

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BA Asian Studies

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

In 2016-2017, the Asian Studies Program (ASP) focused on Oral Communication. The decision to focus on this program learning outcome was based on meetings and consultation with ASP's Executive Committee in spring of 2016 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. This year, we included the Genocide in Southeast Asia (ASIA 151) course to evaluate on Oral Communication. NOTE: The Asian Studies Program is limited in its course options for assessment since it only has a handful of ASIA courses.

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", see <http://degreeprofile.org>) 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 **OR** type in **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):

Oral Communication

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

As in academic years 2014-2016, ASP focused on this PLO in 2016-2017 to link them with pedagogical adjustments made to the syllabus and assignments in ASIA 151. Adjustments in the PLO included 1) being explicit with students in the course that Oral Communication was identified as a PLO, 2) using descriptors to clearly communicate expectations using our value rubric, and 3) 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 Oral Communication Rubric.docx
14.86 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?

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:

Individual presentations assigned to students enrolled in ASIA 151 were used to assess Oral Communication skills. Using a modified Oral Communication rubric described above and below, the faculty member observed presentations and assigned points for each category.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

Students were assessed on their Oral Communication as part of a 10-minute individual presentation requirement for ASIA 151. The instructor revised a rubric guided by the LEAP Value rubrics designed to capture the content of the assignment and Oral Communication skills. This rubric was used in 2014-2016 and modified for use with this class.



ASIA 151 Oral Presentation Rubric.docx
 18.94 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?

One

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 presentations drawn from students in ASIA 151 because it included oral presentations as part of its course requirement and it was a class that previously was not sampled in our assessment.

Q3.6.1.

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

In consultation with the Director, the instructor for ASIA 151 selected one of the core assignments for his course. Given the size of the assignment, we believed it was significant enough that it could adequately assess students' Oral Communication skills. The one drawback from last year was that we only focused on group presentations rather than individual presentations. However, this year we sampled individual presentations.

Q3.6.2.

How many students were in the class or program?

21

Q3.6.3.

How many samples of student work did you evaluated?

21

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 in **Q2.1**:

Please see attached.

 PLO (2016-2017).docx
15.6 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?

Overall, students are meeting the program standard. However, their performance varies depending on the specific criteria for oral presentations.



PLO Map ASP (2016-2017).docx
20.14 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.

One change that we had focused on was to encourage all faculty teaching courses with the ASIA designation to incorporate Oral Communication and adopt its associated 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. In 2016-2017, we included ASIA 151 in the assessment because the instructor adopted a modified rubric for Oral Communication. Although we planned on including this rubric for ASIA 198 in 2016-2017, this course was not offered. To the extent that we can have consistency across ASP-affiliated courses, we 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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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23. Other, specify:

Q5.2.1.

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

The instructor for ASIA 151 refined the content and focus of his course, incorporating more exercises and activities designed to support Oral Communication and in preparation for the oral presentation. Furthermore, the rubric used for Oral Communication in ASIA 135 was used for ASIA 151. 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.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

The Oral Presentation feedback was used to include a modified rubric for a new course, ASIA 151. This means that more courses in ASP are not only emphasizing oral presentation but also using a rubric to evaluate student performance. We plan to encourage faculty teaching ASIA 134, 135, 136, 151, and 198 courses to adopt this rubric.


(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 examined data that focused 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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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 151 Oral Presentation Rubric
3. PLO (2016-2017)
4. PLO Map ASP (2016-2017)
5. The Asian Studies Program Assessment Plan
6. 4yr-ASIA-JAPN-BA-MAP

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BA Asian Studies

Q10.

Report Author(s):

Greg Kim-Ju

Q10.1.

Department Chair/Program Director:

Greg Kim-Ju

Q10.2.

Assessment Coordinator:

Greg Kim-Ju

Q11.

Department/Division/Program of Academic Unit

Asian Studies

Q12.

College:

College of Social Sciences & Interdisciplinary Studies

Q13.

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

38 majors and 7 minors

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?

1

Q15.1. List all the names:

Asian Studies

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

3

Q16. Number of **master's degree programs** the academic unit has?

N/A

Q16.1. List all the names:

Japanese, Chinese, South and Southeast Asian Studies

Q16.2. How many concentrations appear on the diploma for this master's program?

N/A

Q17. Number of **credential programs** the academic unit has?

N/A

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

N/A

Q18.1. List all the names:

When was your assessment plan ...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)Please **obtain** and **attach** your latest **assessment plan**:

The Asian Studies Program Assessment Plan (2017).docx
14.44 KB

Q20.Has your program developed a **curriculum map**?

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

Q20.1.Please **obtain** and **attach** your latest **curriculum map**:

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

Q21.Has your program indicated in the curriculum map where assessment **of student learning** occurs?

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

Q22.

Does your program have a capstone class?

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

Q22.1.Does your program have **any** capstone project?

