurable outcomes on quality. The analysis provides detailed insights into how Hanban CI partnership developed at one southcentral Kentucky institution. Second, this study analyzes Chinese teacher demographics and their responses to a survey regarding their instructional strategies, successes, and failures. Finally, this study represents an initial attempt to

analyze the outcome of the student achievement on YCT Level I, the Hanban-developed measure of student Chinese language proficiency.

This research was conducted as an analysis of multiple documents and data sources in order to compile a list of recommendations for quality measures for all stakeholders; not just WKU CI, but also for all CIs around the world. This would benefit the students and community members CI serves and the Chinese teachers involved. To positively sustain the growth of this young program, there will continue to be many new challenges. However, if the benefits and quality of the program can be improved, this will ensure a robust future.

Limitations

Three limitations are associated with this study on the front end. First, the scope of this study only focuses on students who were taught by Hanban teachers affiliated with WKU CI. Currently, over 100 CIs exist in the United States with over 500 teachers placed through these CIs each year (Hanban, 2014a). Although WKU CI accounts for 9% of the total Hanban Chinese teachers within the US, the successes and challenges might vary greatly due to the wide range of classroom delivery formats and training the teachers receive upon arrival and geographic location of the placement. Thus, the results may or may not be generalizable to other CIs across the US. Second, this study does not have other measurable student and teacher data beyond the pre-existing de-identified YCT Level I students' information and results provided by WKU CI and the self-reported information of WKU CI Hanban Chinese teachers' who administered the YCT Level I. Third, the YCT data analyzed are only for the year 2015.

These limitations suggest that future studies might include a broader range of stakeholders involved through the use of such data collection strategies as teacher interviews, student surveys, or administrator surveys as part of measureable outcomes related to the quality of the program. In addition, further research should include more comprehensive assessment data or student outcomes from other CIs and multiple years. These and other recommendations based on this study are further discussed in Chapter V of this study.

Definition of Terms

The American Council on the Teaching of Foreign Languages (ACTFL): ACTFL is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction (ACTFL, 2017). ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry (ACTFL, 2017).

Hanban/Confucius Institute Headquarters (Hanban): Hanban is the National Office for Teaching Chinese as a Foreign Language (Hanban, 2014a). Hanban was created in 2004 by the Chinese central government and is affiliated with the Chinese Ministry of Education and the mission of Hanban is to provide “Chinese language and cultural teaching resources and services worldwide” (Hanban, 2014a). Hanban is tasked “to meet the demands of foreign Chinese learners and contributing to the development of multiculturalism and the building of a harmonious world” (Hanban, 2014a). The organizational structure of Hanban (2014b) covers 20 branches (see Appendix C).

Youth Chinese Test (YCT): “Zhong Xiao Xue Sheng Han Yu Kao Shi” (中小学生汉语考试) in Mandarin Chinese, the YCT was developed by Hanban in 2004 using identified

experts from various disciplines, including Chinese language teachers, linguists, and psychologists (Hanban, 2014a). This international standardized test consists of both a writing test and a speaking test. The writing test consists of Levels I, II, III, and IV, and the speaking test consists of a beginner level and an intermediate level (Hanban, 2014a). According to Hanban, students who pass YCT Level I “can understand and use some of the most common Chinese phrases and sentences and possess the ability to further their Chinese language studies” (Hanban, 2014a).

Summary

In this chapter, the researcher indicated the importance of conducting a case study as CI programs throughout the world continue to grow and mature. The identified research questions drive and guide the case study. In Chapter II, the researcher provides the literature review regarding the historical perspective of foreign language development in the US, especially Chinese, and the recent development of CIs worldwide, particularly in the US.

CHAPTER II: REVIEW OF THE LITERATURE

The purpose of this chapter is to provide relevant literature essential to the research questions. First, the researcher offers a summary of the historical context of foreign language development and its growth in the US. The history of the Chinese language growth is highlighted. Second, the researcher emphasizes the development of Confucius Institutes (CIs), primarily in the United States. CIs have served as the ideal conduit for fulfilling demand for Chinese teachers. Finally, this section includes other studies that describe Hanban/Confucius Institute Headquarters.

The increased interest in the Chinese language results in a win-win in many school districts as CIs can often fulfill the requests for Chinese language instructors. This literature review centers on how foreign language education has evolved and how CIs have fulfilled the demand for Chinese language teachers. This low cost CI/University partnership model has greatly benefited partner universities and the communities in which they serve. However, it should be noted that within the last few years, there have been instances where CI partnerships have been dissolved.

As with the maturation of any program, questions about program quality are often highlighted. However, many of the CI programs have developed with emphasis only growth in quantity. Has quality of the CI programs been overlooked in this relatively young program as the exponential growth continues?

There is sparse research existing on defining the quality of any CI program. Much of the existing research explores the relationships and partnerships of the CI and the communities they serve. As the longevity of the CI programs become a factor, all stakeholders should carefully consider the program quality to ensure that the rate of

growth is healthy and sustainable. The continuation of a vigorous Chinese language and culture program should benefit all stakeholders positively.

Foreign Language Development in the United States: A Historical Perspective

Learning a foreign language is a common phenomenon in many countries around the world; yet, the percentage of U.S. students taking foreign language is lower compared to other countries. In general, the U.S. public continues to perceive foreign language proficiency as unnecessary, whereas other countries have established policies and practices that make foreign language an integral part of their school curriculum (Christian, Pufahl, & Rhodes, 2005). In addition, foreign language options in the United States usually only begin at the high school level.

Contrast this to China, for example, where exposure to English starts in Pre-K. The Chinese national survey reveals that, out of those in seventh through ninth grades, 67.4% students in China have studied at least one foreign language (SGO, 2006). In the US, the percentage of seventh through ninth graders taking a foreign language is quite low compared to that of China's equivalent students of junior secondary status (Rining & Jinzhi, 2012). ACTFL's enrollment study found that only 18.5% of all U.S. students in K-12 public schools are registered in foreign language courses (ACTFL, 2008).

Today, foreign language study is rarely offered during elementary and middle school years in the US. The brain plasticity theory and the biological predisposition theory share a common theme which is "that something in the early development of the child maximizes the probability that the younger the human organism is exposed to a language, the greater the probability that the individual will acquire a native pronunciation" (Asher & García, 1969, p. 334). Thus, the importance of early foreign

language education should not be overlooked. However, minimal budget funding has been earmarked by school districts to offer foreign languages at these grade levels. This statistic contrasts to other nations where nearly half of all students study a second or third language, making the overall picture in the US discouraging (ACTFL, 2017).

However, this statistic is starting to change, especially in high school. For the college-bound students, two years of foreign language in high school are strongly recommended in addition to those taken earlier (Gardner, Larsen, Baker, Campbell, & Crosby, 1983). This motivates many schools to increase language choices whenever both funding and qualified teachers can be found. When this happens, many parents and students welcome the additional language choices beyond the traditional Spanish, French, and Latin.

U.S. Legislation Supporting Foreign Language Study

Much of the existing U.S. legislation pertaining to international studies and foreign language education has been reactionary. For example, in response to the launch of Sputnik by the former Soviet Union in 1957, the U.S. government addressed the importance of Russian foreign language education (Edwards, Lenker, & Kahn, 2008). President Eisenhower signed the National Defense Education Act in response to concerns not only related to science and math but also to foreign language education in U.S. public high schools (Zhou, 2011).

In 1946, the Fulbright-Hays Act, also known as the Mutual Educational and Cultural Exchange Act, was enacted, which marked the beginning of important federal legislature development in foreign language education and has now matured into a worldwide system of international educational and cultural exchanges (Dudden & Dynes,

1987). It also raised the issue of locating qualified instructors to teach foreign language over sixty years ago. Funds were allocated from a combination of the Department of State, participating governments, and host institutions in a cost-sharing model. This allowed many U.S. citizen educators, students, scholars, and professionals to exchange jobs with similar professions from other countries (Gross & Lewis, 2006).

In 1961, congress expanded the Fulbright-Hays Act and incorporated the framework of the Smith-Mundt Act to allow non-U.S. citizens to pursue educational opportunities in the US as well as U.S. citizens to study overseas (Gross & Lewis, 2006). However, the result of this change was minimal due to limited funding allocation.

Further, the Higher Education Act was enacted in 1965. President Johnson articulated the need for extending higher education opportunities for lower and middle-income families, program assistance for small and less developed colleges, additional and improved library resources at higher education institutions, and utilization of college and university resources to help deal with national problems, such as poverty and community development (McCants, 2002). This provided an additional sector of students to acquire education beyond secondary school and, thus, a creating a pipeline for generating additional enrollment in foreign language studies as well as filling vacancies for language teachers.

President Johnson proposed the International Education Act of 1966; however, no extra funding was allocated. The Act called for broad-based programs to internationalize U.S. education and to promote exchanges with other nations (Gross & Lewis, 2006). Once again, the program could not be implemented faithfully due to inadequate funding allocation.

James Becker (1969) completed a report commissioned by the Office of Education to review the outcomes of previous commitments to major national efforts to improve the teaching of world affairs in the public schools. The facts were grim and supported the argument for the critical need to start foreign language education in elementary or middle school level. The report stated that for about half of the student population the last opportunity to study world affairs in any systematic way comes in high school; furthermore, increasing research evidence indicated that attitudes and interests in international matters are frequently established by elementary age (Becker, 1969).

Becker's (1969) report was supported by other research indicating that children who are exposed to a foreign language at a young age achieve higher levels of cognitive development (Bialystok & Hakuta, 1994). One main benefit of foreign language study starting at elementary age is that a much greater language proficiency can be expected and achieved (Curtain & Pesola, 1988). Many countries fully recognize this benefit and expose children to another language at a younger age and, thus, inadvertently expose them to another culture through language study. These children are able to connect with another culture while they are quite open-minded (Curtain & Pesola, 1988). The timeframe for exposure is important as Curtain and Pesola (1988) assert that by age 10 children begin to restrict their views of others whom they perceive to be different.

Foreign language study in the United States is again gaining national attention. In November 2012, the U.S. Department of Education established the first-ever, fully articulated international strategy document, *Succeeding Globally through International Education and Engagement: The U.S. Department of Education's International Strategy*

for 2012-16. The U.S. Department of Education simultaneously advanced two strategic goals: 1. Strengthening U.S. education; and 2. Advancing our nation's international priorities. The strategy reflects the value and necessity of:

- a world-class education for all students;
- global competencies for all students;
- international benchmarking and applying lessons learned from other countries;
- and
- education diplomacy and engagement with other countries (U.S. Department of Education, 2012, p. 1).

In hopes of preparing for a global workforce in the 21st century, the international focus was written into domestic education policy in the US, focusing on the competitiveness for jobs and the challenges students will face (U.S. Department of Education, 2012). Global communication and commerce are increasingly part of the daily work of large and small businesses, which face difficulties in hiring employees with the required global skills, including cultural awareness and linguistic proficiency (Gross & Lewis, 2006).

Chinese Language Identified as a Critical Language

The U.S. Bureau of Educational and Cultural Affairs (Moore, 1992) identified “critical languages” as those less commonly taught in the US. The Chinese language was designated as a critical language, along with Arabic, Hindi, Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish, during the Cold War era. Although this era is considered in the past, the additional push to learn a foreign language continues as the various areas of the world become increasingly more similar than different. Thus, a drive

for global competency has increased student recruitment and enrollment in all foreign languages. This certainly has fueled the need and highlighted the shortage of qualified Chinese language teachers in the US, especially as China's continued rise as a superpower is seen in the world news.

Even as the Cold War era ended, the National Security Education Act of 1991 mandated that the Secretary of Defense create and sustain a program for students who study non-Western European languages critical to U.S. national security, such as Arabic, Chinese, Hindi, Indonesian, Korean, Russian, and Turkish (National Security Education Program, 1991). Once the students graduate, they must agree to work in Department of Defense, Department of Homeland Security, or the Department of State for the duration of their grant.

More recently, the Language Flagship was initiated by the U.S. government as a small pilot project to challenge U.S. universities to build programs of advanced language education (The Language Flagship, 2013). The first Flagship grants were awarded in 2002; Korean, Arabic, Russian, and Chinese were the language of focus (The Language Flagship, 2013). This Language Flagship is federally funded and part of the National Security Education Program (NSEP) at the U.S. Department of Defense (National Security Education Program, 2005). The Language Flagship provides a strategic pathway of advanced programs of language study for undergraduate and graduate students to achieve professional proficiency (The Language Flagship, 2013).

Currently, the Chinese flagship programs are located at 12 U.S. universities including WKU. The Flagship program allows undergraduate students from all majors to achieve ACTFL Superior language proficiency (The Language Flagship, 2013). This is

very desirable as the students' major classes are taught in the foreign language. Thus, the students are learning the critical language within their chosen fields of interest so that their language skills coincide with their academic interests (The Language Flagship, 2013).

The Carnegie Initiative

From 1960 to 1980, the most noteworthy contribution in the US to the promotion of the K-12 Chinese language education came from the Carnegie Foundation (Wang, 2010). The Carnegie initiative used a top-down approach in which seven university centers were established and 200 high school Chinese programs were built and supported (Wang, 2010). The Carnegie Foundation provided funding for colleges and universities to expand Chinese language programs to high schools. The high schools that were chosen were located near colleges that served both as models and as mentors. However, once the funding was depleted, the program was not self-sustaining. By 1980, only two Carnegie funded high schools still offered the Chinese language program (Moore, 1992).

The Dodge Initiative

Unlike the Carnegie Initiative, the Dodge Initiative focused only on high school level Chinese language programs. From 1982 to 1992, the Dodge Foundation provided startup money directly to high schools to build their Chinese program (Moore, 1992). Most of the funds went toward hiring Chinese language teachers, and some high schools even experimented with native speaker Chinese teachers from China (Moore, 1992). The need for improvement in teaching resources at high school level were also considered and funds were allocated by the Dodge Foundation (Moore, 1992).

Thus, the Dodge initiative awarded the funding directly to selected high schools. The schools chosen were individual schools of high academic caliber and were more dispersed geographically and not limited to the proximity of a mentor college (Moore, 1992). According to Moore's study, the main reasons for discontinuation of the Chinese language programs were due to declining enrollments, teacher or administrator turnover, budgetary cuts, and Chinese teachers' lack of knowledge of the American high school subculture (Moore, 1992). As discussed later, similar problems of sustainability are reflected in changes in the WKU CI school district roster, which show additions (and, thus, overall growth in numbers) but also many terminations due to superintendent changes or budget cuts or negative Hanban teacher experiences.

