

# 2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment  
California State University, Sacramento

For more information 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 enter program name:**

## Section 1: Report All of the Program Learning Outcomes Assessed

### 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**
- ☐ 20A. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

☐ 20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

**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 2017-2018, the Asian Studies Program (ASP) focused on Intercultural Knowledge, Competency, and Perspectives. 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 Intercultural Knowledge, Competency, and Perspectives 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. Last year, we included the Genocide in Southeast Asia (ASIA 151) course to evaluate Oral Communication. This year, we included ASIA 198 sections from fall and spring semesters since students wrote reaction and term papers on Intra Migration topics in Asia. 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**)

## Section 2: Report One Learning Outcome in Detail

### 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):

**Intercultural Knowledge, Competency, and Perspectives**

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.

ASP focused on this PLO this year for ASIA 198 using the rubric and linking it to the syllabus and assignments. In the syllabus, descriptions are explicit that Intercultural Knowledge, Competency, and Perspectives was identified as a PLO. This included descriptors to clearly communicate expectations using our value rubric and having activities and exercises that allowed for more opportunities to practice this PLO with reaction and term papers in the semester.

**Q2.2.**


Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")


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

**Q2.3.**

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

Please see attached.

 ASP Intercultural Rubric.docx  
14.92 KB

 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrd)</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> 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: <div></div>

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?

2

**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 198 were used to assess Intercultural Knowledge, Competency, and Perspectives. Using a modified rubric described above and below, the faculty member assessed papers and assigned points for each category. Note: ASIA 195 designation was used for ASIA 198 sections in 2017-2018.

(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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

Students were assessed on their Intercultural Knowledge, Competency, and Perspectives as part of their paper requirements for ASIA 195. The instructor revised a rubric guided by the LEAP Value rubrics designed to capture the content of the assignment and Intercultural Knowledge, Competency, and Perspectives skills.



**Asia 198 S18.pdf**  
180.95 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.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

### Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

**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.)?

All paper assignments (reflection papers and term papers) were selected.

**Q3.6.1.**

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

We reviewed all papers. Since the sample was relatively small, it was important to sample as many papers as possible.

**Q3.6.2.**

Please enter the number (#) of students that were in the class or program?

**Q3.6.3.**

Please enter the number (#) of samples of student work that you evaluated?

**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:

 No file attached

 No file attached

**Q3.7.2.**

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

**Q3.7.3.**

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



**Q3.7.4.**

If surveys were used, please enter the response rate:

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:

No file attached

No file attached

(Remember: **Save your progress**)

### Question 4: Data, Findings, and Conclusions

#### Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

Please see attached.



PLO (2017-2018).docx  
15.96 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 this PLO.



PLO Map ASP (2017-2018).docx  
20.16 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.

In previous years, we discussed ways to encourage all faculty teaching courses with the ASIA designation to incorporate Intercultural Knowledge, Competency, and Perspectives and adopt its associated rubric. As stated before, given that many of the courses in the ASP curriculum are drawn from other disciplines, it is difficult to have consistency across all courses. We intend to include this PLO for ASIA 198 in subsequent years. 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, describe your plan:

We will continue to assess this value rubric in ASIA 198 and other courses that adopt this PLO. By doing so, we can compare by course, cohort, and year. ASP has a program review in 2018-2019 and we will discuss further how these changes will impact our students and our program. As examples, we hope to capture any changes to teaching, student performance, and curriculum (e.g., the development of courses and roadmaps for "native" and transfer students).

- ☐ 2. No
- ☐ 3. Don't know

Q5.2.

To what extent did you apply **previous**

1.	2.	3.	4.	5.