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

(Remember: Save your progress)

ver. 5.15/17

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	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.	Organize material and structure (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable within the presentation.	Organize material and structure (specific introduction and conclusion, sequenced material within the body, and transitions) that is intermittently observable within the presentation.	Organize material and structure (specific introduction and conclusion, sequenced material within the body, and transitions) in manner that is not observable within the presentation.
Language	Choose language choices that are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Choose language choices that are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Choose language choices that are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Choose language choices that are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Deliver a presentation that utilizes techniques (posture, gesture, eye contact, and vocal	Deliver a presentation that utilizes techniques (posture, gesture, eye contact, and vocal	Deliver a presentation that utilizes techniques (posture, gesture, eye contact, and vocal	Deliver a presentation that utilizes techniques (posture, gesture, eye contact, and vocal

	expressiveness) that make the presentation compelling, and speaker appears polished and confident.	expressiveness) that make the presentation interesting, and speaker appears comfortable.	expressiveness) that make the presentation understandable, and speaker appears tentative.	expressiveness) that detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	Select and choose a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Select and choose a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Select and choose a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Select and choose a insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make reference to information or analysis that minimally 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.)	Identify and communicate a central message that is clear and consistent with the supporting material.	Identify and communicate a central message that is basically understandable but is not often repeated and is not memorable.	Identify and communicate a central message that 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.*

Standards

In 2014-2015, we were collecting data for the first time for this PLO. Target performance for this assessment was anticipated to be 50% of students would demonstrate "capstone" and 75% of students would at least demonstrate "milestone (3)". Based on data from previous years, we adjusted our expectations for 2016-2017 to 25% of students demonstrating "capstone" and 70% of students demonstrating at least "milestone (3)."

Key Assessment for Oral Communication

Presentation and Evaluation Rubric

- **Presentations (10% of grade, 100 points).** Each student will be asked to do an individual presentation on an assigned reading related to the experience of genocide in Cambodia, East Timor, or Indonesia. The presentation will be given at the beginning of a class session and is expected to be about 5-10 minutes.
- **Presentations** will take place each class period so plan accordingly. Ten points will be subtracted from your presentation score if you are unprepared on your assigned day.
- **Evaluation.** Grades for this assignment will be based on the individual’s demonstrated understanding of the topic and how well you cover the areas below. You should summarize the author’s arguments, offer your reaction to the author’s methods, style, and approach, and present two questions for further class discussion. Using the rating scale below, each area will be multiplied by 5 to arrive at a maximum score of 100.

Areas to Cover	Rating	Rating Scale
		<div style="display: flex; justify-content: space-around;"> 1 2 3 4 </div>
<u>Areas to Cover in Presentation (0-100)</u>		<div style="display: flex; justify-content: space-around;"> Poor Adequate Excellent </div>
1. Information and Organization of topic.....	()	Not Observable/ Intermittent / Consistent / Skillful
2. Language of material.....	()	Unclear / Mundane / Thoughtful / Compelling
3. Delivery of material.....	()	Uncomfortable / Tentative / Interesting / Polished
4. Supporting material from class.....	()	<div style="display: flex; justify-content: space-around;"> Varied Varied Varied </div> Insufficient / but partial / and solid / and significant
5. Central Message.....	()	Not Explicit / Not repeated / Clear and consistent / Clear and compelling

4. Outstanding presentation: The student made this presentation demonstrating mastery of the subject matter, careful understanding of the author's arguments, spoke clearly and confidently, raised engaging questions for the class to discuss, and was able to logically and thoughtfully answer any follow-up questions posed by the instructor or classmates. _____

3. Good presentation: The student made this presentation demonstrating a general understanding of the subject matter, a solid understanding of the author's arguments, spoke reasonably clearly and confidently, raised interesting questions for the class to discuss, and was able to logically answer any follow-up questions posed by the instructor or classmates _____

2. Fair presentation: The student made this presentation demonstrating a vague understanding of the subject matter, a modest understanding of the author's arguments, spoke with minimal clarity and confidence, raised weak or irrelevant questions for the class to discuss, and was able only to loosely answer any follow-up questions posed by the instructor or classmates _____

1. Poor presentation: The student made this presentation demonstrating little or no understanding of the subject matter, no understanding of the author's arguments, spoke without clarity and confidence, raised irrelevant questions or no questions at all for the class to discuss, and was unable to answer any follow-up questions posed by the instructor or classmates _____

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

Table I: The Results for Oral Presentation Skill 2016-2017

Note: Data shown here drawn from Data Collection Sheet¹

Five Criteria (Areas)	Different Levels				Total (N=21)
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Organization	38.09%	47.62%	4.76%	9.52%	(100%, N=21)
Language	38.09%	33.33%	19.05%	9.52%	(100%, N=21)
Delivery	38.09%	42.86%	9.52%	9.52%	(100%, N=21)
Supporting Material	28.57%	28.57%	33.33%	9.52%	(100%, N=21)
Central Message	33.33%	38.09%	19.05%	9.52%	(100%, N=21)

