

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015?** [Check all that apply]

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competence
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
 - a.
 - b.
 - c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

- 1. Yes
- 2. No (Go to **Q1.5**)
- 3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is.
- 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

Yes

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

In 2014-2015, the Asian Studies Program (ASP) focused on Oral Communication which is one of four learning outcomes identified in 2012-2013 applicable to its three concentrations as well as its minor. In 2012-2013, ASP focused on Critical Thinking skills in Asian Studies and Written Communication skills in Asian Studies. The decision to focus on these program learning outcomes was based on meetings and consultations with ASP faculty members prior to 2012. This year, ASP focused its assessment on Oral Communication using the Association of American Colleges and University (AAC&U) Value Rubrics (see below). This PLO falls under the university's BLG of Intellectual and Practical Skills. In previous years, our capstone course, ASIA 198, has been used as a source of data with respect to PLOs. However, with an eye toward greater representation of students and coursework, we used a new Asian Studies course, Contemporary Korean Culture (ASIA 135), to evaluate Oral Communication with a larger sample of students (N = 29).

[Organization]: Organize material and structure (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.

[Language]: Choose language choices that are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.

[Delivery]: Deliver a presentation that utilizes techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation compelling, and where the speaker appears polished and confident.

[Supporting Materials]: Select and choose 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.

[Central Message]: Identify and communicate a central message that is clear and compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

Q1.2.1. Do you have rubrics for your PLOs?

- | | |
|---|------------------------------|
| X | 1. Yes, for all PLOs |
| | 2. Yes, but for some PLOs |
| | 3. No rubrics for PLOs |
| | N/A, other (please specify): |

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

<p>Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):</p> <p>ASP assessed Oral Communication with a sample of 29 students on their performance using a Group Presentation assignment.</p>	<p>Q2.2. Has the program developed or adopted explicit standards of performance for this PLO?</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>1. Yes</td> </tr> <tr> <td><input type="checkbox"/></td> <td>2. No</td> </tr> <tr> <td><input type="checkbox"/></td> <td>3. Don't know</td> </tr> <tr> <td><input type="checkbox"/></td> <td>4. N/A</td> </tr> </table>			<input checked="" type="checkbox"/>	1. Yes	<input type="checkbox"/>	2. No	<input type="checkbox"/>	3. Don't know	<input type="checkbox"/>	4. N/A																														
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<input type="checkbox"/>	2. No																																								
<input type="checkbox"/>	3. Don't know																																								
<input type="checkbox"/>	4. N/A																																								
<p>Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: [Word limit: 300]</p> <p>We anticipated that 70% of students would achieve “milestone (3)” on Oral Presentation using the rubric in Appendix A.</p>																																									
<p>Q2.4. Please indicate the category in which the selected PLO falls into.</p> <table border="1"> <tr><td><input type="checkbox"/></td><td>1. Critical thinking</td></tr> <tr><td><input type="checkbox"/></td><td>2. Information literacy</td></tr> <tr><td><input type="checkbox"/></td><td>3. Written communication</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>4. Oral communication</td></tr> <tr><td><input type="checkbox"/></td><td>5. Quantitative literacy</td></tr> <tr><td><input type="checkbox"/></td><td>6. Inquiry and analysis</td></tr> <tr><td><input type="checkbox"/></td><td>7. Creative thinking</td></tr> <tr><td><input type="checkbox"/></td><td>8. Reading</td></tr> <tr><td><input type="checkbox"/></td><td>9. Team work</td></tr> <tr><td><input type="checkbox"/></td><td>10. Problem solving</td></tr> <tr><td><input type="checkbox"/></td><td>11. Civic knowledge and engagement</td></tr> <tr><td><input type="checkbox"/></td><td>12. Intercultural knowledge and competency</td></tr> <tr><td><input type="checkbox"/></td><td>13. Ethical reasoning</td></tr> <tr><td><input type="checkbox"/></td><td>14. Foundations and skills for lifelong learning</td></tr> <tr><td><input type="checkbox"/></td><td>15. Global learning</td></tr> <tr><td><input type="checkbox"/></td><td>16. Integrative and applied learning</td></tr> <tr><td><input type="checkbox"/></td><td>17. Overall competencies for GE Knowledge</td></tr> <tr><td><input type="checkbox"/></td><td>18. Overall competencies in the major/discipline</td></tr> <tr><td><input type="checkbox"/></td><td>19. Other:</td></tr> </table>				<input type="checkbox"/>	1. Critical thinking	<input type="checkbox"/>	2. Information literacy	<input type="checkbox"/>	3. Written communication	<input checked="" type="checkbox"/>	4. Oral communication	<input type="checkbox"/>	5. Quantitative literacy	<input type="checkbox"/>	6. Inquiry and analysis	<input type="checkbox"/>	7. Creative thinking	<input type="checkbox"/>	8. Reading	<input type="checkbox"/>	9. Team work	<input type="checkbox"/>	10. Problem solving	<input type="checkbox"/>	11. Civic knowledge and engagement	<input type="checkbox"/>	12. Intercultural knowledge and competency	<input type="checkbox"/>	13. Ethical reasoning	<input type="checkbox"/>	14. Foundations and skills for lifelong learning	<input type="checkbox"/>	15. Global learning	<input type="checkbox"/>	16. Integrative and applied learning	<input type="checkbox"/>	17. Overall competencies for GE Knowledge	<input type="checkbox"/>	18. Overall competencies in the major/discipline	<input type="checkbox"/>	19. Other:
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<p>Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:</p>	Q2.5	Q2.6	Q2.7																																						
	(1) PLO	(2) Standards of Performance	(3) Rubrics																																						
1. In SOME course syllabi/assignments in the program that address the PLO	X	X	X																																						
2. In ALL course syllabi/assignments in the program that address the PLO																																									
3. In the student handbook/advising handbook																																									
4. In the university catalogue																																									
5. On the academic unit website or in newsletters																																									
6. In the assessment or program review reports, plans, resources or activities	X	X	X																																						
7. In new course proposal forms in the department/college/university																																									
8. In the department/college/university's strategic plans and other planning documents	X	X	X																																						

