IPP Learning Outcomes Report

Program: MINOR/Asian Studies Program

Department: Asian Studies Program

Number of students enrolled in the program in Fall, 2011: _6_

Faculty member completing template Pattaratorn Chirapravati, Greg Kim-Ju, and C. Sturtz Sreetharan

(Date 1 February 2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program? [Please limit your response to 200 words or less]

Since 2006-07, the trajectory of the Asian Studies program (ASP) learning outcomes has been guided by 1) the 2009-2010 Asian Studies Modified Program Review, 2) the 2011 Academic Program Review, 3) periodic program assessment of major and minor students and affiliated faculty and staff, 4) the University’s Baccalaureate Learning Goals for the 21st Century, and 5) the Program’s adoption of the Association of American Colleges and Universities (AACU) Value Rubrics. These aspects have guided and allowed ASP to shift its limited resources and increasingly emphasize the development of learning outcomes and their assessment tools in 2006-07. Beginning in the 2006-07 academic year, we adopted a new academic program by discontinuing the Asian American concentration and focusing on three concentrations: Japan, China and South and Southeast Asia. The ASP takes program assessment seriously drawing on various sources of data and information. It will continue to develop a strong organizational culture that represents program faculty from diverse disciplines (e.g., art, anthropology, history, music, government, and religious and humanities) to systematically incorporate key learning outcomes and their assessment with the aims to better track student skills, competencies, and satisfaction over time and across concentrations.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (‘takeaways’ concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program. [Please limit your response per outcome to 300 words or less]

a) Intercultural Knowledge and Competence in Asian Studies. Intercultural knowledge and competence in Asian Studies represents skills demonstrated in the Knowledge Domains identified for the ASP Student Learning Objectives (see ASP Logic Model in Appendix A). This learning outcome is linked to the University’s Baccalaureate Goals of “Competence in the Disciplines,” “Knowledge of Human Cultures and the Physical and Natural World,” “Integrative Learning,” and “Intellectual and Practical Skills.” Under this learning outcome, students are expected to develop in their understanding of core areas of Asian societies and interdisciplinary knowledge of terminology for at least one Asian concentration (Japan, China, South and Southeast Asia). These areas and
terminology reflect those related to art, history, government and politics, culture, and philosophy/religion. This learning outcome is an important area that is emphasized in core courses and concentrations in ASP and enables students to be more knowledgeable about regional and local aspects of and issues related to Asian societies. It also allows students to be more culturally competent to better understand self and others and function in multiple cultural contexts. Thus, given the importance of this area, Intercultural Knowledge and Competence in Asian Studies was designated by program faculty as a key learning outcome for systematic assessment.

b) **Oral Communication in an Asian language.** Oral Communication in an Asian language falls within the Language Skills Domain, which consists of four specific Student Learning Objectives. This learning outcome maps onto the Baccalaureate Goals of “Knowledge of Human Cultures and the Physical and Natural World,” “Intellectual and Practical Skills,” and “Integrative Learning.” Students must demonstrate proficiency at a level equivalent to four semesters of an Asian language appropriate to their concentration by coursework or a language proficiency examination provided by the Department of Foreign Languages. Students are expected to demonstrate proficiency in an Asian language with 1) Interpersonal Communication: conversations, providing and obtaining information, expressing feelings and emotions, and exchanging opinions; 2) Interpretive Communication: understanding and interpreting written and spoken language on a variety of topics; and 3) Presentational Communication: presenting information, concepts, and ideas to an audience of listeners and of readers on a variety of topics. This learning outcome is a key value for students minoring in ASP that requires them to communicate orally and interact with others in a foreign language. This learning outcome has been identified by program faculty as a key learning outcome for systematic assessment.

c) **Critical Thinking in Asian Studies.** Critical Thinking in Asian Studies represents skills demonstrated in the Analytic and Communication Skills of the ASP Student Learning Objectives. This learning outcome is linked to the “Competence in the Disciplines,” “Intellectual and Practical Skills,” and “Integrative Learning” Baccalaureate Goals. With this learning outcome students are expected to learn skills at a level appropriate for undergraduate students to 1) analyze cause and effect relationships in history, 2) analytically compare countries in the Asian region using a standard set criteria, and 3) critically evaluate social, cultural, and political issues facing Asian and the world. This is a key value for students minoring in Asian Studies because it highlights their critical thinking skills to make connections within an Asian culture (e.g., relationship between History and Art), across Asian cultures (e.g., relationship among Chinese culture, Japanese culture, and South and Southeast Asia cultures), and across regions (e.g., Asia vs. United States). This learning outcome has also been identified by program faculty as a key learning outcome for systematic assessment.