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.*

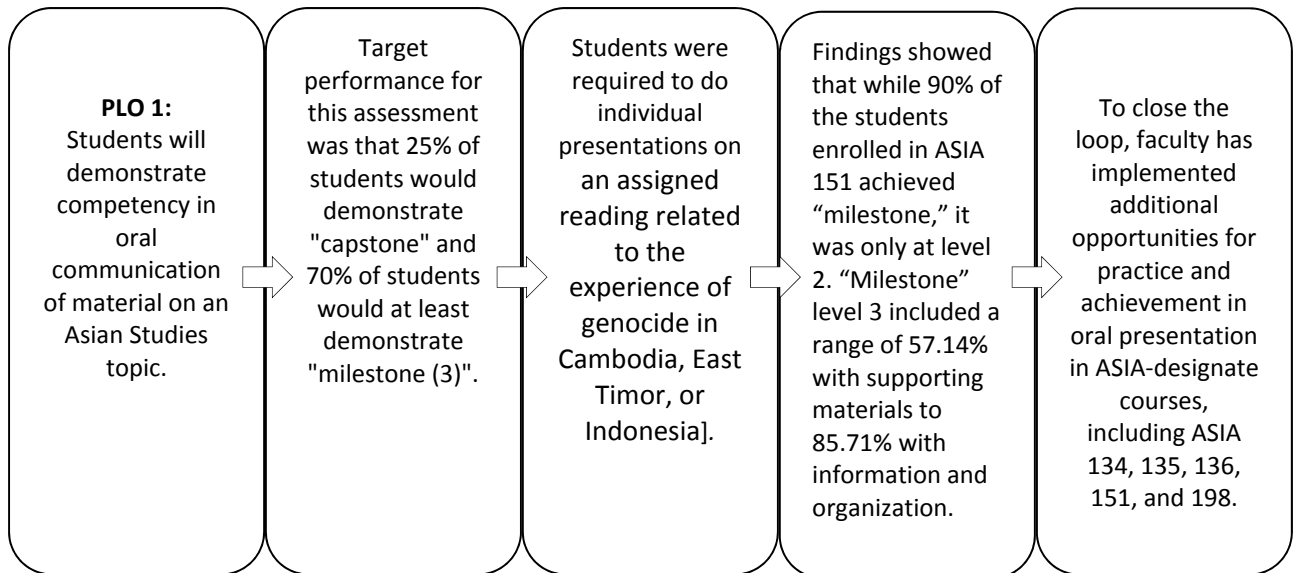
¹Oral Presentation Data Collection Sheet

Five Criteria (Areas)	Different Levels				Total (N=21)
	(4)	(3)	(2)	(1)	
Organization	8	10	1	2	(N=21)
Language	8	7	4	2	(N=21)
Delivery	8	9	2	2	(N=21)
Supporting Material	6	6	7	2	(N=21)
Central Message	7	8	4	2	(N=21)

Conclusion

Results from assessment of Oral Communication show that a majority of students in ASIA 151 achieved competency (milestone 3). Based on data from 2014-2016, we adjusted the target performance from an anticipated 50% of students demonstrating “capstone” to 750% of students demonstrating “milestone.” This year, while 90% of the students enrolled in ASIA 151 achieved “milestone,” it was only at level 2. “Milestone” level 3 included a range of 57.14% with supporting materials to 85.71% with information and organization. Of the five criteria areas, information and organization may be considered less challenging whereas supporting materials is perhaps the most challenging for students. 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 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.

PLO Map for Asian Studies Program, BA



Results are based on individual presentations from 21 students assessed by the course instructor. Over 57% of the students assessed this year achieved a score of at least "3" on all categories, with a high of 85.72% for Information and Organization and a low of 57.14% for Supporting Material. Our goal based on last year's assessment was to have the percentage of students achieving "capstone" to reach 30%. This year, all categories except for Supporting Material reached 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 not only develop this skill and improve but also be clear about expectations for oral presentations.

The Asian Studies Program Assessment Plan (2016-2017)

The Asian Studies Program (ASP) has developed a set of learning outcomes applicable to all of its 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 2014-2016, ASP assessed Oral Communication with students enrolled in ASIA 135. In 2016-2017, ASP assessed once again Oral Communication to evaluate its effectiveness with other Asia-designated courses. In 2017-2018, ASP intends to assess Intercultural Knowledge and Competence with ASIA 134.

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 roadmaps 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 roadmaps were used for the ASP smartplanner and 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. At the very least, this as well as previous efforts demonstrate that we have established a methodology and baseline to compare students' oral presentation skills 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 for its upcoming Program Review in 2018-2019. 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

