

2015-2016 Annual Assessment Report Template

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Report:

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?** [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 Competency
- 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 assessed PLOs not included above:

a.

b.

c.

Q1.2.

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

In 2015-2016, the Asian Studies Program (ASP) focused on Oral Communication once again. The decision to focus on this program learning outcome was based on meetings and consultation with ASP's Executive Committee prior to 2012 and in subsequent years as well as feedback from OAPA. ASP focused its assessment on Oral Communication using the Association of American Colleges and University (AAC&U) Value Rubric. This PLO is linked to the University's BLG of Intellectual and Practical Skills. As in 2014-2015, we used the Contemporary Korean Culture (ASIA 135) course to evaluate Oral Communication with a larger sample of students than previous years and to compare cohorts from two different years.

Q1.2.1.

Do you have rubrics for your PLOs?

1. Yes, for all PLOs
 2. Yes, but for some PLOs
 3. No rubrics for PLOs
 4. N/A
 5. Other, specify:

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 Senior College and University Commission (WSCUC))?

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

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

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

As in 2014-2015, ASP focused on this PLO in 2015-2016 to assess any differences between the two years and to link them with pedagogical adjustments made to the syllabus and assignments in ASIA 135 in 2016. Adjustments in the PLO included 1) being explicit with students in the course that Oral Communication was a PLO and 2) planning activities and exercises that allowed for more opportunities to practice Oral Communication before the culminating experience of a group presentation.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3.

Please **provide the rubric(s) and standards of performance** that you have developed for this PLO here or in the appendix.

Please see attached.



ASP Critical Thinking Rubric.docx
16.32 KB



No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

1. Yes
2. No (skip to Q6)
3. Don't know (skip to Q6)
4. N/A (skip to Q6)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

1

Q3.2.

Was the data **scored/evaluated** for this PLO?

1. Yes
2. No (skip to Q6)
3. Don't know (skip to Q6)
4. N/A (skip to Q6)

Q3.2.1.

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:

Group presentations assigned to students enrolled in ASIA 135 were used to assess Oral Communication skills. Using the Oral Communication rubric described above and below, two ASP faculty members (Faculty member teaching course and Vice Director) observed group presentations and assigned points for each category. Data on interrater reliability on items for these two faculty members showed a respectable .79. The two faculty members discussed differences and attempted to arrive at an agreement.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes
2. No (skip to Q3.7)
3. Don't know (skip to Q3.7)

Q3.3.1.

Which of the following direct measures were used? [Check all that apply]

1. Capstone project (e.g. theses, senior theses), courses, or experiences
2. Key assignments from required classes in the program
3. Key assignments from elective classes
4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
5. External performance assessments such as internships or other community-based projects

6. E-Portfolios
7. Other Portfolios
8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

Students were assessed on their Oral Communication as part of a group presentation requirement for ASIA 135. Students were assigned to groups no larger than four and asked to do a 30-minute group presentation. The instructor developed a rubric guided by the LEAP Value rubrics designed to capture the content of the assignment and Oral Communication skills.



ASIA 135 Oral Presentation Rubric.docx
21.83 KB



No file attached

Q3.4.

What tool was used to evaluate the data?

1. No rubric is used to interpret the evidence (skip to Q3.4.4.)
2. Used rubric developed/modified by the faculty who teaches the class (skip to Q3.4.2.)
3. Used rubric developed/modified by a group of faculty (skip to Q3.4.2.)
4. Used rubric pilot-tested and refined by a group of faculty (skip to Q3.4.2.)
5. The VALUE rubric(s) (skip to Q3.4.2.)
6. Modified VALUE rubric(s) (skip to Q3.4.2.)
7. Used other means (Answer Q3.4.1.)

Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

1. National disciplinary exams or state/professional licensure exams (skip to Q3.4.4.)
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to Q3.4.4.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to Q3.4.4.)
4. Other, specify: (skip to Q3.4.4.)

Q3.4.2.

Was the rubric aligned directly and explicitly with the PLO?

1. Yes
2. No
3. Don't know
4. N/A

Q3.4.3.

Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?

1. Yes
2. No
3. Don't know
4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Five faculty members
involved in the Executive
Committee

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

Two faculty members

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

We selected group presentations drawn from students in the ASIA 135 course because it captures Oral Communication skills and is one of the core assignments in the course.

Q3.6.1.

How did you **decide** how many samples of student work to review?

In consultation with the Vice Director, the instructor selected one of the core assignments for ASIA 135. Given the size of assignment, we believed it was significant enough that it could showcase students' Oral Communication skills. The one drawback is that students are participating in group presentations rather than individual presentations. However, each student is required to speak and each student is graded individually.