STARTALK

STARTALK (2017) launched in 2006 was an outcome of the National Security Language Initiative (NSLI), a presidential initiative, and is administered by the National Foreign Language Center at the University of Maryland and sponsored by Office of the Director of National Intelligence (Ingold & Hart, 2010). The Center's mission is to increase the number of U.S. citizens learning, speaking, and teaching critical-need foreign languages, with programs for students (K-16) and teachers, and to share best practices in language education (National Foreign Language Center, 2017). It is assumed that by fulfilling STARTALK objectives, the US will be better equipped not only to improve its international relations but also to solidify its national security and global economic competitiveness in the years ahead (National Foreign Language Center, 2017).

100,000 Strong to 1 Million Strong

In 2009, President Obama launched "100,000 Strong" as a U.S. State Department initiative. During Secretary of State Hillary Clinton's visit to China in May 2010, the

initiative was officially launched and Secretary Clinton stated that the initiative would seek to prepare the next generation of American experts on China who will be charged with managing the growing political, economic, and cultural ties between the countries and would seek funding resources for underrepresented students to study in China (Belyavina, 2013). In her opening remarks for 100,000 Strong Foundation, an independent nonprofit to support the “100,000 Strong” initiative, then Secretary of State Clinton stated how crucial it was for people “to break down the barriers that exist between any peoples from different cultures and experiences and histories and backgrounds” in order to get to know and understand each other (U.S.-China Strong Foundation, 2013). The foundation’s mission is to “strengthen U.S.-China relations by investing in a new generation of leaders who have the knowledge and skills to engage with China” (U.S.- China Strong Foundation, 2013).

On September 24, 2015, in a joint press conference with Chinese President Xi Jinping during his visit to the US, President Obama announced the launch of “1 Million Strong,” an initiative that would bring the total number of U.S. students learning Mandarin Chinese to 1 million by year 2020 (Foreign Policy, 2015). This aggressive initiative will expand Mandarin language learning by five-fold in U.S. K-12 schools from approximately 200,000 to 1 million by 2020 (U.S.-China Strong Foundation, 2013). These national initiatives have been filtered down to the local level as many of the CIs have seen increased interest and requests for Hanban Chinese teachers in order to support the development of Chinese language and culture programs.

Chinese Language Program in Kentucky P-12 Public School Districts

The Kentucky Department of Education's (KDE) mission is "to prepare all Kentucky students for next-generation learning, work and citizenship" (KDE, 2012b). This mission supports an increase in foreign language and cultural programming in the Commonwealth of Kentucky. In 2014, KDE issued a resolution supporting global readiness for Kentucky students and reiterated its commitment to this global focus and support goals for all K-12 Kentucky students to be work and world ready (KDE, 2012). These goals are outlined in detail in Kentucky's Global Education Position Statement.

The section devoted to global competence and world language preparedness listed WKU CI, as with the University of Kentucky CI, as examples of supporting programs within Kentucky: "Confucius Institutes at Western Kentucky University (WKU CI) and University of Kentucky (UK CI) are to provide leadership and support for Chinese language programs in Kentucky's K-12 classrooms" (KDE, 2012, p.3). Thus, both UK CI and WKU CI attempt to fulfill the needs of Chinese language instructors within proximity to the physical location of their main campuses.

KDE's mission has filtered down and shaped the missions of many Kentucky school districts. This leads to markets for WKU CI and UK CI to establish their presence. As described earlier, CI covers most of the Chinese teachers' living expenses, making the cost to local school districts minimal. Thus, the growth in both CIs in the number of partnerships with KY school districts has naturally skyrocketed.

Confucius Institute and Confucius Classroom Development: A Historical Perspective

CIIs are non-profit public institutions and have become “a platform for cultural exchanges between China and the world as well as a bridge reinforcing friendship and cooperation between China and the rest of the world” (Hanban, 2014a). The first CI was opened on November 21, 2004, in Seoul, Korea (Hanban, 2014a). Most of the CI partnerships are composed of one Chinese university and one host university. At last count, there were over 500 CIIs established worldwide; yet, this number changes almost on a daily basis as new applications are accepted. Hanban’s leadership team has set the goal of growing this number to 1,000 by 2020 (Hanban, 2014a). In the US, there are currently 110 Confucius Institutes and there are 501 Confucius Classrooms listed on Hanban’s website (Hanban, 2014a).

One primary function of Hanban is to select and dispatch Chinese directors and teaching staff for each CI partnership. First, Hanban preselects the staff and teachers for CIIs with applicants who have passed the screening tests Hanban has created, including a general capabilities assessment, a foreign language spoken test, and a written psychometric test (Hanban, 2014a). Therefore, the CIIs’ Chinese directors and teaching staff are restricted to a pool pre-selected from a roster of candidates that Hanban provides. The host universities usually do not participate in the initial interviewing process of teacher selection in China nor are they fully briefed on what terms the teachers have agreed upon and signed in China prior to traveling to teach in the host universities.

As part of CI initiatives, the Confucius Classrooms (CC) were established around 2008. CI offers annual operating funds of up to \$10,000 for materials and guest teachers

from China plus start-up funds of \$10,000 to initially refurbish the classroom (Hanban, 2014a). The CCs receive free teaching resources each year. The mission of CCs and CIs is “meeting the demands of foreign Chinese learners and contributing to the development of multiculturalism and the building of a harmonious world” (Hanban, 2014a). CIs are university partnership-based and can oversee multiple CCs whereas CCs are school-based, and each school can host one CC (The College Board, 2017). In addition, Hanban requires that the host university select a CI director and its partner university in China select a Chinese CI director (The College Board, 2017). CI requirements are much more complex as the funding is significantly greater.

According to the website, CIs and CCs both “adopt flexible teaching patterns and adapt to suit local conditions when teaching Chinese language and promoting culture in foreign primary schools, secondary schools, communities and enterprises” (Hanban, 2014a). Detailed information on both CI and CC programs, as well as associated teachers, volunteers, teaching resources, and Chinese tests, is available on the Hanban website, and can be retrieved in Chinese, English, Spanish, French, and Arabic language.

Closings of Confucius Institutes

Confucius Institutes in the United States have met with varying levels of success and challenges. As the CIs and CCs are directly tied to the Chinese Ministry of Education, certain subjects, such as Falun Gong, Taiwan, and Tibet, are considered highly sensitive and are more often intentionally avoided by CI host universities (Schmidt, 2010). Thus, many universities will not even consider forming these CI partnerships even with the attractive funding offered by Hanban as they have strong beliefs not to self-censor or to agree with these unwritten guidelines (Schmidt, 2010). Further, any CI may

choose not to renew its partnerships after the first five years when the CI agreement is up for renewal.

In September 2014, the University of Chicago announced that it would not renew its agreement with Hanban when the current CI's five-year agreement expired. Over 100 faculty at Chicago signed a petition raising concerns of relinquishing control over faculty hiring, course content, and programming to Hanban (Redden, 2014). This was followed by another major U.S. research university, Penn State, closing its CI in the following month. Penn State cited lack of transparency and lack of academic freedom as the causes (Belkin, 2014).

The closings of the two CIs on prestigious campuses also sparked the American Association of University Professors (AAUP) to issue a statement discouraging any host universities from considering CIs partnerships: "North American universities permit Confucius Institutes to advance a state agenda in the recruitment and control of academic staff, in the choice of curriculum, and in the restriction of debate" (AAUP, 2014).

McMaster University in Canada ended its CI agreement after the university investigated a complaint by a Hanban Chinese teacher of discriminatory hiring practices by Hanban in China while staffed at McMaster University (CBC, 2013). The teacher had signed a contract with Hanban in China stating that she would not practice Falun Gong, which is considered a spiritual cult movement banned by the Chinese government. She filed for asylum on the grounds that she found herself in the position of either having to hide her membership in Falun Gong in order to work at the university or incriminate herself by refusing to sign (CBC, 2013). With the rapid spread of CI and CC programs,

many pros and cons of the programs are starting to appear and the way that the programs fit with each host university is either stretched, shaped, or terminated.

Other Research on Confucius Institutes

In Zhou's (2011) dissertation, the researcher completed a qualitative study exploring how six schools developed Chinese language programs through their partnership with one CI. The CI partnerships with five public schools and one private school were studied as they had one common goal of developing the Chinese language program. The partnership was defined as "complementary and cooperative, not collaborative" (Zhou, 2011). The future of the partnerships is uncertain as the budget dictates the viability of the program. However, the schools admit that they have gained invaluable experiences with the Chinese language and culture (Zhou, 2011).

Zhou (2011) found that lack of consistency and continuity were identified as major concerns for the schools Zhou studied that and the U.S. school administrators felt that the high turnover rate of the Hanban Chinese teachers due to immigration visas affected the program. In addition, in most cases the U.S. school personnel were not familiar with the roles the host university CI, the partner Chinese university, and Hanban play on various matters.

Liu (2010) investigated the role of one CI with the Chinese Heritage Language – Community Language (HL-CL) schools. The students were mainly second-generation Chinese children. Based on a survey, the researcher found that the CI had a positive impact in the HL-CL community as CI funded various cultural events and provided resources, teacher training, and funding of events (Liu, 2010). The stakeholders were comprised of a principal, teachers, and parents. HL-CL challenges included finding

qualified teachers, having permanent classroom space, and students' low interests in learning Chinese (Liu, 2010). Most students were forced by parents to learn Chinese. Despite the challenges, the surveys showed that greater than 90% of adults were optimistic about the future of their Chinese schools (Liu, 2010). The HL-CL schools studied were grateful for the CI, especially its funding for teacher training such as STARTALK and for teachers to attend the national ACTFL conference (Liu, 2010).

In Li's (2012) study, the researcher focused on the partnership and collaboration between a Chinese university and an American university. The researcher examined the experiences and perceptions of all stakeholders. According to Li (2012), through both vertical synergy (which developed among stakeholders within each institution) and horizontal synergy (which developed among stakeholders between institutions), the researcher deemed the partnership a success. The success is attributed to factors of leadership, organizational culture, and partners' resources. Li's (2012) analysis found the factors all had positive effects on vertical and horizontal synergy. Li's study also highlighted the importance of respecting the differences between cultures in order to develop a collaborative partnership.

Summary

This literature review highlights the continuous challenges the U.S. Department of Education faces as it prepares students to thrive in the 21st century workforce. By understanding the important needs of citizens to have foreign language competency and gain cultural awareness, the U.S. government has sought to remedy these concerns. However, the pathways to preparedness have not included much needed financial support.

For the US to improve its foreign language education, there must be funding set aside to support the objective. The funding should be increase annually as the student enrollment number increases in the foreign language study. There might be some universities that will not renew their CI partnerships and the decrease in renewals may also be offset by the aggressive growth plan of Hanban and expansion of new CIs. The literature review is limited because of the relative infancy of the program. Local newspaper articles where CIs have highlighted how their efforts have led to positive exposure of the Chinese language and culture in their immediate communities are often found in lieu of academic research papers.

CHAPTER III: METHODOLOGY

Overview

This chapter will define and describe the research method and design that was selected for the case study. In addition, this chapter will concentrate on the procedures, assumptions, limitations, data management, and analysis. The researcher will use descriptive statistics in responding to questions relating to students' outcome on YCT Level I and the data compiled from the Hanban Chinese teachers' demographic survey (Appendix B). Finally, the role of researcher will be presented.

Research Questions

The following research questions guided the study:

1. How did WKU CI progress from inception to the construction of a new building on WKU's main campus?
2. What early measures, including YCT, were developed and utilized to assess program quality?
3. What are the characteristics of the Chinese language teachers placed through WKU CI, who voluntarily chose to use the YCT Level I as a summative assessment for the students they have taught?
4. Who are the Kentucky students who took the YCT Level I?
 - a. What are the demographics of the Kentucky students who were assessed utilizing YCT Level I?
 - b. How do the characteristics of the group of Kentucky students in elementary, middle and high school compare?
 - d. What were the preliminary Kentucky student outcomes?

Research Design

The research design involved in the case study is twofold. First, the researcher used WKU CI Assessment Reports produced by WKU CI, news articles, and stories to present a historical background and to assemble a timeline for WKU CI. In addition, the researcher created different tables to outline growth of the WKU CI program in various areas, as early measurements focused on growth to assess WKU CI program quality. This case study should be considered an exploratory case study as it seeks to ascertain and understand preliminary patterns from multiple data sources, in this case to explain relationships among activities and outcomes related to program quality (Yin, 2003).

The key data set for this study was generously provided by WKU CI, who maintained these records, which include outcomes of Kentucky students who took the YCT Level I from April 2015 and the results of a self-reported demographic survey voluntarily completed by Hanban Chinese teachers from May 2015. Descriptive statistics comprise procedures used to summarize and describe the important characteristics of a set of measurements (Mendenhall, Beaver, & Beaver, 2012). Thus, the best way to organize and summarize the students' outcome on YCT Level I and results from Hanban Chinese teachers' demographic survey of data is with descriptive statistics in the form of numerical tables.

Setting

First, it is important to understand the historical development of WKU CI, the subject of the study. The researcher must provide the necessary background information in the exploratory case study in order to answer the first two research questions and to provide the backdrop against which the other research questions will follow:

1. How did WKU CI progress from inception to the construction of a brand new building on WKU's main campus?
2. What early measures, including YCT, were developed and utilized to assess program quality?

The setting of the study is derived from researching existing publications on WKU CI. The historical development section will include a timeline highlighting achievements since inception. There is emphasis on the uniqueness of WKU CI because, as in any case study, the first emphasis must be on understanding the case itself (Stake, 1995).

Instruments

For this study, pre-existing de-identified outcomes from the Hanban Chinese Teacher's demographic survey were analyzed. The survey outcomes were chosen as part of the data measurement due to the fact that the data collected from the demographic information provide many insights from the perspectives of the Hanban Chinese teachers. The questions comprise open-ended questions seeking understanding of their teaching strategies, challenges, successes, and words of wisdom. Surveys are useful research instruments because the analysis provides the researcher with information to improve programs (Thayer-Hart, Dykema, Elver, Schaeffer, & Stevenson, 2010).

The survey from May 2015 was voluntarily completed by 23 Hanban Chinese teachers. The survey questions have been revised and the survey has evolved over time. The WKU CI administrators have collected the self-report survey annually from the Hanban Chinese teachers for professional development suggestions and for program improvements since 2013. Therefore, the revised demographic survey from May 2015

reflects the latest edition of the Hanban demographic survey with questions that have been modified and clarified over the years.