d) **Written Communication in Asian Studies.** Written Communication in Asian Studies falls under several skill domains for the Student Learning Objectives. These include Explanatory Skills, Analytic and Communication Skills, and Language Skills which are also mapped onto the Baccalaureate goals of “Competence in the Disciplines,” “Intellectual and Practical Skills,” and “Integrative Learning.” With this learning outcome students are expected to demonstrate proficiency communicating ideas through written prose with content areas (e.g., Art, History) and on topics of pop culture, recreation and hobbies, traditional holidays, and health and marriage in an Asian language. This learning outcome is an important value for students minoring in Asian Studies and has been identified by program faculty as a key learning outcome for systematic assessment.
3. *For undergraduate programs only*, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible. [Please limit your response to 400 words or less]

The set of learning outcomes described above has been aligned with the University’s Baccalaureate Learning Goals. These Baccalaureate Learning Goals are included as part of the Asian Studies Program Logic Model (Appendix A) which aligns the program learning objectives with the AACU Learning Outcomes and the Baccalaureate Learning Goals. To develop this logic model and establish linkages from the program level to the University level, the Asian Studies Program, as stated earlier, has drawn on the following sources:

1. 2009-2010 Asian Studies Modified Program Review;
2. 2011 Academic Program Review;
3. Periodic assessment of major and minor students and affiliated faculty and staff;
4. University Baccalaureate Learning Goals for the 21st Century;
5. AACU Value Rubrics

Specifically, all five Baccalaureate Learning Goals map onto the program learning outcomes identified above in the following ways:

- **Intercultural Knowledge and Competence in Asian Studies** is aligned with the Baccalaureate Goals of “Competence in the Disciplines,” “Knowledge of Human Cultures and the Physical and Natural World,” “Intellectual and Practical Skills,” and “Personal and Social Responsibility”;
- **Oral Communication in an Asian Language** is aligned with the Baccalaureate Goals of “Knowledge of Human Cultures and the Physical and Natural World,” “Intellectual and Practical Skills,” and “Integrative Learning”;
- **Critical Thinking in Asian Studies** is aligned with the Baccalaureate Goals of “Intellectual and Practical Skills” and “Integrative Learning”;
- **Written Communication in Asian Studies** is aligned with the Baccalaureate Goals of “Competence in the Disciplines,” “Intellectual and Practical Skills,” and “Integrative Learning.”

Ultimately, the program learning outcomes that map onto the AACU Value Rubrics and the Baccalaureate Goals incorporated into the Asian Studies Logic Model will be used to guide the assessment and direction of the program and align a) program emphases, b) curriculum, and c) student experiences, retention, and graduation. As a result of a recent self-study, the department is currently in the process of designing a committee mechanism that will systematically assess curriculum content and success, and make recommendations for program improvement.

4. *For each* desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.
a. **Intercultural Knowledge and Competence in Asian Studies (AY 2009-10).** This assessment is part of the Sacramento State Asian Studies Alumni Survey administered to both current and alumni students investigating several dimensions.

   a) Method: Current and alumni students are administered this survey and asked to respond to two relevant items: the degree of knowledge acquired in Asian Studies courses and how Asian Studies courses have changed student worldviews.

   b) Sample: Four alumni (two 2008 and two 2009) and six current students (2009-2010).

   c) Instruments: Program faculty developed multiple choice items assessing knowledge and worldviews and included these in the Sacramento State Asian Studies Alumni Survey (Appendix B). The items generally represent specific dimensions of Knowledge (cultural self-awareness, worldview), Attitudes (curiosity, openness), and Skills (empathy, verbal/nonverbal communication) of AACU Intercultural Knowledge and Competence Value Rubric (Appendix C).

   d) Analysis and Conclusion: Results show that students majoring in Asian Studies changed their outlook of the world. Ten students remarked how their worldview and knowledge of international issues changed and increased and that they became culturally more open-minded. Thus, students appear to develop intercultural knowledge through exposure to regional and local political, historical, and cultural aspects of Asia.