**assessment results** collected through your program in the following areas?

	Very Much	Quite a Bit	Some	Not at All	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 checked="" type="radio"/>	<input 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: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

#### Q5.2.1.

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

The instructor for ASIA 198 will refine the content and focus of this course, being more explicit about assignments and activities designed to support this PLO. Furthermore, the rubric used for this PLO will be used in all ASIA 198 sections. 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 **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1.	2.	3.	4.	5.
	Very Much	Quite a bit	Some	Not at All	N/A

1. Program Learning Outcomes	<input checked="" 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"/>
3. Measures	<input checked="" 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"/>
5. Alignment	<input checked="" 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"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" 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"/>
9. Other, please specify: <div></div>	<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 **previous 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. We encouraged faculty teaching ASIA 134, 135, 136, 151, and 198 courses to adopt this rubric.

(Remember: **Save your progress**)

**Section 3: Report Other Assessment Activities**

Other Assessment Activities

**Q6.**

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

N/A

 No file attached

 No file attached

**Q6.1.**

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

**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 explain how this year's assessment activities help you address recommendations from your department's last program review?

Our assessment activities are becoming more systematic and refined. One larger issue involves the number of courses under the ASIA designation. As we develop and offer more courses with the ASIA designation, we will have more control over how and what we can assess with respect to student performance.

**Q9.** Please attach any additional files here:



The Asian Studies Program Assessment Plan (2018).docx  
14.48 KB



No file attached



No file attached



No file attached

**Q9.1.**

If you have attached **any** files to this form, please list **every** attached file here:

## Section 4: Background Information about the Program

### Program Information (**Required**)

**Program:**

(If you typed in your program name at the beginning, please skip to **Q11**)

**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

BA Asian Studies

**Q11.**

Report Author(s):

Greg Kim-Ju, Pat Chirapavati

**Q11.1.**

Department Chair/Program Director:

Greg Kim-Ju

**Q11.2.**

Assessment Coordinator:

Greg Kim-Ju

**Q12.**

Department/Division/Program of Academic Unit (select):

Asian Studies

**Q13.**

College:

College of Social Sciences & Interdisciplinary Studies

**Q14.**

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

38

**Q15.**

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:

**Q16.** Number of **undergraduate degree programs** the academic unit has?

1

**Q16.1.** List all the names:

Asian Studies

**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?

4

**Q17.** Number of **master's degree programs** the academic unit has?

0

**Q17.1.** List all the names:

**Q17.2.** How many concentrations appear on the diploma for this master's program?

N/A

**Q18.** Number of **credential programs** the academic unit has?

N/A

**Q18.1.** List all the names:

**Q19.** Number of **doctorate degree programs** the academic unit has?

N/A

**Q19.1.** List all the names:



When was your <b>Assessment Plan...</b>	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
<b>Q20.</b> Developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q20.1.</b> Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q20.2. (Required)**

Please **obtain** and **attach** your latest **assessment plan**:



**The Asian Studies Program Assessment Plan (2018).docx**  
14.48 KB


**Q21.**

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

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

**Q21.1.**

Please **obtain** and **attach** your latest **curriculum map**:



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

**Q22.**

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

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

**Q23.**

Does your program have a capstone class?

- ☒ 1. Yes, specify:

ASIA 198

- ☐ 2. No
- ☐ 3. Don't know

**Q23.1.**

Does your program have a capstone project(s)?

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

(Remember: **Save your progress**)  
Save When Completed!

ver. 10.31.17

# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

*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
<b>Knowledge</b> <i>Cultural self- awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the	Recognizes intellectual and emotional dimensions	Identifies components of other cultural	Views the experience of others but does so through

	perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	of more than one worldview and sometimes uses more than one worldview in interactions.	perspectives but responds in all situations with own worldview.	own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different

		culturally different others.	interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	others, but is unaware of own judgment.
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**California State University, Sacramento**  
**Asia 198: Asia in the World Today**  
**Spring Semester 2018**

**Instructor:** Greg M. Kim-Ju, Ph.D.

**Office & Hours:** AMD 351A / T 1:15-2pm & W 10-12:15pm or by appointment

**Class Time & Location:** TBA

**Contact:** 916.278.6738 / [kimju@csus.edu](mailto:kimju@csus.edu)

**Prerequisite:** Instructor permission. 3 units.

**Course Description:**

Senior seminar in recent scholarship and current issues concerning Asia in the world today. A capstone course for Asian Studies majors, as well as graduate students interested in Asia. This course is a collaborative team-taught course designed to offer interdisciplinary perspectives on the themes of Intra Asian Migration. Students will also be expected to pay attention to and to think critically about events that are currently unfolding in Asia. Below is a list of the political geography of the primary regions of East, South, and Southeast Asia.