Q3.6.2.

How many students were in the class or program?

28 students in ASIA 135

Q3.6.3.

How many samples of student work did you evaluated?

28 students in ASIA 135

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

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

(Remember: Save your progress)**Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)****Q3.7.**

Were indirect measures used to assess the PLO?

1. Yes
2. No (skip to **Q3.8**)
3. Don't Know (skip to **Q3.8**)



Q3.7.1.Which of the following indirect measures were used? **[Check all that apply]**

1. National student surveys (e.g. NSSE)
2. University conducted student surveys (e.g. OIR)
3. College/department/program student surveys or focus groups
4. Alumni surveys, focus groups, or interviews
5. Employer surveys, focus groups, or interviews
6. Advisory board surveys, focus groups, or interviews
7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

N/A

 No file attached No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

N/A

Q3.7.3.

If surveys were used, how did you **select** your sample:

N/A

Q3.7.4.

If surveys were used, what was the response rate?

N/A

Question 3C: 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?

1. Yes
2. No (skip to **Q3.8.2**)
3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [Check all that apply]

1. National disciplinary exams or state/professional licensure exams
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
4. Other, specify:

Q3.8.2.


Were other measures used to assess the PLO?


1. Yes
2. No (skip to **Q4.1**)
3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

N/A

 No file attached

 No file attached


(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for Q2.1:

Please see attached.


 PLO (2015-2016).docx
17.99 KB

 No file attached

Q4.2.

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

Please see attached.

 PLO Map ASP (2015-2016).docx
22.91 KB

 No file attached

Q4.3.

For the 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/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

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

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

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

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

Q5.1.

As a result of the assessment effort and based on 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 (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

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.

The instructor for ASIA 198 will incorporate the rubric used for Oral Communication. We will also encourage all faculty teaching courses with the ASIA designation to incorporate Oral Communication and adopt this rubric. Given that many of the courses in the ASP curriculum are drawn from other disciplines, it is difficult to have consistency across all courses. However, to the extent that we can have consistency across ASP-affiliated courses, we have and will continue to do so.

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

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

The instructor for ASIA 135 refined the content and focus of his course, incorporating more exercises and activities designed to support Oral Communication and in preparation for the culminating group presentation. Furthermore, the rubric used for Oral Communication in ASIA 135 was piloted for ASIA 198. In addition, a new course that was developed, ASIA 136 Korean Development and Behavior, includes two major assignments (Korean Heritage Case Study and Presentation and Student-led Discussion) that support Oral Communication and the use of the rubric. The assessment data have also informed ASP's future assessment, teaching, and curriculum plans, including the development of curriculum roadmaps for "native" and transfer students.


(Remember: Save your progress)


Additional Assessment Activities

Q6.

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

The Director of ASP will examine data that focus on retention and graduation rates of ASP students as part of his involvement in a Professional Learning Community on Equity, Learning, and Student Success Analytics in spring 2016.

 No file attached

 No file attached

Q7.

What PLO(s) do you plan to assess next year? [**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 Competency
- 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 not included above:

a.

b.


c.

Q8. Please attach any additional files here:

 No file attached

 No file attached

 No file attached

 No file attached

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

1. ASP Oral Communication Rubric
2. ASIA 135 Oral Presentation Rubric
3. PLO (2015-2016)
4. PLO Map ASP (2015-2016)
5. The Asian Studies Program Assessment Plan
6. 4yr-ASIA-JAPN-BA-MAP

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

BA Asian Studies

P1.1.

Program/Concentration Name(s): [by department]

Asian Studies BA

P2.

Report Author(s):

Greg Kim

P2.1.

Department Chair/Program Director:

Greg Kim

P2.2.

Assessment Coordinator:

Greg Kim

P3.

Department/Division/Program of Academic Unit

Asian Studies

P4.

College:

College of Social Sciences & Interdisciplinary Studies

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

41 majors and 7 minors

P6.

Program Type:

1. Undergraduate baccalaureate major
2. Credential
3. Master's Degree
4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?

P8. Number of **master's degree programs** the academic unit has?

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

P9. Number of **credential programs** the academic unit has?

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

P10.1. List all the names:

When was your assessment plan ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.Please attach your latest **assessment plan**:

The Asian Studies Program Assessment Plan (2016).docx
15.74 KB

P12.Has your program developed a **curriculum map**?