Participants

The case study analyzed two de-identified data sets provided by WKU CI for this study. Due to confidentiality agreements, the names of students, teachers, and public Kentucky schools have been removed and have not been disclosed.

Hanban Chinese Teachers. Self-reported survey data provided by the Chinese language teachers placed through WKU CI who voluntarily chose to use the YCT Level I as a summative assessment for their students were analyzed to answer the third research question:

3. What are the characteristics of the Chinese language teachers placed through WKU CI, who voluntarily chose to use the YCT Level I as a summative assessment for the students they have taught?

Twenty-three Hanban Chinese teachers voluntarily completed the demographic survey (Appendix B) in May 2015 prior to their departure to China. The demographic survey included questions such as length of full-time teaching in and outside the United States and highest degree earned. The survey also included a question on their self-rating (on a 1-10 Likert scale) of how effective the teachers felt they were as a Chinese language and culture teacher. Additional questions included: Percent of instructional time spent on each of the following activities: a) textbook-based presentations; b) game based activities; c) song based activities; d) PowerPoint based presentations; e) video based presentations; and f) other activities (described by the teachers), all totaling 100% of their instructional time. Finally, data were collected with three open-ended questions:

1. What are some success you had during this school year?
2. What were some challenges or difficulties you had during this school year?
3. What advice would you give to the next cohort of teachers coming to U.S.?

WKU CI collected the survey as a means to improve the program.

Students. To answer the last research question, the exploratory case study also utilized pre-existing de-identified YCT Level I student outcomes from April 2015. The de-identified data set contained no student, teacher, or school names. The YCT data were used to understand and answer the following subquestions:

- 4a. What are the demographics of the Kentucky students who were assessed utilizing YCT Level I (minutes of instruction per week, number of weeks teacher taught each student, race, grade level and gender)?
- 4b. How do the characteristics of the group of Kentucky students in elementary, middle and high school compare?
- 4c. What were the preliminary Kentucky student outcomes?

Procedures

Prior to any data collection, a written response from the WKU CI administrator for the release of the de-identified data set was received. Next, written permission and approval were acquired from WKU International Review Board (IRB). Once permission and approval were acquired (see Appendix A), WKU CI released the pre-existing de-identified data to the researcher. The Excel files with the pre-existing de-identified data were kept in a password protected file on a username- and password-protected laptop accessible only by the researcher.

The pre-existing de-identified data sets were entered into and processed using the IBM Statistical Package for Social Sciences (SPSS) software. All variables were analyzed descriptively by univariate statistics, which include percentage, frequencies, means and standard deviation. Responses from the open-ended questions were analyzed to identify recurring themes.

Assumptions

The assumptions associated with this study based on Hanban Chinese Teacher's demographic survey are as follows. The first assumption was that the person who had completed and returned the survey was indeed a Hanban Chinese teacher. The second assumption was the teachers responded to the survey truthfully without feeling that they needed to respond as how others perceived them, especially on the question pertaining to how effective they would describe themselves.

The assumptions associated with YCT Level I student outcomes are as follows. The student actually filled out the scantron accurately as the scantron is rectangular and not the typical bubble. The Hanban Chinese teachers did not preview the test items with students they taught as the teachers were sent a test link few weeks prior. The test scores reflect the students' knowledge of the Chinese language. The students were monitored during the test and did not copy other students' scantrons.

Limitations

The following limitations applied to this study and should be taken into account when applying this result. This study focuses on Chinese teachers placed by WKU CI, and all student data are from South Central Kentucky public schools. Therefore, the results from this study should not be generalized to other CIs as their teachers might be teaching in parochial schools, teaching in afterschool Chinese language programs, or

teaching only in community outreach language programs rather than being assigned within the regular school schedule as WKU CI teachers were.

In addition, the survey questions and responses were in English. All of the Hanban Chinese teachers are English second language learners. Therefore, some of the teachers' English responses to the open-ended questions were hard to understand and some valuable insights might have been lost because of the respondents' limited English vocabulary.

Thus, as the sample is only of the WKU CI Hanban Chinese teachers and Kentucky public school students they taught, this may not be representative of the other 150+ CIs within North America. In addition, due to the small sample of Hanban Chinese teachers' and YCT outcomes for Level I only, the study lends itself primarily for exploratory purposes.

Data Management and Analysis

The researcher used descriptive statistics analysis to answer research questions 3 (related to Hanban teachers) and 4 (related to students) in order to gain a greater understanding of the background of the Hanban Chinese teachers who administered the YCT Level I tests as well as their students who completed the YCT Level I exam. Many of the Hanban Chinese teachers decided to use the YCT Level I exam as the summative assessment for their students at the end of the school year. The researcher was given access to pre-existing de-identified data from WKU CI in hopes of gaining insights for the WKU CI in the near future. Table 1 summarizes the variables from the demographic survey completed by the Hanban Chinese teachers. Table 2 summarizes student variables related to the YCT.

Table 1

Hanban Teacher Demographic Survey Variables

Variable	Definition
Number of Years (U.S.)	Full-time teacher in the US
Number of Years (non-U.S.)	Full-time teacher outside of US
Highest degree earned	BA/BS, MA/MS, Other
Teacher's Effectiveness	Self-rating Likert scale 1-10 1-Not very effective 10-Very effective
<i>Instructional time</i>	Must equal 100%
Textbook based Presentations %	
Game Based Activities %	
Song Based Activities %	
PPT based Presentations %	
Video based Presentations %	
Others activities (please describe) %	

Role of Researcher

As a Chinese American, the researcher has been greatly interested in programs that teach others about the Chinese language and culture. The researcher has always been an advocate for bridging the gap between the American and Chinese cultures. As a bilingual speaker, the researcher has often participated as a cultural broker. She was aware of her own heritage's influence as she compiled the study on WKU CI. Also, as a former administrator of WKU CI, the researcher was aware that there may be bias on her part—wanting the results to be one of supporting the WKU CI as many contributions and outcomes of WKU CI might be traced back to the researcher. However, since the researcher has not been a part of WKU CI and WKU since April

Table 2

Student Variables Defined for YCT Level I Exam

Variable	Definition
Pass	Score of 120 or more out of 200 is a passing score
Fail	Score of 119 or less out of 200 is a failing score
Instructional Time (in minutes)	Total number of weeks multiplied by minutes per week
Student's Race	1=African American 2=White 3=Others <i>Note: Race are assigned by the Hanban Chinese teachers</i>
Student's Grade	Assessed students 2 nd -12 th grade
Student's Gender	Female=1, Male=0
New – Grade Level	E (Grade K-5 th) M (Grade 6 th -8 th) H (Grade 9 th -12 th)

2016, the researcher believes her she has been able to become less biased. Thus, the researcher has sought to exercise self-awareness throughout the research process in order to to minimize the influence of her heritage or her own experience as a contributor to the organization on research outcomes.

Trustworthiness

The YCT was created by Hanban and is used worldwide to assess students who are enrolled in Chinese language program. The YCT falls under Hanban's umbrella of Division of Chinese Testing and Scholarship (Hanban, 2014a). The YCT exam has been given since 2004 by Hanban Chinese teachers throughout the world. The results of the YCT data process have been reported by Hanban since 2004 (Hanban, 2014a).

Many, but not all, Hanban Chinese teachers chose to utilize the YCT Level I assessment to assess their students.

In any given assessment cycle, to complete the YCT registration process, the Hanban Chinese teachers work with school counselors to provide the student roster to Hanban by February with their grade level. Hanban then assigns each student a test identification number. The YCT Level I data are compiled into an Excel file given to the CIs, which are generated by individual student's scantron, handled by the test administrators. Because of the complexity and multiple steps involved in the testing process, many procedural and data errors may occur. However, Hanban has also put in place an administrator's training policy, a calendar window for the YCT assessments, and procedures for handling the scantrons (Hanban, 2014a).

Regarding the data explored in this study, the demographic surveys were voluntarily completed by Hanban Chinese teachers prior to their return to China. These are self-reported data, and there were no formal mechanisms available in order to verify or follow-up on responses.

Summary

This exploratory case study has been built upon around public documents; literature related to WKU CI such as WKU CI Assessment Reports, official Hanban documents, and newspaper articles are included as primary and secondary sources. In addition, pre-existing de-identified data provided by WKU CI from the records they maintained serve as preliminary data used to explore program quality. The case study method was chosen for this research for several reasons. It was believed that a greater understanding of the unique qualities of the WKU CI program would be revealed. To

better understand this program and to develop a continuous improvement process, an exploratory study was initiated. The pre-existing de-identified data may be helpful in establishing a quality metric for the Chinese language program as measured by the students' Chinese language proficiency.

CHAPTER IV: RESULTS

Introduction

This chapter begins with a description of the historical development of WKU CI from its inception in April 2010 to the grand opening of a newly designed CI building on the main campus of WKU in May of 2017. The permanence of WKU CI program cannot be denied as WKU CI has a permanent physical space on WKU main campus. A timeline of WKU CI provides the historical background and setting for this case study.

In addition, descriptive statistics summaries of the two de-identified groups of participants are provided: 1) the Hanban Chinese teachers who administered the YCT Level I as a summative assessment to their students, and 2) Kentucky students who took the YCT Level I. The analysis of the de-identified data sets collected in 2015 and provided by WKU CI, demographics Hanban Chinese teachers associated with WKU CI, and the students they taught are shown. Comparative characteristics of the three group of students in elementary, middle, and high school are also provided.

The analysis provides insights to two major stakeholders involved in the WKU CI Chinese language program at the K-12th level: the WKU CI and K-12 school partners. In this case study, the stories of the Hanban Chinese teachers' successes, challenges, and advice for the next cohorts start to unfold through the open-ended questions in the Hanban Chinese teachers' demographic surveys.

Research Question 1

How did WKU CI progress from inception to the construction of a new building on WKU's main campus?

To answer the first research question, WKU CI's historical development has been outlined as the backdrop to this case study. The timeline starts in 2009 with the establishment of WKU Flagship, followed by the proposal/application to Hanban for a CI at WKU in September 2009. The application included letters of support from language associations, government officials, and Southcentral Kentucky business owners. The addition of the WKU CI complemented and strengthened the recently established WKU Chinese Flagship program for Honors College students (WKU Spirit, 2011).

According to the CI application, WKU named two co-directors, Ms. Amy Eckhardt, the Administrative Director of the Chinese Flagship responsible to facilitate communication with partners in the United States and oversee the budget, and Dr. Liping Chen, the Academic Director of the Kentucky Chinese Flagship responsible for facilitating communication with Hanban (WKU News, 2010).

In the Confucius Institute-Western Kentucky University (CI-WKU) Teacher's Handbook, First Edition (2010) developed by Ms. Eckhardt and Dr. Chen, the CI Chinese partner university was identified as Sichuan International Studies University (SISU). The purpose of the CI-WKU Teacher's Handbook was to provide information that would help the Hanban teacher to "acclimate to the living in South-Central Kentucky and give guidance for a safe and healthy work environment" (CI-WKU Teacher's Handbook, 2010).

Accordingly, the Chinese director appointed and assigned to WKU CI would be by SISU and thus, the first cohort of 11 Chinese Hanban teachers was from SISU. WKU President, Dr. Ransdell, said, “Chongqing is where our partner university in the Confucius Institute, Sichuan International Studies University, is located and where most of our Chinese teachers are coming from” (WKU News, 2010). Dr. Ransdell served as the 9th President for WKU and retired on July 31, 2017 after twenty years of presidency (WKU News, 2017b).

Table 3 summarizes the noteworthy events and achievements WKU CI accomplished during its first seven years of existence. The broad support of the President’s office was prominent in making many events materialize. With Dr. Ransdell’s support and with the WKU CI office reporting directly to the President, much was accomplished.

Table 3

Timeline of WKU CI: 2009-2016 present

Year	Events
2009	<ul style="list-style-type: none"> • Establishment of WKU Flagship: The Chinese Language Flagship - 9th in the nation • September: Submitted formal CI application proposal to Madame Xu Lin, General Director of Hanban
2010	<ul style="list-style-type: none"> • April: WKU CI became 63rd U.S. University CI and Sichuan International Studies University is the partner Chinese university. • July: 11 Hanban Chinese Teachers from SISU – Cohort I arrived at WKU CI • December: President Ransdell heads to China for 7 day trip to increase outreach of WKU's new CI; Formal proposal to Hanban to increase number of Hanban Chinese teachers from 11 to at least 20 and attends 4th Annual CI conference • December: Dr. Wei-Ping Pan appointed Director of WKU-CI

Table 3 (cont.)

2011	<ul style="list-style-type: none"> • February: President Ransdell hosted Chinese New Year reception for WKU faculty and staff • May: 7,000 square feet Chinese Learning Center established on the ground floor of Margie Helm Library • Summer: North China Electric Power University (NCEPU) named as the new partner university with WKU-CI • August: President Ransdell during a trip to Beijing presented Madame Xu Lin an Honorary Doctorate degree from WKU
2012	<ul style="list-style-type: none"> • August: President Ransdell hosted Reception for Hanban Teachers and school personnel at his house • September: Cohort I of Hanban teachers received Kentucky Teaching Certification (KCN for K-12th) from Education Professional Standards Board (EPSB) • December: President Ransdell attended 6th Annual CI conference in Beijing, China • December: President Ransdell signed Official partnership agreement for WKU CI at NCEPU
2013	<ul style="list-style-type: none"> • February: President Ransdell hosted Chinese New Year reception for Hanban teachers, WKU faculty and staff • April: WKU CI became an official Hanyu Shuiping Kaoshi (HSK) testing site • May: President Ransdell attended WKU CI Executive Board meeting at NCEPU and performances by WKU symphony in China • May: WKU established 2+2 Gordon Ford College of Business and Potter College of Arts & Letters partnered with Hebei University for Business Administration Degree and English Degree • August: President Ransdell hosted Reception for Hanban Teachers and school personnel at his house • August: WKU welcomed 1+2 MAT program candidates: Master of Arts in Teaching – Cohort I • August: Chinese Cultural Experience – a 40’13’10’(ft.) Mobile was unveiled – a mini museum on wheel • August: WKU iMedia created 9 narrative infographic banners – digitally overlaid with mobile accessed video • August: \$250,000 anonymous donation received: (\$50,000 designated for Friendship Garden) • September: 10 Hanban Chinese teachers received Kentucky Teaching Certification

Table 3 (cont.)