b. **Oral Communication in an Asian Language (AY 2009-10).** This assessment is part of the Sacramento State Asian Studies Alumni Survey administered to both current and alumni students investigating several dimensions with language acquisition.

   a) Method: Students must achieve proficiency at a level equivalent to two semesters of an Asian language by coursework or a language proficiency examination provided by the Department of Foreign Languages.

   b) Sample: Six students with a Minor in Asian Studies.

   c) Instruments: Achievement of proficiency by successfully passing two semesters of one Asian language or a language proficiency examination provided by the Department of Foreign Languages. This proficiency level is generally linked to the Oral Communication Value Rubric, though modifications are made because this specific outcome assesses a foreign language (Appendix D).

   d) Analysis and Conclusion: All students with a minor in Asian Studies achieved proficiency at a level equivalent to two semesters of Japanese, Chinese, or Punjabi. This demonstrates that students competently develop their language skills and achieve this key learning outcome.

c. **Critical Thinking in Asian Studies (AY 2011-12).** This is a new assessment for future students to be systematically conducted by program faculty starting spring 2012.

   a) Method: This is a new assessment that will include final papers from “Asia in the World Today” (Asia 198), a core course in ASP, to be reviewed for critical thinking by program faculty. This course traditionally includes final writing projects (e.g., review of articles and books) that would be amenable to the assessment of critical thinking skills.

   b) Sample: Final papers will be randomly selected from students in Asia 198.
c) Instruments: Papers will be rated by program faculty using the AACU Critical Thinking Value Rubric that includes rating dimensions on Explanation of Issues, Evidence, Influence of Context and Assumptions, Student’s Position (thesis/perspective), and Conclusions and related Outcomes (Appendix E).

d) Analysis and Conclusion: Mean ratings will be used to assess whether critical thinking level is consistent with AACU standards and to identify ways to improve these skills, if necessary.

d. **Written Communication in Asian Studies (AY 2011-12).** This is a new assessment for future students to be systematically conducted by program faculty starting spring 2012.
   a) Method: This is a new assessment that will include final papers from “Asia in the World Today” (Asia 198), a core course in ASP, to be reviewed for critical thinking by program faculty. This course traditionally includes final writing projects (e.g., review of articles and books) that would be amenable to the assessment of critical thinking skills.
   b) Sample: Final papers will be randomly selected from students in Asia 198.
   c) Instruments: Papers will be rated by program faculty using the AACU Written Communication Value Rubric that includes rating dimensions on Context of and Purpose of Writing, Genre and Disciplinary Conventions, Sources and Evidence, and Control of Syntax and Mechanics (Appendix F).
   d) Analysis and Conclusion: Mean ratings will be used to assess whether writing level is consistent with AACU Written Communication Value Rubric standards and to identify ways to improve writing, if necessary.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur. **[Please limit your response to 200 words or less per item]**

   a. **Intercultural Knowledge and Competence in Asian Studies.** The results from the CSUS Asian Studies Alumni Survey showed that students felt that majoring and minoring in Asian Studies developed intercultural knowledge through exposure to regional and local political, historical, and cultural aspects of Asia and that they changed their outlook of the world. The Asian Studies program offers concentrations in three areas and is currently pursuing a fourth area in Korean Studies. This effort is based on feedback from students and faculty who have expressed interest in developing this concentration. This new concentration, if established, will provide more opportunities of cultural knowledge of Asian Studies. At the very least, several Korean faculty have been identified and have expressed interest to teach a number of courses related to culture, civic society, and education.

   b. **Oral Communication in an Asian Language.** The assessment for this learning outcome is ongoing and includes data from students with a minor in Asian Studies. Given the limited language course offerings and the level of difficulty to enroll in these courses, program faculty discussed the proficiency level required for students to successfully complete their Asian language. It was decided that the existing requirements were necessary to maintain the high rigor of the program. The success rate of ASP students concentrating on Japanese, Chinese, or Punjabi also speaks highly to the quality of their respective concentrations. Nevertheless, as stated earlier, we are in the process of establishing a Korean concentration which would provide another option for an Asian
language. (Four courses in Korean language have been designed and sent to the Department of Foreign Languages.)

