

The 2012-2013 ANNUAL ASSESSMENT REPORT TEMPLATE

All annual assessment reports should be submitted by the academic unit (College/Department/Program) to the College Dean for review and onward transmittal to Academic Affairs. Reports are due in Academic Affairs no later than **July 1 each year** in electronic format.

Please directly answer the following questions and make sure the answers to each question are written in a way that is easy for the general public and for the students, faculty, staff, and administrators **to understand and to use**. To ensure that these diverse readers have enough information to **evaluate all parts of the report** -- the learning outcomes, the methods/data, the criteria/standards of performance, the interpretations, and the conclusions -- please make sure you have provided enough information about them and how you have selected your sample (e.g. students or their work) and how you have analyzed and interpreted the data. There is no specific length expectation, although conciseness should be the goal.

1. As a result of last year's assessment effort, have you implemented **any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?**

The Asian Studies Program (ASP) has developed a set of learning outcomes applicable to all of its four concentrations as well as its minor. The four learning outcomes are: a) Intercultural Knowledge and Competence in Asian Studies, b) Oral Communication in an Asian Language, c) Critical Thinking in Asian Studies, and d) Written Communication in Asian Studies. In the previous cycle, ASP assessed two of these learning outcomes, Intercultural Knowledge and Competence in Asian Studies and Oral Communication in an Asian Language, with data drawn from the Asian Studies Alumni Survey (2009-2010) and the Office of Institutional Research.

ASP also articulated a plan to assess the other two outcomes in 2012-2013 and 2013-2014. For 2012-2013, ASP assessed Written Communication in Asian Studies by reviewing final papers submitted by students enrolled in Asia 198 (Fall 2012). Following recommendations in the Feedback for the 2011-2012 Annual Assessment Report (2011-2012 Annual Assessment Report) for our program, ASP intends to assess Critical Thinking in Asian Studies for 2013-2014. These learning outcomes are emphasized throughout the Asian Studies curriculum.

ASP used the Association of American Colleges and University (AAC&U) Value Rubrics to guide our assessment with the four learning outcomes. As recommended by the 2011-2012 Annual Assessment Report, we refined our assessment by establishing benchmark levels of achievement for our learning outcomes (see attached for Written Communication used for this academic year).

In addition to our learning outcomes, ASP developed curriculum maps for its majors and minors this academic year, outlining efficient ways that students can graduate within the two/three year period for transfers and four/five year period for freshmen and given their specific concentrations. These curriculum maps are available to students on our CSUS website and in the form of hard copies during advising and at orientation.

a. If so, what are those changes? How did you implement those changes?

Please see above.

b. How do you know if these changes have achieved the desired results?

The overall assessment plan provides much needed structure for ASP, outlining a clear plan to assess student performance over a number of years. For instance, the changes implemented to our assessment plan with our learning outcomes and value rubrics are illustrated below with the Written Communication in Asian Studies learning outcome. At the very least, this as well as previous efforts demonstrate that we have established a methodology and baseline to compare students' written communication in succeeding years. An initial reading of the results from this particular learning outcome suggests positive results. The implementation of the curriculum maps is also an important step in providing more concrete steps for students to take as they navigate their coursework during their time at this university.

c. If no, why not?

2. As a result of last year's assessment effort, have you implemented **any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?**

ASP is currently implementing an online survey to assess student experience on an annual basis. These questions will draw on the Asian Studies Alumni Survey used in 2009-2010 as well as new questions to reflect current shifts in ASP and at the university, and will be used to compare experiences with courses, concentrations, minor, and the overall program on a yearly basis. ASP has also expanded the number of faculty who can advise ASP students by creating an executive committee that includes more members with expertise in various area studies. Thus, students have greater access and resources to ASP information throughout the year, including summer. Finally, ASP is planning for its majors to complete student portfolios, which will allow more guidance and direction for ASP students.

a. If so, what are those changes? How did you implement those changes?

Please see above.

b. How do you know if these changes have achieved the desired results?