	<ul style="list-style-type: none"> September 28-30: Hosted 2013 Joint Meeting of U.S. Confucius Institutes on WKU campus attended by 260 participants representing 85 CIs. Madame Xu Lin met with U.S. Senator Rand Paul from Kentucky, Kentucky State Representatives Jody Richards and Jim DeCesare, Bowling Green Mayor Bruce Wilkerson, and Warren County Judge Executive Mike Buchanon December: 8th Global Confucius Institute Conference; WKU CI awarded CI of the Year; WKU CI one of 28 CIs recognized out of 433 total CIs worldwide
2014	<ul style="list-style-type: none"> Establishment of Chinese Major and Minor at WKU Dept. of Modern Languages: Clinical-track Assistant Professor, Dr. Huiqiang Zheng, funded by Hanban selected by WKU July: Partnered with The Kentucky Center for the Performing Arts and the KDE for teachers focusing on the integration of the arts with world languages – Inaugural Academy July: President Ransdell invited by Madame Xu Lin, Director General of Hanban, to speak at Leadership training for Hanban staff in Beijing December: Awarded \$1.5 million Model CI; agreement signed by President Ransdell in Beijing to build a new building on WKU campus
2015	<ul style="list-style-type: none"> July: Partnered with The Kentucky Center for the Performing Arts and the KDE for second year; 5-day academy for teachers focusing on the integration of arts with world language October: 2015 Hanban In-Service Training at WKU; 100 teachers representing 20 states attended December: 10th Global Confucius Institute Conference; WKU CI awarded CI of the Year for the second time; WKU CI one of the 28 CIs awarded out of 496 total CIs worldwide
2016	<ul style="list-style-type: none"> May: Unveiled Confucius Mobile Kitchen-concession trailer June: College of Education and Behavioral Sciences clinical-track Assistant Professor, Ms. Wei Chen, funded by Hanban and selected by WKU
2017	<ul style="list-style-type: none"> May: President Ransdell held Grand Opening ceremony of the Model CI Building, Chinese Learning Center, with Madame Xu Lin, recently retired from Hanban. Center consists of 2 Interactive Videoconferencing System (IVS) rooms, 1 Flex Room, and a fully-functional kitchen

Note: Compiled from on-line WKU CI Assessment Reports (2009-2016), WKU News (2010-2017), View from the Hill (2017a).

In April of 2010, WKU became the 63rd U.S. University among 38 states to partner with Hanban (Office of the President Memorandum, March 2, 2010). This partnership seemed to be a natural progression as the WKU Chinese Flagship was

established in 2009. WKU CI became the first Kentucky CI to be established, and the University of Kentucky (UK) followed shortly with its own CI the same year. President Ransdell believed that with China's growth as a leading player in the world economics, it was critical that WKU form partnerships that engaged WKU students, faculty and staff and communities in the Chinese language and culture. (WKU Spirit, 2011).

Within eight months of WKU CI's inception, in a memo addressing to all faculty and all staff dated December 16, 2010, Dr. Ransdell stated:

I asked Dr. Wei-Ping Pan to be an Assistant to the President and advise me on Chinese matters...As Director of our Confucius Institute, he is in daily contact with Chinese officials about what we can and will be doing to build our Chinese programming at WKU. Our Confucius Institute will be emerging as a significant coordinating enterprise, which will help our faculty, staff, and students better understand and embrace the emerging Chinese language, culture, and economy on the world stage...I appreciate Dr. Pan's help which, of course, is in addition to his duties as Director of our Institute of Combustion Science and Environmental Technology (ICSET). (WKU President's Office and Ransdell Gary, Archives Records Paper 1704, 2010)

Thereafter, as seen in the WKU Organizational Structure, WKU CI reported directly to the Office of the President, Dr. Gary Ransdell (Figure 1).

In addition, Dr. Ransdell stated that WKU CI "is an important foundation for achievement of our vision to be leading American University with International Reach and will strive to continue to make a lasting and relevant impact on the lives of those on our campus" (WKU CI, 2011, p.11). From the beginning, the WKU CI's mission "to

promote Chinese language and culture” parallels WKU’s mission “to prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society” (WKU CI, 2011, p.2)

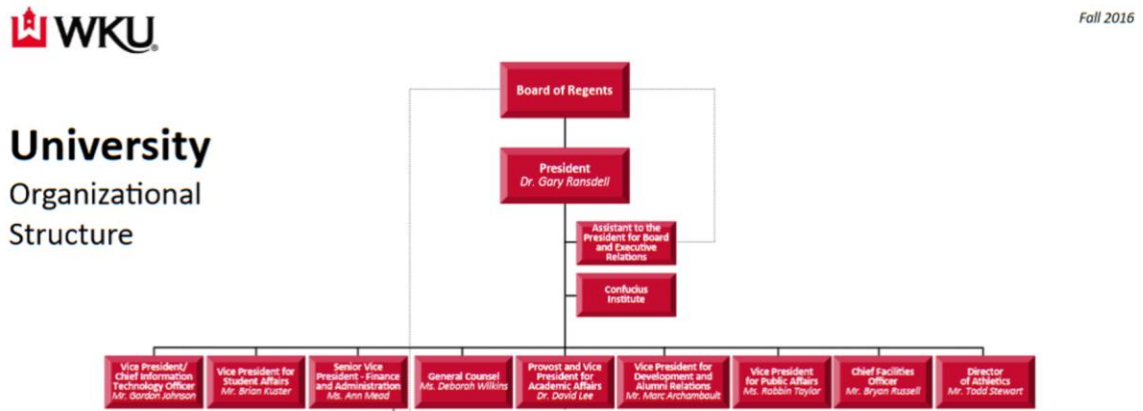


Figure 1. Organizational structure of WKU (WKU Fact Book, 2016).

In May 20, 2011, shortly after Dr. Pan assumed the WKU CI Director position, WKU CI had an official grand opening of the Chinese Learning Center (CLC), located on the first floor of Margie Helm Library on WKU’s main campus (WKU CI, 2012). CLC also housed the administrative offices of WKU CI. The CLC occupied 4,200 square feet of exhibition spaces, offices, meeting rooms and computer testing room (WKU CI, 2012). Collections of traditional Chinese musical instruments, paintings, medicine, furniture, costumes, and interactive touch screen panels filled the exhibit space with the goal that “everyone can experience China without leaving Kentucky” (WKU CI, 2012). The CLC also gave WKU CI its first visible presence on WKU’s campus.

By the end of summer 2011, a new Chinese partner university, North China Electric Power University (NCEPU), emerged and replaced the SISU partnership. Dr. Ransdell signed a new cooperative agreement and named NCEPU as WKU CI’s partner

university in China, citing Dr. Pan's prior work with NCEPU and relationships based on his position as Director of ICSET (WKU CI, 2012).

Innovative Concepts

WKU CI offered many innovative means to promote the Chinese language and culture. One method was utilizing a recreational vehicle (RV) which was converted to a Chinese museum on wheels, named "The Chinese Cultural Experience," unveiled in September 2013 (WKU CI, 2014). The RV served as a traveling museum staffed with a Hanban Chinese teacher and a driver. The RV could be requested simply by completing an on-line request with payment for mileage and a per diem for the driver. The CI Chinese Cultural Experience RV traveled to many cultural fairs or festivals, as well as school districts, where it was parked for a few days to allow community members, students, and school district staff to visit (WKU CI, 2014). After viewing the CI Chinese Cultural Experience RV, school districts had a better understanding of whether the program was something that their leadership team wanted to pursue; thus, the RV served as a recruitment mechanisms for additional school districts (WKU CI, 2016).

The Confucius Institute Mobile Kitchen was unveiled using a concession trailer (WKU CI, 2015). The purpose of the CI Mobile Kitchen was to promote Chinese culture by educating the community on various Chinese cuisines (WKU CI, 2015). This addition complemented the already existing CI Chinese Cultural Experience; both could be easily deployed simultaneously to community outreach events (WKU CI, 2015).

This level of innovation and growth was recognized by Hanban by awarding \$1.5 million to WKU for a Model CI to build a standalone building in December of 2014. Through a competitive selection process, Hanban decided to fund 10 Model CIs

worldwide through either renovating existing or building new physical space (WKU CI, 2015). According to Dr. Ransdell, the application and negotiation process took a year, culminating in a contract, which Dr. Ransdell signed on December 8, 2014, in Beijing, China (BG Daily News, September 15, 2015). Funds of \$1.5 million awarded by Hanban arrived shortly after the contract was signed. According to Ransdell, “The only restriction on the building is that it remains the home of CI similar to when other donors help build facilities” (BG Daily News, October 23, 2015).

The details of the CI Model contract signed by Dr. Ransdell spurred many visits, clarifications, and discussions by the President at WKU Faculty Senate and Student Government Association meetings (BG Daily News, October 23, 2015). As a result, Dr. Pan and Dr. Ransdell requested and re-negotiated the contract with Madame Xu Lin, Director General of Hanban, who agreed to fund the maintenance and operation costs (including utilities) of the Model CI building (BG Daily News, Oct. 23, 2015). Thus, all costs related to the CI Model building would be the responsibility of Hanban. In return, Hanban wanted and expected WKU CI to continue to expand the number of teachers in upcoming years (BG Daily News, Oct. 23, 2015).

The new Model CI building was named “Chinese Learning Center,” and the grand opening ceremony was held on May 5, 2017 (WKU News, 2017a). The new building was located on WKU’s main campus between Gary Ransdell Hall and the Honors College and the International Center. It features two Interactive Videoconferencing System (IVS) rooms, a flex room, and a fully functional kitchen and the building can be rented similar to other campus buildings (WKU News, 2017a).

Building the Model CI building reflected the long-term commitment between WKU and Hanban; however, the funding of the building from Hanban also came with controversy. The funding from Hanban, which was affiliated with the Chinese Ministry of Education, was not overlooked by local media reporting in Bowling Green. Hanban was created by the communist Chinese government. As a result, the general public and others affiliated with WKU expressed concerns about the potential complexity and lack of clarity surrounding Hanban's motives for the building (BG Daily News, October 23, 2015). Additionally, it could be argued that the relationship between WKU CI and the Hanban could be unpredictable, and potentially unstable in the future, as the relationship between the new President and the new Hanban leader is unknown.

Community Outreach

WKU CI annual community outreach events included Dragon Boat festivals (Owensboro, Nashville, and Louisville) and International Festivals (Bowling Green and Louisville). First, WKU CI had booths at community outreach events. However, the RV and the food trailer are now part of the showcase (WKU CI, 2015).

The Chinese language classes taught by WKU CI based Hanban Chinese teachers have also expanded to include unique populations such as homeschooled students, Warren County Juvenile Detention Center, WKU Society for Lifelong Learning, and Warren Public Library events (WKU CI, 2015). These community outreach programs provided WKU CI opportunities for additional exposure, which potentially led to further growth in the number of participants or learners of the Chinese language and culture.

Additionally, WKU CI hosted the 2013 Joint Meeting of U.S. Confucius Institutes on Sept 28-30, 2013. WKU CI, with the help of the WKU President's office and

connections, arranged meetings for Madame Xu Lin with the U.S. Senator representing Kentucky, Rand Paul; Kentucky Representatives, Jody Richards and Jim DeCesare; Bowling Green Mayor, Bruce Wilkerson; and Warren County Executive Judge, Mike Buchanon (WKU CI, 2013). In addition, some of these government officials were keynote speakers during the opening ceremony (WKU CI, 2013). It was believed that only through the the President's connections and support this event happened on such a grand scale.

Facilitating Chinese Related Programs

The WKU School of Teacher Education offers a Master of Arts in Teaching (MAT) standard program and an alternate route to certification for many areas including Chinese (WKU School of Teacher Education, 2016). WKU CI started facilitating a 1+2 MAT degree (Program Reference #0495) with Beijing Language and Culture University (BLCU). The Chinese graduate students study their first year at BLCU and complete the final 2 years of the program at WKU. WKU admitted Cohort I, with six graduate students from BLCU, to begin their two-year study in fall 2014 (WKU CI, 2014).

This growth also helped WKU's international student numbers and provided WKU CI with six additional Hanban Chinese teachers to teach the Chinese language and culture at local schools as MAT interns. Upon graduation, these teachers are able to get a professional certification for teaching Chinese in Kentucky after successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required exams (WKU School of Teacher Education, 2016). This is a win-win for all stakeholders as these teachers take classes while teaching at local school districts and have access to WKU School of Teacher Education support and resources.

In addition to increasing WKU International student numbers, Hanban also increased WKU faculty and staff by fully funding three positions. Hanban started funding 100% of two faculty positions and one staff position at WKU in 2014 (WKU CI, 2014). WKU conducted the hiring process following its guidelines and procedures. One clinical-track Assistant Professor was hired by the WKU College of Education and Behavioral Sciences School of Teacher Education to assist with the 1+2 MAT program (WKU CI, 2014). The other clinical-track Assistant Professor was hired by the WKU Potter College of Arts & Letters Department of Modern Languages to assist with increased college enrollment as Chinese established a major at WKU (WKU CI, 2014).

In addition, Hanban funded one full-time WKU staff considered a Core Teacher to assist with on-the-job training of the Hanban Chinese teachers (WKU CI, 2014). Although this funding could be considered very generous, the expectations for increasing the number of Hanban Chinese teachers only intensified without clearly delineated goals set by Hanban. Even with substantial annual funding and the presence of a physical building on the WKU campus, Hanban's expectations still remained focused on growing the number of Hanban Chinese teachers.

Research Question 2

What early measures, including YCT, were developed and utilized to assess program quality?

The annual WKU CI Assessment Reports from 2010-2015 were studied and key areas of growth that appear as measures of the WKU CI program's overall success were outlined as follows:

1. Confucius Classrooms under WKU CI
2. WKU CI led trips to China
3. Hanban sponsored performances and events
4. WKU CI publicity count
5. Hanban Chinese teachers placed by WKU CI

These areas of focus are highlighted continuously in every annual WKU CI Assessment Report, and, thus, provide an outline for reporting. To gain greater understanding of the growth of WKU CI, tables of chronological events are presented for each section below.

Confucius Classrooms under WKU CI

In 2013, WKU CI opened three affiliated Confucius Classrooms under the WKU CI. As of 2016, WKU CI had 15 affiliated Confucius Classrooms (see Table 4). Most of the Confucius Classrooms partnerships were with school districts for the placement of WKU CI Hanban Chinese teachers. The Confucius Classroom had a profound impact beyond the classroom within the school by engaging the community members for events, classes, and lectures open to the public on weekends or evening. (WKU CI, 2013).