9. In the department/college/university's budget plans and other resource allocation documents				
10. Other, specify:				
Question 3: Data Collection Methods and Evaluation of Data Quality for the <u>Selected</u> PLO				
Q3.1. Was assessment data/evidence collected for the selected PLO in 2014-2015? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)		Q3.2. If yes, was the data scored/evaluated for this PLO in 2014-2015? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)		
Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO? We used one assessment tool (rubric) from two different perspectives, two professors.		Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected? [Word limit: 300] Group presentations assigned to students enrolled in ASIA 135 were used to assess Oral Presentation skills (see Appendix B). Using the Oral Presentation rubric identified above, two ASP faculty members (Director and Vice Director) observed group presentations and assigned points for each category. Inter-rater reliability for these items between two faculty members was a respectable .82. On items of disagreement, there was a discussion on differences and an effort to arrive at an agreeable rating.		
Q3A: Direct Measures (key assignments, projects, portfolios)				
Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)		Q3.3.1. Which of the following direct measures were used? [Check all that apply] <input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input type="checkbox"/> 2. Key assignments from required classes in the program <input checked="" type="checkbox"/> 3. Key assignments from elective classes <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:		
Q3.3.2. Please attach the direct measure you used to collect data. See Appendix C				

<p>Q3.4. How was the data evaluated? [Select only one]</p> <p><input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5)</p> <p><input checked="" type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class</p> <p><input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty</p> <p><input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty</p> <p><input type="checkbox"/> 5. The VALUE rubric(s)</p> <p><input type="checkbox"/> 6. Modified VALUE rubric(s)</p> <p><input type="checkbox"/> 7. Used other means. Specify: Refined</p>		
<p>Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>
<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>Five faculty members identified the Asian Studies Program PLOs and two faculty members (Director and Vice Director) participated in the direct assessment of Oral Communication this year.</p>		<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>
<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]?</p> <p>This year, we drew from a new course, Contemporary Korean Culture (ASIA 135) because it draws from different concentrations and provides a larger sample of work (N = 29) compared to our capstone course (N = 10).</p>		<p>Q3.6.1. How did you decide how many samples of student work to review?</p> <p>We decided to sample all student presentations to arrive at a more comprehensive understanding of student performance.</p>
<p>Q3.6.2. How many students were in the class or program?</p> <p>Twenty-nine students</p>	<p>Q3.6.3. How many samples of student work did you evaluate?</p> <p>Eight formal group presentations with 29 students (4 or 5 per group). Each group member presented for eight to ten minutes.</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>
<p>Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)</p>		
<p>Q3.7. Were indirect measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No (Skip to Q3.8)</p> <p><input type="checkbox"/> 3. Don't know</p>		<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. National student surveys (e.g., NSSE)</p> <p><input type="checkbox"/> 2. University conducted student surveys (e.g. OIR)</p> <p><input type="checkbox"/> 3. College/Department/program student surveys</p> <p><input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews</p>
<p>Q3.7.2 If surveys were used, how was the sample</p>		

size decided?	<input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:
Q3.7.3. If surveys were used, briefly specify how you selected your sample.	Q3.7.4. If surveys were used, what was the response rate?