In addition to the Director of ASP advising students and attending orientation sessions, we have more faculty members from the expanded executive committee advising students and attending orientation sessions. Three of these faculty members will have attended summer orientation sessions held in June, July, and August of this year. Other changes are currently being implemented so ASP will know the desired results of all of these changes upon full implementation.

c. If no, why not?

3. What **PROGRAM** (not course) learning outcome(s) have you assessed this academic year?

For 2012-2013, ASP assessed Written Communication in Asian Studies by reviewing final papers submitted by students enrolled in Asia 198. ASP identified this learning outcome as an important aspect for students majoring or minoring in Asian Studies and captures an aspect of their culminating experience. For Fall 2012, Asia 198 was part of the One World Initiative, a campus-wide program organized around global engagement efforts at CSUS and encouraging students to develop and adopt more of a global perspective on a series of issues. Fifteen ASP faculty members and three faculty members from other institutions (UC Davis, Universitas Gajah Mada, Yogyakarta, Indonesia) were invited to speak to Asia 198 students organized around the theme of Global Perspectives on Water.

4. What method(s)/measure(s) have you used to collect the data?

We drew on final papers assigned to students enrolled in Asia 198 for our analysis on Written Communication in Asian Studies. These papers were reviewed by two ASP faculty for interrater reliability purposes. A review of the Asia 198 papers (N = 7) by these faculty members indicated a score of 3.35 using the Written Communication in Asian Studies Value Rubric (see below; 1 = “Benchmark,” 4 = “Capstone”). Interrater reliability based on these papers was 84%. Using the average of the rater scores for each student and then comparing these scores with student grades, we also found a correlation of 79%. In the main, both of these sets of results suggest meaningful and reasonable student performance outcomes with respect to Written Communication in Asian Studies. There are, however, two caveats: 1) the sample size for these learning outcomes is low, though it is representative of the number of students who typically enroll in this course in any given year, and; 2) we do not have any papers from previous years to compare these scores with. Thus, the papers reviewed this year will serve as the baseline for future comparisons.

5. What are the criteria and/or standards of performance for the program learning outcome?

ASP used the AAC&U value rubric from “Benchmark” (1) to “Capstone” (4), though raters could assign a zero for any work not deemed at the “Benchmark” performance level. Discussions by ASP faculty suggested this to be a reasonable rubric based on past performance of ASP students. However, this rubric and what we deem to be appropriate levels of performance will be evaluated every year to ensure alignment with student performance and outcomes, with revisions made if necessary.

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

- a. In what areas are students doing well and achieving the expectations?
- b. In what areas do students need improvement?

Two sources of data were used to determine whether or not ASP graduates achieved the learning outcome with respect to written communication: Overall course grade and final papers in Asia 198. Overall course grade was also used because it is based on 12 reflection papers as well as the final paper. We assumed that student written communication would be consistent between the reflection papers and final paper and that we could interpret this relationship with the overall course grade. Data appear to reflect solid performance with student overall grades and grades assigned to their final papers. The mean score for student papers was 3.35 (out of 4), with 100% of the students meeting at least the Milestone 3 level with respect to their written communication and overall grade was high (3.57). Overall, these results suggest that students performed near the “Capstone” category with at least one learning outcome.

7. As a result of this year’s assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

ASP is currently in the process of developing another concentration in Korean Studies. This development is based on student feedback from discussions with students at several events, suggestions from the Alumni Survey as well as reflections of the field of Asian Studies. ASP is also moving toward implementing student portfolios to better serve its students. Finally, ASP will be asking its students to respond to online surveys annually. Based on the recommendations by the 2011-2012 Annual Assessment Report, ASP will attempt to increase sample size, expand the questions to represent all four learning outcomes, and ask multiple questions for each learning outcome. We believe these efforts will provide more data points to analyze and draw on to improve overall ASP experiences and outcomes for students.

- a. If so, what changes do you anticipate? How do you plan to implement those changes?
- b. How do you know if these changes will achieve the desired results?

8. Which program learning outcome(s) do you plan to assess next year? How?

For 2013-2014, ASP will assess Critical Thinking in Asian Studies by reviewing final papers submitted by students enrolled in Asia 198.