WKU CI Led Trips to China

The multiple trips and the number of participants to China led by WKU CI were carefully tracked and these numbers have been growing rapidly every year. In all of WKU CI led trips through 2016, Hanban covered most of the travel and all the accommodation expenses while in China (See Table 5). In 2015, WKU CI led the largest number of focused programs to China to date, ranging from Gatton Academy students to business executives to various community leaders (WKU CI, 2015).

Table 4

Confucius Classroom Development

Year	Confucius Classroom	Total
2013	<ul style="list-style-type: none"> • Barren County • Franklin/ Simpson County • Housing Authority of BG 	3
2014	<ul style="list-style-type: none"> • Hardin County Schools • Logan County School District • Owensboro/Daviess School Districts • Gatton Academy of Math and Science • Cloverport Independent Schools • Bowling Green Independent School District • St. Francis Elementary/Middle (Goshen) • St. Francis HS (Louisville) 	11
2015	<ul style="list-style-type: none"> • Butler County Schools • Boyle County Schools • Trinity HS (Archdioceses of Louisville) • Field Elementary (Jefferson County Public School) 	15

Note: Compiled from on-line WKU CI Assessment Reports (2013, 2014, and 2015)

Since 2011, WKU CI led several trips to China not only for adults and but also for students (age 14-18). Summer Bridge (see Table 6) is an annual Hanban two-week program specially designed for all U.S. high school students from various CI programs. Summer Bridge encompasses Chinese language and cultural classes, home visits, and sightseeing, and in summer of 2013 over 800 U.S. high school students gathered at Beijing Royal High School for the opening ceremony (WKU CI, 2013).

Table 5

WKU CI Led Trips to China Timeline

Year	Month	Purpose/Focus - Participants
2011	July	Adult Summer Camp ⁽¹⁾ 44 WKU faculty, staff, students, and community members
2012	May	Adult Summer Camp ⁽¹⁾ 28 WKU faculty, staff, students, and community members
2013	May	The Symphony at WKU (3 credit hours) First international concert tour – 4 concerts in China 56 WKU Students
	May	The Symphony at WKU - non performers 22 Alumni/WKU parents/donors (non-credit)
2014	June	Understanding China - Research on Chinese Educational Leadership ⁽²⁾ 12 Superintendents, Principals, Assistant Principals Research through lectures, school visits, leadership exchange forums
	August	Sino-U.S. Agriculture Symposium ⁽¹⁾ with ICSET 7 Participants - Presentations on U.S. farming techniques
	May	China Business (3 credit hours) Gordon Ford College of Business and Educational Leadership Doctorate 15 WKU faculty, students, and community members
2015	April	Spring Chinese Intensive Language Camp 32 St. Francis (Louisville) Elementary & Middle school students/parents
	May	HSK intensive language program 14 WKU Students received HSK scholarships
	May	Research Intensive program - "Young Leaders" - Gatton Academy 15 students: High-Speed Rail system, Chinese architecture and business/foreign trade
	June	Understanding China - Research on Business, Education, Traditional Chinese Medicine ⁽³⁾ 18 WKU faculty, staff, students, and community members Gain understanding of leadership practices in China and insights to bridge the gap

Note. Cost sponsored by Hanban (accommodations/most meals/tours); ⁽¹⁾ Member paid for international airfare, passport, and visa; ⁽²⁾ Member paid ONLY for passport and visa, with international airfare sponsored by Hanban; ⁽³⁾ Member paid ONLY for passport, visa, and 1/2 of international airfare, with 1/2 of airfare sponsored by Hanban.

Table 6

WKU CI Summer Bridge Program Timeline

Year	Month	Participants
2011	July	11 Students: Gatton Academy
2012	July	8 Students: BG (Housing Authority of BG) and Louisville
2013	July	9 Students: Gatton Academy, BG (Housing Authorities), St. Francis HS, Greenwood HS
2014	July	19 students: Kentucky High Schools
2015	July	18 students: Kentucky High Schools, Dallas area high schools

Note. Students were responsible for international airfare, visa, and international medical insurance; All expenses in China with exception of spending money was sponsored by Hanban.

WKU CI has also led many theme-based “Understanding China” trips, which allowed the participants to learn more about specific fields of interest. The proposals and applicants were submitted by WKU CI. Upon approval of the proposal, Hanban would select the participants from the roster originally submitted with the proposal. The objectives for these short-term trips included participants conducting research, cultural exchange opportunities, and “senior officials from government, education and culture, non-governmental organizations and business” having the opportunity to gain greater understanding of China (Hanban, 2014a). The WKU CI proposals approved from 2013 to 2015 ranged from educational leadership and business to traditional Chinese medicine and art.

The details of the trip were usually arranged by the Chinese partnership university to match the objectives with targeted sites to visit. These connections were made across the various enterprises to gain greater understanding and toward bridging the cultural gaps in hopes of reciprocal visits to the United States in the near future.

Hanban Sponsored Performances and Events

Hanban also sponsors many cultural performances or dance troupes who travel and perform in conjunction with the CIs throughout world (Hanban, 2014a; see Table 7). The local CI provides these troupes with accommodations and handles all scheduling, marketing and logistics for the Hanban sponsored performances. The performances usually occur in conjunction with Chinese New Year, which typically falls in January or February, and Confucius Day, which falls in September. Although these troupes, including such performance as Peking Opera, minority dances, and artists' exhibits, are highly entertaining, it is difficult to measure their "success" beyond attendance numbers.

Table 7

Hanban Sponsored Performances and Events Timeline

Year	Month	Event	Attendance
2011	February	Xiamen University: Student Art Troupe	500
	May	Pfeiffer University: Grand Opening & President Gala	
	November	Inaugural Chinese Business Etiquette Dinner	>150
2012	February	Hubei University: Dragon & Lion Dance Troupe	>550
2013	August	Joint Meeting of U.S. CIs	260
2014	January	CI at Binghamton University: Chinese Opera Troupe	600
	February	Hangzhou Normal University: "An Oriental Monsoon"	500
	April	Ms. Huo's Erhu Performance Tour (WKU, MTSU, UT-Knoxville, & BG Housing Authority)	1,800
	September	NCEPU: Love for China Troupe (Louisville and BG)	4,000
2015	September	New York Chinese Traditional Art Center: "Amazing China" (Warren, Simpson, Hardin, & Jefferson Counties)	>4,000

Note. Compiled from on-line WKU CI Assessment Reports (2011-2015)

These Hanban sponsored performance and events were geared toward helping audiences realize they are more similar to other cultures around the world than different. However, no formal audience feedback surveys were implemented; only the recording of number of attendees. In order to gain a greater understanding of what aspects of the

performance the audience liked and what they learned from attending the entertainment venue, a survey might be appropriate. The outcome of these survey suggestions could also help Hanban make positive adjustments to its entertainment programs. The survey could specifically measure the experience the participants had, and what particular performance they enjoyed the best.

WKU CI Publicity Counts

The publicity list posted on the WKU CI website consists of newspaper articles, TV and radio interviews, and school newsletters. Any news related to CI is hyperlinked on WKU CI's website. As WKU CI matures and as the permanence of the relationship between WKU and Hanban has become more visible with the opening of the CI Model building, WKU CI should continue to have news noteworthy of publicity. However, the WKU CI had not updated its publicity link since June 16, 2016, showing the last link posted. Since its inception, communities surrounding WKU CI programs have been interested in the Chinese language and culture, as reflected in an increase in the publicity count in the communities that the Hanban Chinese teachers are involved with outside of Bowling Green. In addition, many of the events and trips related to WKU CI are always featured in WKU news outlets (see Table 8).

Hanban Chinese Teachers Placed by WKU CI

As stated in WKU CI Assessment Report (WKU CI, 2012-2015), the heart and soul of the WKU CI is the Hanban Chinese teachers. The main mission of WKU CI is to promote and disseminate the teaching of the Chinese language and culture (WKU CI, 2011). WKU CI accomplished this with the placement of Hanban Chinese teachers in

Kentucky public school districts teaching students alongside U.S. teachers. The rising number of school partnerships formed and continued each year is equated as a quality measurement by WKU CI (see Table 9).

Table 8

Publicity Counts from WKU CI in the News

Year	News Outlet	Count
2010	BG Daily News, WKU News, WKU Herald	5
2011	BG Daily News, WKU News, WKU Herald, WBKO, WKU Spirit	12
2012	BG Daily News, WKU News, WKU Herald, WBKO, Owensboro NBC News, Messenger-Inquirer, Glasgow Middle School Newsletter, Barren County School Newsletter, Owensboro Public School Newsletter, Messenger - Meade County	26
2013	BG Daily News, WKU News, WKU Herald, WBKO, Franklin Favorite, China Daily USA News, Glasgow Daily Times, CEBS, BG Parent Magazine, CI Official Publication	38
2014	BG Daily News, WKU News, WKU Herald, WBKO, China Daily (U.S.)	35
2015	BG Daily News, WKU News, WKU Herald, WBKO, People's Daily Online, ChinaNews.com, Franklin Favorite, Messenger Inquirer,	39

Note. Last publicity updated on June 16, 2016 in CI in the news, thus 2016 was excluded as incomplete.

Table 9

Annual Growth in WKU CI Teacher, School Districts, Host Schools, and Students

Year	WKU CI/ Hanban Teachers	School Districts	Host Schools	K-12 Students	% Student Increase
2010-11	11	4	11	>2,300	--
2011-12	23	6	21	>4,800	109%
2012-13	33	12	41	>8,000	67%
2013-14	36	13	32	>10,800	35%
2014-15	45	17	36	>12,000	11%

Note. Table compiled from on-line WKU CI Assessment Reports (2011-2015); K-12 students for all years are estimated counts.

These Hanban Chinese teachers live in the community in which they work, with housing and local transportation provided by the school districts (outlined in the contracts signed between WKU CI and the local school boards). Thus, the school district costs are relatively minimal as the financial responsibilities (housing, transportation, VISA fees, and WKU student health care costs) are much less than paying for a full-time teacher's salary and benefits. Additionally, Hanban provides teachers with stipends and roundtrip airfare to and from China (Hanban, 2014a). Thus, the financial advantage for school districts to utilize the WKU CI Hanban Chinese teachers is substantial and may be all the incentive school districts need to form a partnership with WKU CI. In essence, the school districts get a full-time Chinese language instructor for an academic year for a fraction of a full-time foreign language teacher.

CI Newest Measure of Success: Youth Chinese Test (YCT)

As a final point, WKU CI has started to utilize the number of students who took the YCT as a measurement of growth. YCT is an international standardized test designed in 2004 by the Hanban's division of Chinese Testing and Scholarship (Hanban, 2014a). The purpose of YCT is to "promote training through testing and "promote learning through testing" for primary and secondary students (Hanban, 2014a). The YCT Level I, made up of listening and reading comprehension sections with 35 questions total, takes 35 minutes to complete (Hanban, 2014a). Yet, the Hanban Chinese teachers usually schedule an entire class period to administer the test as the logistics of passing out the YCT and explaining explicitly how to fill the scantron written in Chinese are challenging. The scantron is not student-friendly: it is written in Mandarin Chinese so completing the scantron takes considerable time and can be especially confusing for younger students.

There are four levels in YCT. Students who pass Level I can use some of the most common Chinese words, which will be helpful as they further their studies. Students who pass Level II can use simple phrases, whereas YCT Level III students can communicate on familiar daily topics (Hanban, 2014a). Finally, students who pass YCT Level IV can communicate successfully in academic and professional settings (Hanban, 2014a). Therefore, the YCT test is progressive and can help students understand where they are and what they need to know to continue onto the next level (Hanban, 2014a). WKU CI has not highlighted the level of YCT participation consistently in the annual WKU CI Assessment Report similar to other topics.

Research Question 3

What are the characteristics of the Chinese language teachers placed through WKU CI, who voluntarily chose to use the YCT Level I as a summative assessment for the students they have taught?

This research question compared the characteristics of the 23 Hanban Chinese teachers who voluntarily completed the demographic survey associated with the YCT. This survey was written in English and the responses were all in English. As noted earlier, English is not the teachers' native language; thus, some of the responses to the open-ended questions were hard to understand and some valuable insights might have been lost because of the respondents' limited English vocabulary.

Demographic Characteristics

As indicated in Table 10, over half of the Hanban Chinese teachers responding to the survey were completing their first year of teaching in the United States. Over 43% of the Hanban Chinese teachers are returning teachers to the United States for their second

or third year assignment in the US. It should be noted that no teachers remain in the United States for longer than three years due to their visa restrictions. Thus, the majority of Hanban Chinese teachers had only 1-2 year of full-time teaching in America. This was a relatively young group of Hanban Chinese teachers, both in age and in professional teaching experiences.

Table 11 shows the number of years of experience these teachers had teaching outside of the US. The mean of years of experiences outside of the United States was 2.43 years, with one teacher having much more teaching experience than the rest. Around 65% of the Hanban Chinese teachers had 2-3 years of full-time teaching experience outside of the US; nearly 22 % had no full-time teaching experience prior to coming to WKU CI. The teaching experiences these teachers might have included tutoring or adult classes, but not full-time positions. The relative inexperience of these teachers could translate to a group of teachers who are more open to trying new instructional strategies and adapting to the U.S. way of life. On the other hand, the more mature teacher might be able to resolve classroom management issues and concerns with more ease than the less experienced teachers might.

Table 10

Hanban Teachers' Reported Years Teaching Full-time in the United States

Years	Frequency	Percent
0	1	4.3
1	12	52.2
2	5	21.7
3	5	21.7
Total	23	100.0

Table 11

Hanban Teachers' Reported Years Teaching Full-time Outside of the United States

Years	Frequency	Percent
0	5	21.7
2	9	39.1
3	6	26.0
4	2	8.7
12	1	4.3
Total	23	100.0

Note. Categories collapsed around whole numbers

Further demographic information collected revealed that over 60% of the Hanban Chinese teachers held a bachelor degree as their highest degree earned, over 39% held a master degree, and none a degree beyond the Master's. This might be because teachers with higher degrees might take on the roles of administrators or college professors rather than applying for a Hanban Chinese teacher's role.

Teaching Characteristics

One survey item asked Hanban Chinese teachers to rate their own effectiveness as Chinese language and culture teachers based on a 10-point Likert Scale (1 – Not Very Effective; 10 – Very Effective). Table 12 reports the frequencies of self-rating scores. The Hanban teacher's mean self-rating was 8.5, with a median rating of 9.