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know	Q3.8.1. Which of the following measures were used? <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:
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Q3.8.2. Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)	Q3.8.3. If other measures were used, please specify:
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Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
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Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) **[Word limit: 600 for selected PLO]**

Results in Appendix D suggest meaningful and reasonable student performance outcomes with respect to Oral Communication such that a majority of students are achieving competency (milestone 3) with this PLO. Without replicating the discussion in section Q4.2, it is important to point out that there is room for improvement with student performance on this PLO given its critical nature in student development and competence and its highly valued skill in professional settings. Just as important, ASP needs to use both assignments that focus on oral communication and assessment tools such as the one identified in this report to continue to improve our understanding of student development and performance. To this end, ASP is committed to using this PLO in the future and articulating it as an important objective for the program to students in course syllabi, the program website, and assessment and program reports.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

A review of 8 group presentations with 29 students by these faculty members indicated mean scores ranging from 3.34 (Language) to 3.76 (Supporting Materials). Over 70% of the students achieved a score of at least “3” on two categories (Materials and Organization) and nearly 68% of them did on the other three categories (Delivery, Message, and Language). Data suggest that students are meeting expectations set by the Asian Studies Program, though there is always room for improvement with even a larger percentage of students achieving mastery (“capstone”) which would increase not only the number of students at the mastery level but also the mean score of student performance. The program will aim to use this PLO and the rubric in other courses.

Q4.3. For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. **Did not meet** expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes
 2. No (Go to Q6)
 3. Don't know (Go to Q6)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

1. Yes
 2. No
 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Add Korean concentration and introductory survey course and method course that include this PLO as an important component. Also, it will be important for ASP to have consistency across courses to focus on this and other PLOs so that students continue to develop these skills over time during their undergraduate career.

Q5.2. How have the assessment data from last year (2013 - 2014) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses	X				
2. Modifying curriculum			X		
3. Improving advising and mentoring		X			
4. Revising learning outcomes/goals	X				
5. Revising rubrics and/or expectations	X				
6. Developing/updating assessment plan	X				
7. Annual assessment reports	X				
8. Program review			X		
9. Prospective student and family information			X		
10. Alumni communication					X
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning		X			
16. Institutional benchmarking			X		
17. Academic policy development or modification			X		
18. Institutional Improvement			X		
19. Resource allocation and budgeting			X		
20. New faculty hiring					X
21. Professional development for faculty and staff					X
22. Recruitment of new students					X

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

The Asian Studies Program will be using the assessment data to refine the content and focus of ASIA 135 and to shape its Korean concentration curriculum. Furthermore, ASP will refine the rubric used for Oral Communication and use it across a number of ASIA courses, including ASIA 198, ASIA 134 (Korean History), and ASIA 136 (Korean Calligraphy). This data assessment will also allow the program to revise expectations and inform future assessment, teaching, and curriculum plans, including classroom pedagogy and curriculum mapping.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

N/A

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
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| <input type="checkbox"/> | 13. Ethical reasoning |
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| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

Appendix A: Oral Communication Value Rubric
 Appendix B: PLO Map for Asian Studies Program
 Appendix C: Key Assessment for Oral Communication
 Appendix D: Program Learning Outcome (PLO) for the Asian Studies Program

Program Information

P1. Program/Concentration Name(s):

Asian Studies Program
 Japanese concentration
 Chinese concentration
 South/Southeast Asian concentration

P1.1. Report Authors:

Greg Kim-Ju

P2. Program Director:

Greg Kim-Ju

P2.1. Department Chair:

P3. Academic unit: Department, Program, or College:

P4. College:

Program		Social Sciences and Interdisciplinary Studies									
<p>P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment: ???)</p> <p>Majors: 40 (Chinese concentration, 7; Japanese concentration, 29; South/Southeast concentration, 4)</p> <p>Minor: 12</p>		<p>P6. Program Type: [Select only one]</p> <input checked="" type="checkbox"/> 1. Undergraduate baccalaureate major <input type="checkbox"/> 2. Credential <input type="checkbox"/> 3. Master's degree <input type="checkbox"/> 4. Doctorate (Ph.D./Ed.d) <input type="checkbox"/> 5. Other. Please specify:									
<p>Undergraduate Degree Program(s):</p> <p>P7. Number of undergraduate degree programs the academic unit has: 1</p> <p>P7.1. List all the name(s):</p> <p>P7.2. How many concentrations appear on the diploma for this undergraduate program? 3</p>		<p>Master Degree Program(s):</p> <p>P8. Number of Master's degree programs the academic unit has: N/A</p> <p>P8.1. List all the name(s):</p> <p>P8.2. How many concentrations appear on the diploma for this master program?</p>									
<p>Credential Program(s):</p> <p>P9. Number of credential programs the academic unit has: N/A</p> <p>P9.1. List all the names:</p>		<p>Doctorate Program(s)</p> <p>P10. Number of doctorate degree programs the academic unit has: N/A</p> <p>P10.1. List all the name(s):</p>									
When was your assessment plan?		1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed								X			
P12. Last updated									X		
									1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?									X		
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?									X		
P15. Does the program have any capstone class?									X		
P16. Does the program have ANY capstone project?									X		

Appendix A

ORAL COMMUNICATION VALUE RUBRIC

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

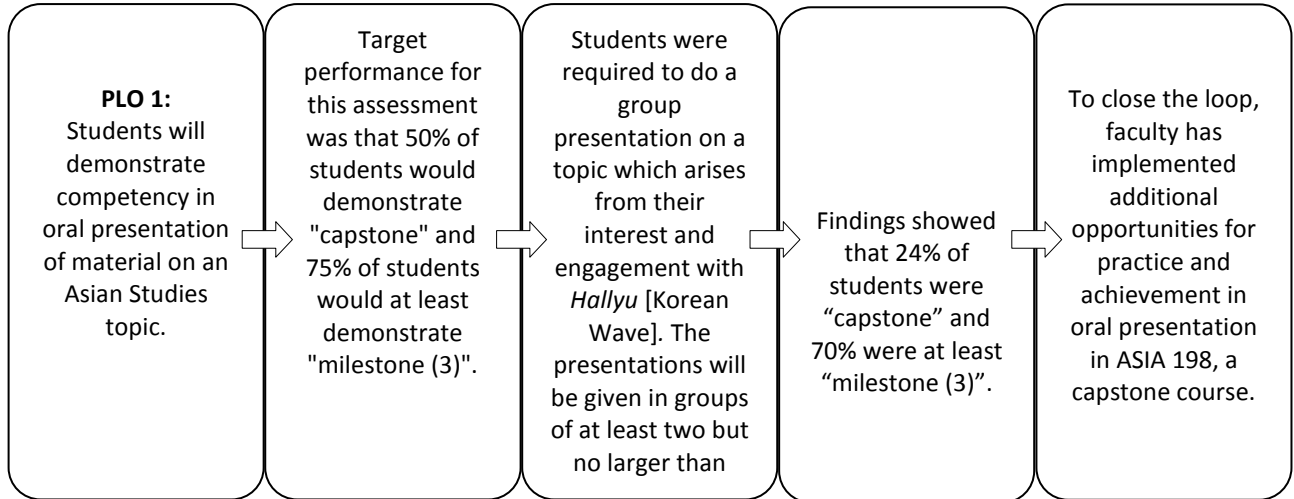
	Capstone 4	Milestone 3	Milestone 2	Benchmark* 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

Supporting Material	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.	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.	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.	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.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

**Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

Appendix B

PLO Map for Asian Studies Program, BA



Appendix C

Key Assessment for Oral Communication

Group Presentation and Evaluation Rubric

- **Group Presentations (30 pts).** You and others will be asked to do a group presentation on a topic which arises from your interest and engagement with contemporary Korean culture. The presentations will be given in groups of at least two but no larger than four people. Each presentation is expected to be 30 minutes.

- **Presentations** will take place on 5.7 and 5.14, so plan accordingly. Five points will be subtracted from your total class score for each presentation you miss.