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

P12.1.Please attach your latest **curriculum map**:

4yr-ASIA-JAPN-BA-MAP.DOCX
59.29 KB

P13.Has your program indicated in the curriculum map where assessment **of student learning** occurs?

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

P14.

Does your program have a capstone class?

1. Yes, indicate: ASIA 198
 2. No
 3. Don't know

P14.1.Does your program have **any** capstone project?

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

(Remember: Save your progress)

CRITICAL THINKING VALUE RUBRIC

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

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
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, and uses relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and examined so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined and ambiguities, and backgrounds unexplored.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with substantial interpretation/evaluation to develop a coherent and comprehensive analysis or synthesis. Findings from the literature are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Findings from the literature are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Findings from the literature are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Findings from the literature are taken as fact without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully	Identifies and questions own and others' assumptions.	Identifies some assumptions but may be more aware of others' assumptions than one's	Shows an emerging awareness of assumptions but sometimes labels

	evaluates the relevance of contexts when presenting a position.	Evaluates several relevant contexts when presenting a position.	own (or vice versa). Identifies some relevant contexts when presenting a position	assertions as assumptions. Begins to identify some contexts when presenting a position.
Student's position (Perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is sophisticated, 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.
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 evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

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

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 5.5 and 5.12, 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
		Unacceptable	Fair	Outstanding	
1. Individual Contribution to Group Presentation.....	()				

<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.

**Program Learning Outcomes (PLO) for the
Asian Studies Program**

Table I: The Results for Oral Presentation Skill 2015-2016

Note: Data shown here drawn from Data Collection Sheet¹

Five Criteria (Areas)	Different Levels				Total (N=28)
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Organization	14.28%	60.71%	25.00%	3.45%	(100%, N=28)
Language	17.85%	53.57%	28.57%	3.45%	(100%, N=28)
Delivery	28.57%	50.00%	21.42%	0%	(100%, N=28)
Supporting Material	28.57%	46.42%	25.00%	0%	(100%, N=28)
Central Message	21.42%	50.00%	28.57%	0%	(100%, N=28)

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.*

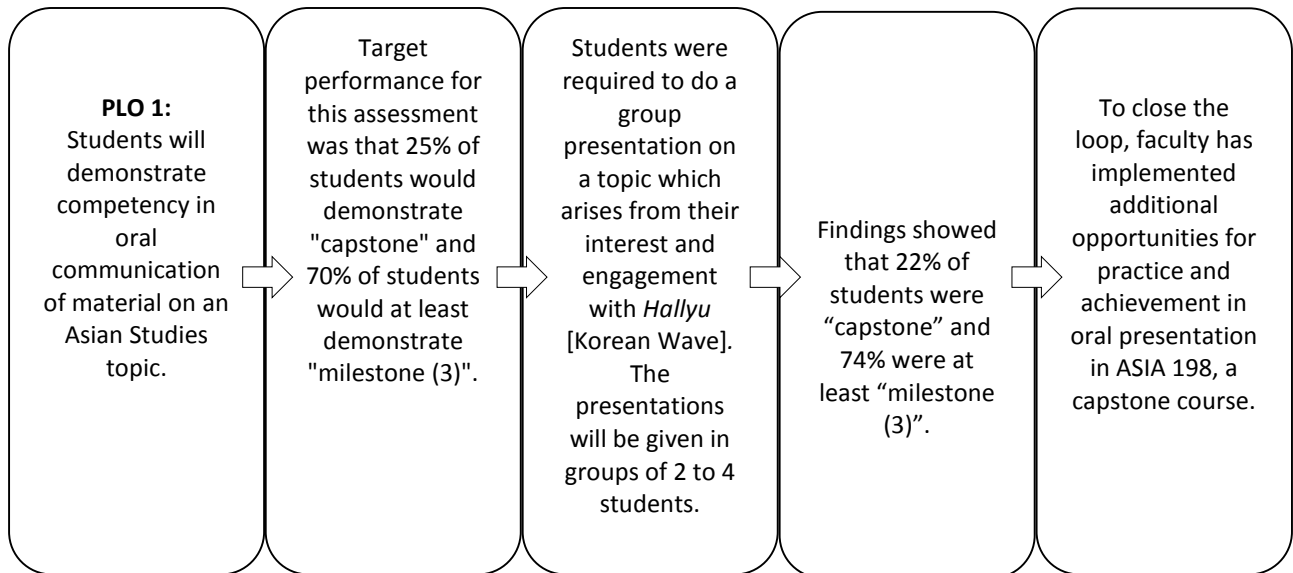
¹Oral Presentation Data Collection Sheet