Table 12

Hanban Teachers' Self-ratings of Teaching Effectiveness

Rating	Frequency	Percent
6	1	4.3
7	0	0.0
8	10	43.5
9	10	43.5
10	2	8.7
Total	23	100.0

One item surveyed the Hanban Chinese teachers on the percentage of instructional time during all class periods of instruction spent in the following categories: textbook-based presentations; game-based activities; song-based activities; PowerPoint presentations; video-based presentations; and other activities. They were instructed that the instructional time across categories should total 100%. As Table 13 indicates, Hanban Chinese teachers spent over 24% of their instructional time on game-based activities, followed by over 23% using PowerPoints, and nearly 22% on textbook related activities.

Table 13

Hanban Teacher's Reported Percentage of Instructional Time Spent in Each Category

Activities	Minimum %	Maximum %	<i>M %</i>	<i>SD</i>
Textbook-based Presentations	0	80	21.6	19.2
Game-based Activities	5	55	24.4	13.3
Song-based Activities	0	20	10.9	6.3
Powerpoint Presentations	5	50	23.1	10.9
Video-based Presentations	0	25	12.3	5.6
Other Activities	0	25	7.8	7.8

Other Teacher Characteristics

One of the main issues raised as the WKU CI continues to grow and expand was the constant change of Hanban teachers. Most of the Chinese teachers' assignments can fluctuate between 1-3 years based on VISA limitation or personal choice. Thus, the consistency of the program varies as the teachers come and go. There is no overlapping of the teaching time from one year to the next, so each teacher may find it difficult to pick up where the previous teacher left. The communication between the teachers has been limited.

Eighteen of the Hanban Chinese teachers from the 2015 de-identified data set received Kentucky teaching certifications. The teacher certification process was spearheaded by Dr. Sam Evans, Dean of WKU's College of Education and Behavioral Sciences. The qualified candidates received a five-year teaching license only for a KCN Professional Certificate for Teaching Chinese, All Grades, from the Kentucky Education Professional Standards Board (EPSB, 2016; WKU CI, 2014). The KY EPSB is responsible for issuing and renewing certificates for all Kentucky teachers and administrators (KY EPSB, 2016). Thus, WKU CI placed all 18 KY Certified teachers at the secondary level so the students who were enrolled in the credited Chinese language courses taught by KY certified teachers. 2014-2015 was the second cohort of Hanban Chinese teachers to receive KY Certification (WKU CI, 2014).

Teacher Responses to Open-ended Questions

On the survey, Hanban teachers were asked to respond to three open-ended questions:

- What are some successes you had during this school year?
- What are some challenges or difficulties you had during this school year?
- What advices would you give to the next group of teachers coming to U.S.?

Regarding successes during the school year, every single Hanban teacher wrote a few comments about their students' successes. Below are a few examples:

- "80% of my students from Chinese one already can speak more than 300 words and sentences"
- "Can write 100 Chinese characters"
- "Students gains progress in Chinese language"

- “My students’ handwriting is improved”
- “They can organize the language properly”
- “Kids love me, they said I am a cool teacher”
- “Got Chinese corner done in the campus”

Regarding challenges or difficulties, 12 of 23 (52%) teachers identified classroom management as a common concern. The following examples listed as challenges these teachers experienced:

- “ADHD kids”
- “Students low motivated”
- “To deal with noisy students in class”
- “American classroom management is still challenging”
- “Motivation for studying Chinese”
- “Class management”
- “Classroom management languages and methods”
- “The students are very different in way of thinking compare with Asian students”
- “Cannot communicate with students well in their way limited by the oral English”
- “Classroom management still need to improve”
- “Effective classroom management”

Twenty-five percent mentioned scheduling being challenging or difficult:

- “Teaches three different levels is tired and challenging”
- “Everyday 5 hours teaching time is too long for me”

- “32 Chinese classes in one week”
- “Switch from Kindergarten to fifth grade and no break time for 3 hours”

Twenty percent of the teachers mentioned transportation as a problem. This makes sense as they usually do not own cars nor do they drive, so they must rely on others to provide transportation to and from school and for shopping or other excursions.

Regarding advice for future Hanban teachers, those surveyed provided many ideas, some of them difficult to decipher based on their limited English skills. Still, many teachers offered advice about how to overcome loneliness, to improve English, and to overcome shyness. These comments were very insightful as many express culturally related concerns:

- “To know how to adapt yourself to the new cultural environment”
- “Good speaking and listening in English”
- “The teachers should have a strong sense of compassion with spiritual strength and be able to overcome loneliness”
- “Find something to do when you will feel lonely”
- “Learn how to get along with locals and sponsors from the school”
- “Try to adapt to American food”
- “Talk to your colleagues as much as possible, ask for experience with a humble heart”
- “Don’t complain”
- “They better know how to cook”
- “Adjust one’s own mentality to fit the life”
- “Overcome your shyness”

- “Don’t be shy when interacting with Americans”
- “To understand the local teacher’s class model”

Research Question 4

Who are the Kentucky students who took the YCT Level I?

To answer Research Question 4a, the following variables were analyzed:

Pass/Fail – whether student passed (Score of 120 or more out of 200) or failed (Score of 119 or less out of 200) the YCT; Race (African American, White, or Other—assigned by the Hanban Chinese teachers), Grade Level (1st -12th grade), and Gender (Female or Male). Although 2,827 students registered for the YCT Level I in February 2015, because of either absenteeism, family moves, or transfers, 260 of these students did not have a score. Thus, the final sample size analyzed was 2,567 students.

Table 14 indicates the trend that as grade level increases the passing rate also increases; this is also true with the mean score, which increased from 68 to 171.

Table 14

Kentucky Student YCT Scores by Grade Level

Grade	Student N	N Pass	% Pass	<i>M</i> Score	<i>SD</i>	N Instructional Hrs.
1	221	0	0.0	68.3	17.0	23.3
2	393	33	8.4	82.4	28.5	19.9
3	460	57	12.4	84.7	32.4	17.5
4	440	67	15.2	92.8	27.8	13.7
5	450	127	28.2	101.7	34.4	13.1
6	68	36	52.9	120.9	43.8	20.9
7	139	80	57.6	121.7	35.8	61.7
8	138	86	62.3	130.3	33.4	79.8
9	52	49	94.2	169.5	31.8	88.7
10	83	76	91.6	167.1	32.7	113.2
11	84	76	90.5	162.6	35.8	79.2
12	39	35	89.7	171.6	29.6	112.8
Total	2567	722	28.1	101.0	41.0	30.8

The highest participants in YCT Level I was in third grade with 360 students; however, only with a 12.4% passing rate. It should be noted that, as students get more familiar with standardized testing by 5th grade, the passing rate almost doubled from 3rd grade, with these 450 students achieving a 28.2% passing rate. According to Kentucky Department of Education (KDE), Kentucky starts using standardized test to assess students on various subjects beginning in 3rd grade (KDE, 2012a). Thus, the YCT Level I might be the first scantron assessment the students had experience with. However, by 5th grade, the logistics of scantrons might be easier to manage for 5th graders.

As shown in Table 15, the Pearson correlation coefficient between the two variables, grade level of students taking YCT and percentage passing for the grade level, is 0.968. This shows a strong positive correlation between YCT Passing Percentage and student grade level.

Table 15

Pearson Correlation between Grade Level and % Passing

	<i>Grade Level</i>	<i>% Passing</i>
<i>Grade Level</i>	1	
<i>% Pass</i>	0.968	1

Further, Figure 2 graphically shows the correlation between the percentage of students passing the YCT and grade level. A linear regression depicts the relationship between the YCT pass percentage and grade level. The coefficient of 0.0973 can be interpreted as an increase of approximately 9.73% students passing for each addition grade level. The regression model also shows a good fit with an R^2 of 0.937.

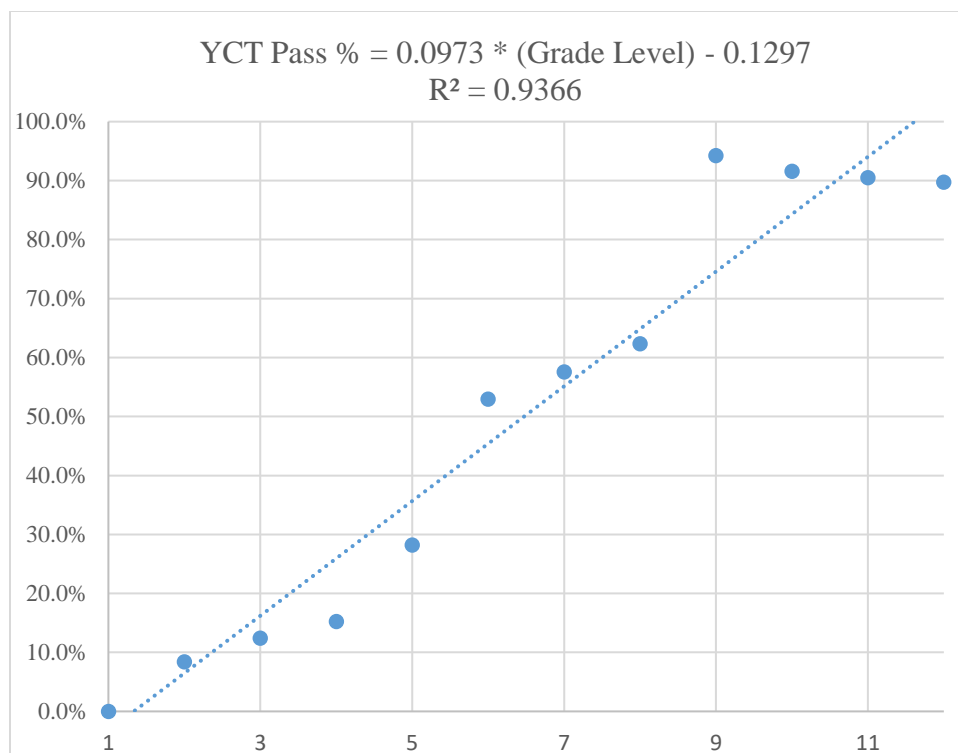


Figure 2. YCT passing percentage by grade level.

Regarding Research Question 4b, additional demographic information related to Elementary, Middle and High grade clusters were compiled. The female and male ratio was very similar in elementary (48% female) and middle (50% female). However, in High school, there were approximately 10% more female students than males. The race was reflective of Kentucky with Hanban Chinese teachers reporting 74% of their students as White, 15% as African-American and 11% being other.

Regarding Research Question 4c, as reported in Table 14, the data suggest a strong positive correlation between YCT Level I and hours of instructional time. In addition, the data suggest a positive correlation in the maturity of students to the YCT Level I score (i.e., as grade level increased, so did the passing rate). The passing rate from elementary, middle, and high were as follows: 14.5%, 58.6%, and 91.5% respectively.

This part of the research question compared the demographic characteristics (Pass, Fail, YCT Mean Score) of the students who are grouped into three clusters based on their grade level: Elementary (Grade 1st-5th), Middle (Grade 6th-8th), and High (Grade 9th-12th). As would be expected, the YCT Level I passing rate for Elementary student was the lowest out of the three groups with mean score of 88 (120 is pass) only 14.5% passed. In Middle and High, the passing rates were 58.6% and 91.5% respectively of the students who took the YCT Level I. These results might also be tied to the fact that nearly 77% of students who took YCT Level I were in elementary school—likely only being exposed to the language—whereas the 13% of middle school students and 10% of high school students receiving Chinese instruction were likely in more language intensive environments, as the amount of instructional time seems to attest. In addition, in middle and high school levels, the Chinese teachers were the teacher of record; thus, they must be a certified teacher. A teacher of record in a Kentucky public school “is a certified teacher who has been assigned the lead responsibility for the student’s learning in a subject/course aligned to Kentucky Core Academic Standards or Career and Technical Skill Standards Documents” (KDE, 2012c). In elementary schools, the Chinese teachers typically went to the students’ classroom while the main classroom teacher remained in the classroom during the teaching time.

CHAPTER V: DISCUSSION AND CONCLUSIONS

This case study was designed in order to better understand the WKU CI program specifically in terms of possible quality metrics. A historical background of WKU CI was outlined to provide the setting for the case study. Descriptive statistics were used to analyze the two de-identified data sets from April and May of 2015. The 2015 de-identified data provided by WKU CI for the study consisted of 23 completed Hanban Chinese teachers' demographic survey and 2,827 student outcomes from YCT Level I. This chapter will look at each of the four research questions with respective discussion of findings followed by recommendations, limitations, and a conclusion. The findings of this study could be used by WKU CI in the future as the program continues to grow and the need to identify measurable quality metrics become more urgent.

Research Question 1

How did WKU CI progress from inception to the construction of a new building on WKU's main campus?

A timeline was created from WKU CI inception in April 2010 to the grand opening of the CI Model building named "Chinese Learning Center" in May of 2017. The information from WKU CI Assessment Reports, news articles, and many secondary sources was compiled to create a timeline of key events that shaped WKU CI.

The timeline provided evidence to support the fact that WKU CI reports directly to the President. President Ransdell's support and involvement with WKU CI was strong and consistent, and included trips to China to show ongoing support. This leads one to conclude that strong university presidential support and a direct reporting relationship to

the president encouraged the growth of the WKU CI presence on campus and its programs.

Research Question 2

What early measures, including YCT, were developed and utilized to assess program quality?

In order to find additional growth trends or possible metrics for quality, the development of the several programs were highlighted in chronological order as these programs were consistently noted as success indicators in the 2011-2016 WKU CI Assessment Reports. The results indicate that there was an increase in numbers of participation, in numbers of trips or performances, and the most significant increases were in the growth in the number of the Hanban teachers and the growth in students' numbers that the Hanban Chinese teachers taught. This finding offers supporting evidence that WKU CI has consistently fulfilled its mission of disseminating the Chinese language and culture through many different avenues including the following for the first five years from 2010-2015 as compiled from WKU CI Assessment Reports:

Fifteen Confucius Classrooms under WKU CI Umbrella

The number of Confucius Classrooms is important to Hanban; however, details on each classroom is relatively vague and measures of success have not been created. Thus, the goals for each Confucius Classroom are unclear and accountability is not consistent besides the concept of "promoting the Chinese language and culture."

Over 17 WKU CI Led Trips to China

Overall, the 341 or more participants have responded positively to their experiences while visiting China. However, there has been no formal survey that WKU CI gives to the participants to understand and learn what was most meaningful to them,

what would they like to see changed, or any other feedback from each trip. If surveys can be given to the participants immediately upon return, then WKU CI could potentially use this information to provide suggestions to Hanban and the partner universities for improvements as most of the trip details are arranged by these partner universities.