c. **Critical Thinking in Asian Studies.** This learning outcome will include a new assessment that will be systematically incorporated beginning spring 2012. Program faculty will review final papers from Asia 198 to assess critical thinking skills. This is an important value for Asian Studies and is emphasized throughout the curriculum. The AACU Critical Thinking Value Rubric will be used to guide our assessment with this important learning outcome.

d. **Written Communication in Asian Studies.** This learning outcome will include a new assessment that will be systematically incorporated beginning spring 2012. Program faculty will review final papers from Asia 198 to assess written communication. This is an important value for Asian Studies and is emphasized throughout the curriculum. We will also assess written communication in students’ Asian language concentration. In both cases, we will use the AACU Written Communication Value Rubric but with modifications in students’ foreign language concentration.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

   **[Please limit your response to 300 words or less]**

ASP administered surveys to recent alumni in 2009-10 as part of the self-study conducted in the same year. This survey was a modified version of one developed by the Office of Institutional Research for program review purposes. Many ASP alumni have relocated to Japan or China making contact with them challenging at best. Still, we administered the questionnaire to four alumni faculty (two from 2008 and two from 2009) about their experiences in ASP. As shown in Appendix B, the 25-item CSUS ASP Alumni Survey assesses students regarding why they chose ASP as their major or minor, their thoughts on faculty performance, their career goals, and their recommendations for improving ASP. In the main, the responses were overwhelmingly positive. Several criticisms included a desire for more courses to choose from, an increase in the rotation of required courses, and more sections of required courses offered in a given semester. Students also recommended that the university provide a budget to ASP (It had no allocation budget until 2010 ($250/year).

The results do highlight a concern by program faculty, namely, course offerings. This concern is further supported by a discernible trend emerging from student enrollment, retention, and graduation. Specifically, ASP students on average take longer (freshmen, 5.3 years and transfer students, 2.9 years) to graduate than students majoring in other disciplines (4.8 years and 2.3 years, respectively) in the same college. Although largely a resource issue, i.e., ASP receives no resources to maintain its program and ASP faculty must first fulfill their duties to their home departments, we are currently in the process of implementing changes to the program and curriculum to address this issue. For example, we are identifying more university faculty who can teach ASP courses to improve course offerings. We have also recently created graduation “roadmaps” for freshmen and transfer students.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program
8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment? [Please limit your response to 200 words or less]

The Directors of ASP, as well as all program affiliated faculty, receive no compensation whatsoever for their efforts. In previous years, Asian Studies was allowed to offer its low enrollment capstone course (Asia 198) once every two years and for the Director to be able to teach that course as “compensation” for running the program. Budget constraints have since taken that away. The capstone course exists due to a previous program review that urged ASP to offer such a course. The program complied with the University’s recommendations, and yet is not able to offer the course unless faculty members volunteer their time to teach the course without compensation. In short, ASP has never been formally compensated for its role on campus; it requires relatively few resources from the University or the CSU System while providing broad outreach to the community and a global perspective to the curriculum. Additionally, we have grown from 10-15 majors to over 40 in the last few years. This number could go higher if we had the resources to accommodate the interest. Our accomplishments are great given our price (free); however, our accomplishments could be far greater should the University support our goals with economic backing.
## Asian Studies Program Logic Model/Assessment Strategies