Five Criteria (Areas)	Different Levels				Total (N=28)
	(4)	(3)	(2)	(1)	
Organization	4	17	7	0	(N=28)
Language	5	15	8	0	(N=28)
Delivery	8	14	6	0	(N=28)
Supporting Material	8	13	7	0	(N=28)
Central Message	6	14	8	0	(N=28)

Conclusion

Results from assessment of Oral Communication show that a majority of students in ASIA 135 achieved competency (milestone 3). Based on data from 2014-2015, we adjusted the target performance from an anticipated 50% of students demonstrating “capstone” to 24% and 75% of students demonstrating “milestone” to 70%. This year, there was a slight dip in the percentage of students demonstrating “capstone” from 24% to 22%. However, there was an increase from 70% to 74% for “milestone.” We adjusted 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. ASP will continue to use both assignments that focus on oral communication and assessment tools such as the one used for Oral Communication to continue to improve our understanding of student development and performance. As discussed elsewhere, ASP has committed to this PLO and incorporated it in coursework, assessment, and program reports. It will also include it in the course mapping and the program website.

PLO Map for Asian Studies Program, BA



Results are based on eight group presentations from 28 students by two faculty members (course instructor and Vice Director). Over 70% of the students achieved a score of at least "3" on all categories, with a high of 78% for Delivery and a low of 71% for Language and Supporting Material. In comparison to last year, although the percentage of students achieving "milestone" increased, we would like the percentage of students achieving "capstone" to increase and reach 30%. The instructor for this course will continue to make adjustments to improve Oral Communication. At the same time, incorporating this PLO in other ASP courses will provide more opportunities for students to develop this skill and improve.

The Asian Studies Program Assessment Plan (2015-2016)

The Asian Studies Program (ASP) has developed a set of learning outcomes applicable to all of its four concentrations as well as its minor in 2012-2013. The four learning outcomes are: a) Intercultural Knowledge and Competence, b) Oral Communication, c) Critical Thinking, and d) Written Communication. These learning outcomes are emphasized throughout the Asian Studies curriculum. ASP articulated a plan to assess the other two outcomes in 2012-2013 and 2013-2014. For 2012-2013, ASP assessed Written Communication by reviewing final papers submitted by students enrolled in Asia 198 (Fall 2012). Following recommendations in the Feedback from previous Annual Assessment Reports for our program, ASP assessed Critical Thinking and Written Communication for 2013-2014 with final papers submitted by students enrolled in Asia 198. In 2014-2015, ASP assessed Oral Communication with students enrolled in ASIA 135, and followed up this year with the same assessment plan. In 2016-2017, ASP intends to assess Intercultural Knowledge and Competence with ASIA 198.

ASP has used the Association of American Colleges and University (AAC&U) Value Rubrics to guide our assessment with the four learning outcomes and refined our assessment by establishing benchmark levels of achievement for our learning outcomes.

In addition to our learning outcomes, ASP has developed curriculum maps for its majors and minors with the assistance of Todd Migliaccio , 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.

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. 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.

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.

ASIAN STUDIES – JAPANESE STUDIES

FOUR ♦ YEAR PLAN

Minimum total units required for B.A. Degree: 120 ▪

▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4
 This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1	Sem. 1	A1	A2	C2: ART 3A or 3B	C3: HRS 70 or 71	E	15 UNITS
	Sem. 2	A3	B1/B3	C1: HIST 6	D1a	D3a: U.S. HIST +	16 UNITS
YEAR 2	Sem. 3	JAPN 1A	B2	B4	D3b/c: GOVT		14 UNITS
	Sem. 4	JAPN 1B	JAPN UD	UD Elective	College Comp. 2	D1a/b	17 UNITS
YEAR 3	Sem. 5	JAPN 2A	JAPN UD	GOVT 145 or MUSC 119A	Elective: ENGL 109		14 UNITS
	Sem. 6	JAPN 2B	JAPN UD	JAPN UD	UD Elective		14 UNITS
YEAR 4	Sem. 7	JAPN UD	UD Elective	B5	D1b: UD GE	Elective	15 UNITS
	Sem. 8	ASIA 198 or HIST 192C	UD Elective	C4: UD GE	D2: UD GE *	Elective	15 UNITS

KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD

- Upper Division
- + Race & Ethnicity
- * Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)

NOTES:

- JAPN UD - choose 15 units of classes specific to concentration listed in the catalog
- ANTH 134 - UD GE Area C1
- HRS 174 & MUSC 119A - UD GE Area C4

TOTAL = 120 UNITS



SACRAMENTO
STATE