Nine Major Hanban Sponsored Performances and Events

Reaching over 12,360 audience members, these performances and events were broad in nature and entertaining; however, once again, the success measurement was by attendance only and no formal surveys or other feedback were collected for improvement or suggestions to enhance the impact of future troupe performances.

WKU CI Publicity Events

Although not up-to-date, the WKU CI website provides hyperlinks to more than 155 publicized events or other publicity WKU CI received. For example, when WKU CI hosted the 2013 Joint Meeting of U.S. Confucius Institutes on the WKU campus, WKU received promotion in various Chinese news media reaching the vast Chinese audience. Yet, without surveys or other instruments in place, there is no mechanism to detect whether such publicity has led to an increasing enrollment of Chinese students at WKU.

Hanban Chinese Teachers Placed by WKU CI in Kentucky Schools

To date, over 148 Hanban Chinese teachers have been placed in Kentucky schools, reaching over 37,900 P-12 students. Although little data have been collected to measure the various aspects of success that may be part of this effort, the demographic survey some Hanban Chinese teachers completed as part of the YCT provides preliminary feedback regarding the additional support these teachers felt they needed.

One particular area many teachers mentioned was more support or preparation in managing the classroom. In addition to professional development on effective classroom management, WKU CI might compile videos of prior Hanban Chinese teachers' teaching a lesson. This video collection could be used for training future Hanban teachers prior to their teaching assignment. This could give them some background knowledge of what to expect.

In addition, Hanban Chinese teachers could be assigned both an American mentor from their school and a Hanban Chinese mentor who is returning for year 2 or year 3 of teaching. From the survey results, it seems that many Hanban Chinese teachers share the same struggles of loneliness and adjusting to U.S. lifestyle. A U.S. mentor teacher at their school could help guide the Hanban Chinese teachers with school wide discipline procedures and also serve as a sounding board for teaching strategies. These intentional connections would offer the Hanban Chinese teachers alternative ways to share their struggles and successes and support each other.

Prior to coming to the US, the Hanban Chinese teachers could also see samples of U.S. school schedules to understand the rigorous teaching load expected in the US. In China, the teachers and students are used to two-hour breaks for lunch and power naps after lunch since preschool. The U.S. teaching schedule alone may be a difficult physical adjustment for many of the newly arrived Hanban Chinese teachers. The teaching day in U.S. schools is much shorter than in China; however, teachers may need to increase their stamina to last straight through the 7.5 hours of school day.

Another challenge for the Hanban Chinese teachers is to know instructionally what the last teacher has taught and what cultural activities the last Hanban Chinese

teacher arranged for students. Thus, it is of critical importance to create a knowledge management system to maintain the consistency of the program by having policies and procedures in place for storing lesson plans, reflections, and advice from previous Hanban teachers to give to the new Hanban teachers. There might be ways to compensate alumni Hanban teachers to conduct Skype sessions with the new Hanban teachers so the veteran teachers could share valuable experiences and encouragement.

Research Question 3

What are the characteristics of the Chinese language teachers placed through WKU CI, who voluntarily chose to use the YCT Level I as a summative assessment for the students they have taught?

Demographics of the Hanban Chinese teachers (years of full-time teaching – U.S. and non-U.S., highest degree earned, self-rating of teacher's effectiveness and instructional strategies %) were analyzed. The results show that the WKU CI Hanban Chinese teachers were made up of mostly young teachers with an average of 2.4 years of teaching experience outside of the United States and nearly 74% having only 1-2 years of full-time teaching in the US.

As mentioned earlier, classroom management was a challenge reported by over half of the Hanban Chinese teachers. This is a common concern that all new teachers struggle with during their first year of teaching. A 2004 survey found that 85 percent of first year teachers believed "new teachers are particularly unprepared for dealing with behavior problems in their classrooms" (Public Agenda, 2004). Thus, WKU CI should consider developing a set of comprehensive classroom management resources for the Hanban Chinese teachers to access. The resources could consist of webinars, recorded

videos, books, blogs for Hanban Chinese teachers to post and seek answers, and other professional development opportunities. In addition, more training follow-ups throughout the academic year need to be available for the Hanban Chinese teachers.

Research Question 4

Who are the Kentucky students who took the YCT Level I?

One consideration to take into account when administering the YCT is to only start with students in 3rd grade as Kentucky students begin encountering standardized assessments in that grade (KDE, 2012). Additionally, because instructional time is only once a week in elementary school level versus daily in both middle and high school Chinese language classes, it is further recommended that Hanban encourage only middle and high school students to take the YCT Level I as a summative assessment; it should consider developing or identifying an alternative assessment for elementary students.

For elementary aged students, pieces of student work might serve as the measure of their learning, as many of the lesson plans at this level are focused on introduction of the Chinese culture and art, such as papercutting, Chinese calligraphy, and paper folding rather than intense study of the Chinese language. Thus, one alternative assessment process might be to have the students create an art piece using what they have learned in Chinese. The Hanban Chinese teachers could use such artifacts as documentation of student progress and could include anecdotal notes related to each student's work. Another summative assessment option to consider is having students perform a Chinese song and dance. The students could also do presentations on China on various topics they have learned. Thus, for elementary age students, measurement of student progress could be more creatively accomplished without a formal assessment.

For middle and high school students, YCT might be a good indication of students' progress. Yet, it would be beneficial to follow students to see whether they continue taking Chinese and whether YCT Levels 2-4 would be better measures of students' progress as they gain a deeper knowledge of the Chinese language and culture.

Limitations

Several limitations affected the researcher's ability to analyze more fully the success of WKU CI. The first major limitation was that the de-identified data sets were only from WKU CI. Thus, this analysis was for only the student demographics and outcomes from South Central Kentucky and the Hanban Chinese teacher demographics placed by WKU CI. With the small sample of Hanban Chinese teachers and students, it would be difficult to generalize the findings to other Confucius Institutes, as each partnership and the methods of promoting the Chinese language and culture programs might be very different. WKU CI's key outreach was through the Hanban Chinese teachers teaching students in public K-12th setting.

Another limitation of the study was that the de-identified data set was only from 2015. If data sets from prior years were also provided, a longitudinal study could be conducted. The instructional time for the students could reflect the cumulative instructional minutes which create a more accurate picture of the relationship between student exposure to Chinese and YCT performance. The longitudinal study could provide insights into trends in student performances as well as in themes expressed by new and veteran Hanban Chinese teachers on the open-ended survey questions.

In addition, the many different outreach programs WKU CI offers beyond public schools districts, such as Dragon Boat races in surrounding cities, might be unique to

WKU CI and the South Central Kentucky area,. Even the International Festival held in Bowling Green, KY, a city of approximately 58,000, and the population of Warren County of approximately 114,000 by the 2010 U.S. Census Bureau could be quite different from an International Festival sponsored in larger cities (Bowling Green Area Convention & Visitors Bureau, 2016).

Implications

Using the case study method to investigate the historical development and success of WKU CI through various documents, analysis of demographics and open-ended responses of Hanban Chinese teachers surveyed, and exploration of student outcomes on YCT helped the researcher to discover a variety of factors associated with the Chinese language program. The more the researcher analyzed the data, the more potential future research questions surfaced.

Clearly, this exploratory study revealed the extensive outreach of Hanban and the exponential growth of WKU CI in particular. Additionally, this study helped the researcher discover and describe the unfolding story of the spread of the Chinese language and culture in rural Kentucky through Hanban and WKU CI. Furthermore, the examination of the demographics of both Chinese Hanban teachers and students, as well as the results of student performance on YCT, provides stronger, more concrete evidence regarding WKU CI's impact. It also provides recommendations to be taken into consideration for the longevity and quality program.

The heart and soul of WKU CI, as stated in the WKU CI Assessment Reports, continues to be the Hanban Chinese teachers and the Chinese language and culture program in Kentucky K-12 schools. However, the “success” of these initiatives is hard to

measure as many new school districts sign on each year while others choose to discontinue the program. Many reasons are given for dropping the language program from school districts, including funding or housing shortages for the Hanban Chinese teachers or because of poor teacher performance. Regardless, through these programs, many individuals in southcentral Kentucky have gained an introduction to the Chinese culture in a manner that is easily understood and can be appreciated without needing to understand the Chinese language.

Recommendations for Future Research

The present case study had many limitations that could be addressed in future research. First, further analysis on the quality of other university CI partnerships is recommended. A comparative study on the CIs within and outside the United States would allow for a greater sample size and increase the likelihood of generalizability of the data within the United States and internationally. CIs are typically formed with local educational entities, such as public or private universities and colleges. Comparisons between CIs of public and private partnerships would also be worth exploring.

Another area of focus for future research is how to grow and sustain the CIs. As mentioned in previous chapters some CIs have closed when the initial five-year agreement came up for renewal. However, some CIs like WKU are building a physical structure and are being designated as Model CIs. As every CI has multiple stakeholders—Hanban, Chinese universities, local universities, and the surrounding community, to name a few—the relationships of this dynamic cross-cultural collaboration should be further analyzed as the sustainability of such programs depends on the synergy and commitment of these multiple stakeholders.

Future studies that include all stakeholders involved in the Chinese language and cultural program would be valuable. This study only focused exclusively on the demographics of WKU CI Hanban Chinese teachers and their students. Other stakeholders such as colleagues, principals, and parents should be included. Future studies should include these parties in the data collection, as this would allow for broader insights. It would also be important to understand and to observe the CI program and other activities through the lenses of the students—the primary learners of the Chinese language and culture.

It would also be worth considering the question: In the future, as these elementary, middle and high school students come to WKU or other universities for higher education, how many are going to major in Chinese or be part of the WKU Flagship program? Such a longitudinal study should be part of efforts to measure the success of the WKU CI or other CI programs.

Regarding YCT testing, several recommendations are in order. First, the de-identified data set used in this study was only from 2015, which WKU CI provided. Future research might collect student outcome data from 2015 forward. Longitudinal studies of students' achievement, perhaps using YCT Levels 2-4, as they continue studying Chinese language proficiency would be another fruitful area of focus. The YCT is used by CIs worldwide and Hanban should have good data on performance of many CIs around the world. The study of students over multiple years would measure their progress in Chinese language proficiency if the students' continue to take the Chinese language and culture classes. This can serve to substantiate the long-term students'

achievement in the language proficiency, as well as reveal barriers to or needed program improvements for continued student progress.

More practically, one problem with the 2015 administration of the YCT was the YCT scantron information was written in Chinese (see Figure 2). Thus, most of the Hanban Chinese teachers had to fill in the bubble for the students' information as this part would have caused confusions among the students. The scantron also required students to fill in a rectangular rather than circle bubbles more typically used on 3rd to 12th grade student assessment in the United States. Thus, the scantron instructions need to be in English so students know where to put their name and date of birth (DOB). In addition, the scantrons need to be in a format that is familiar to the students, which is bubbles rather than rectangular boxes. Finally, most teachers were sent a link via email and had to print out the YCT themselves. This wasted a lot of paper, as the test was around five pages in length. In addition, the Hanban Chinese teachers were not able to print the YCT in color, so picture choices were in black and white. WKU CI should consider sharing these recommendations to improve the scantron and YCT testing process with the Hanban Testing Division.



Figure 3. YCT scantron directions for Hanban Chinese teachers.

Finally, YCT is intended for the students to assess and improve their proficiency, with the goal of encouraging student to continue learning Chinese. However, the certificates awarded to students who pass do not arrive until the following semester; thus, there is a long delay between stimulus and reward. In many instances, the students are no longer enrolled in Chinese class the following year, as an intermediate or upper level Chinese might not be offered as an elective. Also, the newly arrived Hanban Chinese teachers might not know the roster well enough to use the YCT results as a reference for instructional purposes.

Regarding classroom management concerns, one way to assist the Hanban Chinese teachers with classroom management concerns is to offer professional

development in classroom management. This topic is a common concern among new U.S. teachers as well. WKU CI does currently conduct some professional development related to this area; however, many times it is offered in English and early in the Hanban Chinese teacher's assignment, such as just prior to or within the week of arrival in the United States. When the Hanban teachers first arrive to the United States, their English may not yet be to speed, and, thus, they may be overwhelmed by the English-only information.

In addition, culture training should be added as another key topic. It is important to provide the Hanban Chinese teachers with tools and resources to help them assimilate into the US culture. The Hanban Chinese teachers will need strategies for dealing with cultural stress and will need to have a strong support group in place. Thus, it is crucial that WKU CI intentionally foster team building activities during initial professional development and training for the Hanban Chinese teachers.

Regarding WKU CI sustaining relationships with schools, as many schools enter their third or fourth year in the program, the cultural program newness may start to wear off and problems may begin to surface. For example, many Kentucky students may have already been introduced to Chinese calligraphy, papercutting art, paper folding, and holiday celebrations by previous Chinese Hanban teachers. Thus, an intentional rotation of cultural lessons or different methods of presentations should be established to avoid the same lessons being repeated year after year to the same students.

In the future, WKU CI needs to be more strategic in the placement of Hanban Chinese teachers to ensure continual development of Chinese language program from elementary to middle to high school. It would be ideal to place the Chinese programs and

teachers in the elementary schools, middle schools and high school which feed each other. This will allow students opportunities to gain greater Chinese language fluency over the years.

In addition, WKU CI needs to be aware of the Global Competency and World Languages Program Review outcomes for each of their partner schools. The Global Competency and World Languages Program Review rubric provides specific characteristics for school personnel to evaluate how well the school is meeting the needs of students in each of the four standards: Curriculum and Instruction, Formative and Summative Assessment, Professional Learning and Leadership and Support and Monitoring (KDE, 2012). It is vital that the school leadership team provides WKU CI administrators the program review outcomes so the areas of strength and the areas of growth of the Chinese language and culture program are discussed relative to concrete standards. The conversation will help WKU CI improve the Chinese language and culture programs. The cultural impact can also be captured and highlighted with the Global Competency and World Languages Program Review Rubric measurements.

In summary, the researcher found within the past Assessment Reports, from the Chinese CI Mobile Experience (museum on wheels) to the Mobile Kitchen, an underlying theme of spirit of innovation in WKU CI. These innovative programs have become unique trademarks that have made WKU CI stand out from other CI programs across the US. It is arguable that this innovative spirit was a major reason Hanban awarded WKU with \$1.5 million to erect the Model CI building that opened in May 2017. As Hanban seems focused on more Hanban Chinese teacher being placed in Kentucky schools through WKU CI, the training and the support systems these Hanban

Chinese teachers need in order to be successful and effective teachers must be more fully studied, with results leading to new strategies being implemented and then evaluated for effectiveness.