<table>
<thead>
<tr>
<th>5 Knowledge Domains</th>
<th>Asian Studies Program Student Learning Objectives</th>
<th>LEAP Value Rubrics</th>
<th>CSUS Undergrad Baccalaureate Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Domains</strong></td>
<td><strong>Learning objectives – Students will develop an understanding of the following areas of Asian societies: 1) art, 2) history, 3) government and politics, 4) culture, and 5) philosophy/religion. Example: Identify singular and regional features of Asian art</strong></td>
<td><strong>Civic Knowledge &amp; Engagement; Creative Thinking; Critical Thinking; Foundations &amp; Skills for Lifelong Learning; Information Literacy; Inquiry &amp; Analysis; Intercultural Knowledge &amp; Competence; Reading</strong></td>
<td><strong>Competence in the Disciplines; Knowledge of Human Cultures and the Physical and Natural World; Integrative Learning; Intellectual and Practical Skills</strong></td>
</tr>
<tr>
<td><strong>Explanatory Skills</strong></td>
<td><strong>Learning Objectives – Students will develop an interdisciplinary knowledge of terminology for at least one Asian concentration (Japanese, Chinese, South and Southeast Asian, Asian American) to explain following areas using the discipline’s terminology: 1) art, 2) history, 3) government and politics, 4) culture, and 5) philosophy/religion. Example: Explain historical events using terms in Japanese studies</strong></td>
<td><strong>Critical Thinking; Oral Communication; Written Communication</strong></td>
<td><strong>Competence in the Disciplines; Intellectual and Practical Skills; Personal and Social Responsibility</strong></td>
</tr>
<tr>
<td><strong>Analytic and Communication Skills</strong></td>
<td><strong>Learning objectives – Students will learn the following areas at a level appropriate for undergraduates: 1) analyze cause and effect relationships in history, 2) analytically compare countries in the region using a standard set criteria, 3) critically evaluate social, cultural, and political issues facing Asia and the world, and 4) communicate ideas verbally and through written prose. Example: Analyze geo-political issues facing Asia and the world</strong></td>
<td><strong>Critical Thinking; Oral Communication; Written Communication</strong></td>
<td><strong>Competence in the Disciplines; Intellectual and Practical Skills; Integrative Learning</strong></td>
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<td><strong>Language Skills</strong></td>
<td><strong>Learning objectives – Students must demonstrate proficiency at a level equivalent to four semesters of an Asian language appropriate to their concentration by coursework or a language proficiency examination provided by the Department of Foreign Languages. Students are expected to demonstrate proficiency in an Asian language with 1) Interpersonal Communication: conversations, providing and obtaining information, expressing feelings and emotions, and exchanging opinions; 2) Interpretive Communication: understanding and interpreting written and spoken language on a variety of topics; and 3) Presentational Communication: presenting information, concepts, and ideas to an audience of listeners and of readers on a variety of topics. Example: Group skit using an Asian language</strong></td>
<td><strong>Information Literacy; Intercultural Knowledge &amp; Competence; Oral Communication; Written Communication</strong></td>
<td><strong>Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills; Integrative Learning</strong></td>
</tr>
</tbody>
</table>
1. In what year did you graduate? ________

Please circle your response to the following questions.

2. What was the principal reason you chose Asian Studies as a major? (Choose one option)
   A. It was recommended to you by a friend.
   B. You enjoyed Asian Studies’ course (or courses) you took.
   C. You had an interest in the subject matter.
   D. You thought it would help you get a job after graduation.
   E. Other:

Please rate your level of satisfaction with aspects of the Asian Studies program addressed in the following questions.

7. The overall quality of instruction provided by the Asian Studies’ faculty:
   A. Very satisfied
   B. Satisfied
   C. Neutral
   D. Dissatisfied
   E. Very dissatisfied
   F. Not applicable

8. Your access to Asian Studies’ faculty while studying at Sac State:
   A. Very satisfied
   B. Satisfied
   C. Neutral
   D. Dissatisfied
   E. Very dissatisfied
   F. Not applicable

9. The intellectual challenge and inspiration you received from the field of Asian Studies:
   A. Very satisfied
   B. Satisfied
   C. Neutral
   D. Dissatisfied
   E. Very dissatisfied
   F. Not applicable

10. The ability of the Asian Studies Department to schedule classes that would allow you to graduate within a reasonable period of time:
    A. Very satisfied
    B. Satisfied
    C. Neutral
    D. Dissatisfied
    E. Very dissatisfied
    F. Not applicable

Please comment:

__________________________________________
11. The quality of advising:
A. Very satisfied
B. Satisfied
C. Neutral
D. Dissatisfied
E. Very dissatisfied
F. Not applicable

12. Opportunities for fieldwork:
A. Very satisfied
B. Satisfied
C. Neutral
D. Dissatisfied
E. Very dissatisfied
F. Not applicable

Please rate your level of agreement with the following statements.