- **Evaluation.** Grades for this assignment will be based on the group’s demonstrated understanding of the topic and how well your group covers the areas below, a group peer review process that takes into account the contribution of each group member, and a list of references used for the preparation of your group presentation.

Areas to Cover	Rating	Rating Scale			
		1	2	3	4
<u>Areas to Cover in Presentation (0-20)</u>		Poor	Adequate	Excellent	
1. Information and Organization of topic.....	()				
2. Language of material.....	()				
3. Delivery of material.....	()				
4. Supporting material from class.....	()				
5. Central Message.....	()				

<u>Group Peer Review (0-4)</u>		1	2	3	4
1. Individual Contribution to Group Presentation.....	()	Unacceptable	Fair	Outstanding	

<u>List of References (0-6)</u>					
1. References Used for Preparation of Group Presentation.....	()				
	()				
<u>Total out of 30.....</u>					

NOTE: You will be expected to attend all presentations. Five points will be subtracted from your score for each presentation you miss.

Group Peer Review: Each group member will evaluate him/herself and her/his peers according to the criteria below. The evaluation will be handed in to the instructor the day of the scheduled presentation.

Scoring Guideline: The score pertains not to the comparative outcome of the group, but to the contribution of the individuals within the group. If another group member deserves a “4” no explanation is needed. If that group member is scored a “3” or less, please use the column to the right to explain the evaluation you gave that person. _____

4. Outstanding contribution to the group presentation: An excellent contribution is a prompt, cooperative and scholarly (based in information and research not in personal bias) effort toward a well-conceived group presentation. The student contributed a balanced share of the work, attended all meetings and kept all schedules in such a way as not to burden other group members, but rather made this presentation easier and academically more valuable to the class, also student was not overbearing, dominating nor difficult for other group members to get along with.

3. Good contribution to the group: The student was, for the most part, consistent in efforts to contribute to the group project. Work was shared equally by the student; all but one of the planning/implementation meetings was attended on time, the student contributed to written content but with some apparent personal opinion rather than substantive research. Occasionally another student had to wait or fill in for pre-agreed contributions by this member, but not to the point that the presentation suffered.

2. Fair contribution to the group: The student was involved and interested in the topic to be presented. Even though she/he occasionally overestimated ability to contribute and left someone else to carry out assignments or to solicit the outcome of his/her efforts, the contribution was significant when accomplished. The student did not attend meetings on more than one occasion (this includes being late to class, missing class when meetings were held during class time, did not contribute to planning discussions or left the group meeting early). You would have this person on your team again gladly, but with more realistic guidelines, understandings or recognition of his/her limitations, promises or schedules.

1. Less than satisfactory contribution to the group: The student contributed to the overall project in some way, although other members of the group carried the lion's share of the responsibility, had to work over this student's contributions to integrate them or improve them (i.e., material not fully relevant or so poorly prepared that it was difficult to comprehend or integrate). **Or** the student made a substantial attempt to take over and dominate the work group, not so much as a worker but as a demagogue. The person was agitating, overbearing or difficult to get along with. Although you would accept this person into another work group, you would not solicit her/him to be a member of your work group in the future.

Appendix D

Program Learning Outcomes (PLO) for the Asian Studies Program

Table I: The Results for Oral Presentation Skill

Note: Data shown here drawn from Data Collection Sheet¹

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=29)
Organization	20.69%	51.72%	24.14%	3.45%	(100%, N=29)
Language	24.14%	44.83%	27.59%	3.45%	(100%, N=29)
Delivery	27.59%	41.38%	31.03%	0%	(100%, N=29)
Supporting Material	31.03%	44.83%	24.14%	0%	(100%, N=29)
Central Message	17.24%	51.72%	31.03%	0%	(100%, N=29)

Standards of Performance for Asian Studies Program Students

Q2.3. If your program has an explicit standard(s) of performance for the selected PLO, describe the desired level of learning: *Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the university.*

¹Oral Presentation Data Collection Sheet

Different Levels Five Criteria (Areas)	(4)	(3)	(2)	(1)	Total (N=29)
Organization	6	15	7	1	(N=29)
Language	7	13	8	1	(N=29)
Delivery	8	12	9	0	(N=29)
Supporting Material	9	13	7	0	(N=29)
Central Message	5	15	9	0	(N=29)