Conclusion

Because of the rapid growth in the number of WKU CI teachers, Chinese language learner students, and WKU CI outreach programs, increases in numbers year after year have naturally been the primary measurement of success. The analysis from this case study can serve as a conversation starter as to how to maintain the growth while also identifying or developing better measures toward improving the quality of the WKU CI Chinese language and culture programs.

As the WKU CI program has grown and become a permanent part of WKU, this case study was a first attempt to study the quality of the program. This study has attempted to answer the research questions regarding the quality of WKU CI through an analysis of the CI's historical development, demographic data of Hanban Chinese teachers who administered the YCT in 2015, and demographic and achievement data of Kentucky students who took the YCT. The findings of this dissertation support that the intent and the mission of WKU CI to promote the Chinese language and culture has been more fully realized over time.

As of June 2017, with seven years of establishment, where some CIs worldwide have closed in the same timeframe, the next milestone might be to continue the upward growth of WKU CI with a renewed focus on quality. The findings of this study support that as WKU CI continues to expand its program, the quality of the program needs to be driven no longer by quantity but rather by measures that can be aligned with outcomes

from participants and stakeholders in order to improve and set realistic growth goals without compromising the quality. The YCT Level I should continue to serve as a metric of students' achievement in the Chinese language proficiency at middle school and high school level, but other student achievement measures other than YCT might be more appropriate for elementary students.

Additionally, the effectiveness of the Hanban Chinese teachers needs to be captured with a formal evaluation based on Global Competency and World Languages Program Review outcomes so the areas of growth and areas of strength can be studied for program improvement and professional development topics. Other stakeholders such as principals, colleagues, parents, and students need to be surveyed in order to capture their perspective in improvement of the Chinese language and culture program.

It is clear that WKU CI has experienced both difficult challenges and noteworthy growth during its first seven years (2010-2017) as the program developed from infancy to the permanence presence of a physical building. The year 2017 will undoubtedly be a milestone year in the life of WKU CI, as the year is not only marked by the grand opening of the Model CI building located on the WKU main campus but also by Dr. Gary Ransdell's, President of WKU, retirement on December 30, 2017 as well as Madame Xu Lin's, Director General of Hanban, retirement.

The new President, Dr. Timothy C. Caboni, will serve as WKU's 10th President starting on July 1, 2017. The new relationships between WKU CI administrators and Hanban with Dr. Caboni at the helm will need time to develop. The new President may not wish for WKU CI to report directly to the President office, but instead report to another existing branch or office within WKU organization. Alternatively, it is also

possible that Dr. Caboni may want to intentionally grow the WKU CI program and elevate WKU CI to a new level. Only time will tell.

A formal program evaluation is recommended to collect valuable information on how to improve and to sustain and to grow and to develop WKU CI into a mature quality Chinese language and culture program. The time may be more urgent than ever now with the grand opening of the new WKU CI building.

In conclusion, it is the hope of the researcher that WKU CI will find the results in this study helpful to initiate further program evaluation efforts as it continues to grow and expand its Chinese language and culture programs. This study is the tip of the iceberg, and further research would serve to fill in knowledge gaps related to program quality through feedback from all stakeholders. This will allow a more holistic view and approach in the next chapter of WKU CI's journey.

Nelson Mandela stated it best, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart" (CNN, 2008). WKU CI should continue to extend the Chinese language and culture so greater understanding can be achieved between the United States and China.

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APPENDIX A: IRB Approval Letter



*INSTITUTIONAL REVIEW BOARD
OFFICE OF RESEARCH INTEGRITY*

DATE: April 20, 2017

TO: Betty Sheng-Huei Yu, M. Ed, ABD
FROM: Western Kentucky University (WKU) IRB

PROJECT TITLE: [1059315-2] A Case Study of Hanban's Chinese Language Teaching Program at Western Kentucky University: Developmental History and Preliminary Outcomes

REFERENCE #: IRB 17-409
SUBMISSION TYPE: Other

ACTION: APPROVED
APPROVAL DATE: April 20, 2017

REVIEW TYPE: Exempt from Full Board Review

Thank you for your submission of Other materials for this project. The Western Kentucky University (WKU) IRB has APPROVED your submission regarding de-identified data analysis. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Exempt from Full Board Review based on the applicable federal regulation.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a Minimal Risk project.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Paul Mooney at (270) 745-2129 or irb@wku.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Western Kentucky University (WKU) IRB's records.

APPENDIX B: Demographic Survey – WKU CI Hanban Chinese Teacher

The survey includes 6 closed-ended questions and 3 open-ended demographic questions.

1. The current school(s) I work for is _____ (name(s) of the school).

2. How long have you been a full-time teacher in the U.S.? _____ year(s)

3. How long were you a full-time teacher outside of the U.S.? _____ year(s)

20__ to 20__ _____ (School) located in _____ (Country)

20__ to 20__ _____ (School) located in _____ (Country)

20__ to 20__ _____ (School) located in _____ (Country)

4. Highest degree earned (please check one):

BA/BS _____

MS/MA _____

Others: _____

5. Using the following 1-10 Scale, please circle the one that best describe you as a Chinese language and culture teacher: **Not Very Effective** **Very Effective**

1 2 3 4 5 6 7 8 9 10

6. Approximately what % of your instructional time is spent in each of the following during your class period of instruction? (Must total 100%):

a. ___% Textbook-based presentations only

b. ___% Game based activities

c. ___% Song based activities

d. ___% PPT based presentations

e. ___% Video based presentations

f. ___% Others activities (Please describe) _____

100% Total

7. What were some successes you had during this school year?

1.
2.
3.
4.
5.

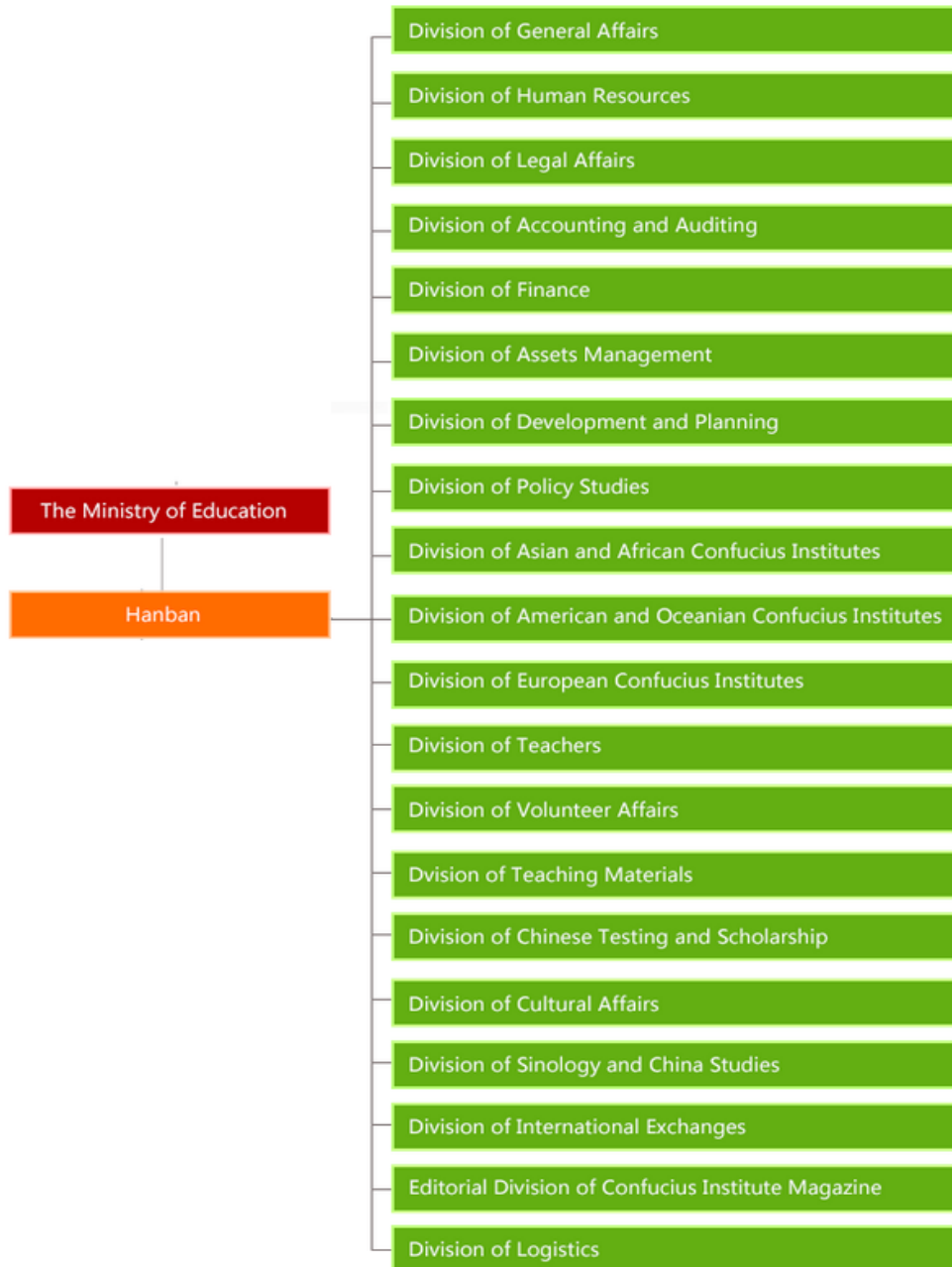
8. What were some challenges or difficulties you had during this school year?

1.
2.
3.
4.
5.

9. What advice would you give to the next group of teachers coming to the U.S.?

1.
2.
3.
4.
5.

APPENDIX C: Organizational Structure of Hanban (Hanban, 2014b)



APPENDIX D: Language Enrollment Totals by State in 2004-2005 (ACTFL, 2008)

2004–05 Language Enrollment Totals by State

TABLE B1.

2004–05 Chinese Course Enrollments by State.

State	2004–05 Chinese Enrollment	Confidence Interval for Estimates**
ALABAMA	102	
ALASKA	0*	[0; 66]
ARIZONA	0*	[0; 116]
ARKANSAS	37	
CALIFORNIA	7,827	
COLORADO	63*	[0; 146]
CONNECTICUT ³	163	
DELAWARE	0*	[0; 3]
FLORIDA	51	
GEORGIA ¹	131	
HAWAII ¹	16*	[0; 132]
IDAHO	0	
ILLINOIS	459*	[208; 711]
INDIANA	283	
IOWA ³	93	
KANSAS	136*	[88; 184]
KENTUCKY ¹	10	
LOUISIANA	0	
MAINE	174*	[108; 240]
MARYLAND	1,040	
MASSACHUSETTS	750*	[537; 963]
MICHIGAN	101*	[0; 305]
MINNESOTA	762	
MISSISSIPPI	0	
MISSOURI	254	
MONTANA	83*	[0; 178]
NEBRASKA	59	
NEVADA	0*	[0; 52]
NEW HAMPSHIRE	0*	[0; 93]
NEW JERSEY	142*	[0; 598]
NEW MEXICO	17*	[0; 70]
NEW YORK	3,760	
NORTH CAROLINA	277	
NORTH DAKOTA	0	
OHIO	462	
OKLAHOMA	146	
OREGON	0*	[0; 58]
PENNSYLVANIA ²	815	
RHODE ISLAND	0*	[0; 59]
SOUTH CAROLINA	0	
SOUTH DAKOTA	30*	[0; 89]
TENNESSEE	0	
TEXAS	774	
UTAH ¹	0*	[0; 5]
VERMONT	62*	[0; 172]
VIRGINIA	406*	[264; 548]
WASHINGTON	382*	[133; 631]
WASHINGTON, D.C. ¹	31*	[0; 94]
WEST VIRGINIA	0	
WISCONSIN ¹	394	
WYOMING	0*	[0; 30]
TOTAL	20,292	[19,567; 21,016]

*=Estimated total; 1–Grades 6–12 only; 2–Grades 7–12 only; 3–Grades 9–12 only

**Confidence intervals are provided only for states where estimation models were used to determine enrollments

APPENDIX E: Language Enrollment Totals by State in 2007-2008 (ACTFL, 2008)

2007–08 Language Enrollment Totals by State

TABLE C1.

2007–08 Chinese Course Enrollments by State.

State	2007–08 Chinese Enrollment	Confidence Interval for Estimates**
ALABAMA	91	
ALASKA	18*	[0; 152]
ARIZONA	0*	[0; 392]
ARKANSAS	0*	[0; 126]
CALIFORNIA	12,710	
COLORADO	152*	[9; 295]
CONNECTICUT ³	1,043	
DELAWARE	2,095	
FLORIDA	1,604	
GEORGIA ¹	2,214	
HAWAII ¹	138	
IDAHO	0	
ILLINOIS	1,652*	[1,213; 2,091]
INDIANA	1,219	
IOWA ³	96	
KANSAS	151*	[38; 263]
KENTUCKY ¹	524	
LOUISIANA	0	
MAINE	410*	[289; 532]
MARYLAND	3,090	
MASSACHUSETTS	3,112*	[2,513; 3,712]
MICHIGAN	1,211*	[724; 1,698]
MINNESOTA	3,005	
MISSISSIPPI	0	
MISSOURI	391	
MONTANA	0	
NEBRASKA	185	
NEVADA	40*	[0; 258]
NEW HAMPSHIRE	0*	[0; 124]
NEW JERSEY	3,547*	[2,913; 4,182]
NEW MEXICO	0*	[0; 101]
NEW YORK	6,919	
NORTH CAROLINA	2,367	
NORTH DAKOTA	0	
OHIO	2,292	
OKLAHOMA	1,045	
OREGON	367	
PENNSYLVANIA ¹	1,732	
RHODE ISLAND	555*	[387; 723]
SOUTH CAROLINA	0	
SOUTH DAKOTA	30*	[0; 158]
TENNESSEE	46	
TEXAS	1,449	
UTAH ¹	1,192	
VERMONT	195*	[0; 414]
VIRGINIA	581*	[309; 854]
WASHINGTON	1,586*	[1,188; 1,984]
WASHINGTON, D.C. ¹	135	
WEST VIRGINIA	199	
WISCONSIN ¹	472	
WYOMING	0*	[0; 111]
TOTAL	59,860	[58,588; 61,131]

*—Estimated total; 1—Grades 6–12 only; 2—Grades 7–12 only; 3—Grades 9–12 only

**Confidence intervals are provided only for states where estimation models were used to determine enrollments