13. Majoring in Asian Studies has changed the way I look at the world (the things I notice, care about, think about).
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree
F. No opinion

14. Which of the following best describes your career path since graduation? (Please choose all that apply)
A. Work in private sector
B. Law school
C. Work in political job
D. Teaching
E. Work for local, state, federal, government
F. Graduate school in government, political science, or public policy
G. Other:

15. If you are currently employed, how important to your current employer is your degree in Asian Studies?
A. Very important
B. Somewhat important
C. Slightly important
D. Not important at all

16. What was your overall GPA at the time you graduated from Sac State?
A. 4.00-3.75
B. 3.74-3.50
C. 3.49-3.25
D. 3.24-3.00
E. 2.99-2.75
F. 2.74-2.50
G. 2.49 or below

17. How many hours per week did you work while you were a major in the Asian Studies Department?
A. 0-10
B. 11-15
C. 16-20
D. 21-25
E. 26-30
F. over 30

18. What is your sex?
A. Male
B. Female

19. What is your age?
A. 18-24
B. 25-29
C. 30-34
D. 35-39
E. Over 40
The following questions seek your comments. Please respond to them in your own words in the space provided.

20. Can you recommend ways that we can improve the Asian Studies major at Sac State?

___________________________________________________________________________________

___________________________________________________________________________________

21. In retrospect, what parts of the major did you find most interesting or useful?

___________________________________________________________________________________

___________________________________________________________________________________

22. How do you feel that your study of Asian Studies at Sac State has affected your ideas and beliefs?

___________________________________________________________________________________

___________________________________________________________________________________

23. Do you think that the Asian Studies major has prepared you for your career? If so, why? If not, why not?

___________________________________________________________________________________

___________________________________________________________________________________

24. Since graduation, which courses have proved to be the most useful in providing the tools necessary to succeed in the work you are doing today?

___________________________________________________________________________________

___________________________________________________________________________________

25. What would you consider to be your best or most positive experience with the Asian Studies Department program, courses, instruction, or staff?

___________________________________________________________________________________

___________________________________________________________________________________

Thank You for Your Participation!
### APPENDIX C

**Intercultural Knowledge and Competence VALUE Rubric for Asian Studies**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</td>
<td>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</td>
</tr>
<tr>
<td>Cultural self-awareness</td>
<td></td>
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<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</th>
<th>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</th>
<th>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</th>
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<tr>
<td>Knowledge</td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</td>
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<tr>
<td>Knowledge of cultural worldview frameworks</td>
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<tr>
<th>Skills</th>
<th>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</th>
<th>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</th>
<th>Identifies components of other cultural perspectives but responds in all situations with own worldview.</th>
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<td>Empathy</td>
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Different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Curiosity</th>
<th>Openness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</strong></td>
<td><strong>Asks deeper questions about other cultures and seeks out answers to these questions.</strong></td>
<td><strong>Asks simple or surface questions about other cultures.</strong></td>
</tr>
<tr>
<td><strong>States minimal interest in learning more about other cultures.</strong></td>
<td><strong>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</strong></td>
<td><strong>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</strong></td>
</tr>
<tr>
<td><strong>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</strong></td>
<td><strong>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.</strong></td>
<td></td>
</tr>
</tbody>
</table>
## ORAL COMMUNICATION VALUE RUBRIC FOR ASIAN STUDIES

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
<td>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
</tr>
<tr>
<td>Central Message</td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
<td>Central message is clear and consistent with the supporting material.</td>
<td>Central message is basically understandable but is not often repeated and is not memorable.</td>
<td>Central message can be deduced, but is not explicitly stated in the presentation.</td>
</tr>
</tbody>
</table>
## Critical Thinking VALUE Rubric for Asian Studies

<table>
<thead>
<tr>
<th>Explanation of issues</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence Selecting and using information to investigate a point of view or conclusion**

| Influence of context and assumptions | Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others’ assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |

**Student’s position (perspective, thesis/hypothesis)**

| Conclusions and related outcomes (implications and consequences) | Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are |

**Student’s position (perspective, thesis/hypothesis)**

| Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
| evidence and perspectives discussed in priority order. | identified clearly. | implications) are identified clearly. | oversimplified. |
## Written Communication VALUE Rubric for Asian Studies

<table>
<thead>
<tr>
<th>Context of and Purpose for Writing</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
</tr>
<tr>
<td><strong>Genre and Disciplinary Conventions</strong></td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices.</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.</td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
</tr>
<tr>
<td>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use sources to support ideas in the writing.</td>
</tr>
<tr>
<td><strong>Control of Syntax and Mechanics</strong></td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
</tr>
</tbody>
</table>