**East Asia:** China, Japan, Mongolia, North Korea, South Korea, Taiwan

**Southeast Asia:** Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar/Burma, Philippines, Singapore, Thailand, Vietnam

**South Asia:** Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka

**Learning Objectives:**

- Deepen understanding of recent economic, political, and cultural events transpiring in Asia
- Think critically about geo-political issues facing Asia and the world
- Gain a greater understanding of how Asian nations and peoples interact with one another
- Further develop their critical reading and thinking abilities
- Further develop their abilities to communicate complex ideas verbally and through written prose

**Faculty in Asian Studies:** Pat Chirapravati, *Art*; Ken Chinen, *College of Business Administration*; EunMi Cho, *Special Education*; Davis Corner, *Philosophy*; Joël Dubois, *Religion and Humanities*; Jeffrey Dym, *History*; Minjeong Kang, *Family and Consumer Sciences*; Greg Kim-Ju, *Psychology*; Kazue Masuyama, *World Languages and Literatures*; Sujatha Moni, *Women's Studies*; Mitch Numark, *History*; James Rae, *Government*; Richard Shek, *Religion and Humanities*; James Sobredo, *Ethnic Studies*; Curtis Smith, *World Languages and Literatures*; Raghuraman Trichur, *Anthropology*; Michael Vann, *History*

**Requirements:****Attendance (20%)**

A letter grade will be assigned to each student based on attendance and being prepared for class: your grade for this criterion will drop by ten points for each absence.

**Reaction Papers (50%)**

Nearly each week, you will turn in a 2-3 paged paper (double-spaced) based on that week's reading at the start of class. Your paper should briefly summarize the reading (is it biographical? theoretical? empirical?) and discuss the author's point of view, the substance of the book and articles, and analyze how it fits into the course. You should also assess the strengths and weaknesses of the reading. You may occasionally quote or paraphrase the author to illustrate your own point. The first paragraph should identify the author, text, and year of the publication. You may answer the following: What is the author's argument? Are the author's views logical? Is the context explained? Why do you think the author wrote this? You should summarize your overall thoughts in a brief conclusion. Your top ten marks will be calculated for your grade in this section; therefore no late papers will be accepted. Most of the reading assignments can be found on Canvas. They are listed under Faculty's names.

**Term paper and presentation (30%)**

A short term paper (10-12 page double-spaced) paper. Students are free to choose their own topic in the theme of Intra Asian Migration. Please consult with your Professor on your topic. The term paper is due on the last day of class.

Familiarize yourself with CSUS policy on plagiarism at

<http://library.csus.edu/content2.asp?pageID=353>

Ask if you have questions or need help

**Grading Scale:**

<b>A+</b>	<b>97-100</b>	<b>B+</b>	<b>87-89</b>	<b>C+</b>	<b>77-79</b>	<b>D+ 67-69</b>	<b>F</b>	<b>59↓</b>
<b>A</b>	<b>93-96</b>	<b>B</b>	<b>83-86</b>	<b>C</b>	<b>73-76</b>	<b>D 63-66</b>		
<b>A-</b>	<b>90-92</b>	<b>B-</b>	<b>80-82</b>	<b>C-</b>	<b>70-72</b>	<b>D- 60-62</b>		

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

**Sources of reference:** Students are required to use a minimum of four references on the topic chosen. Any information taken from a web site must be cited.

**Style guide:** Students should follow the guidelines of one of the major writing style guides such as the *Chicago Manual of Style*.

***For free, one-on-one help with writing in any class, visit the University Reading and Writing Center in Calaveras 128. The Reading and Writing Center can help you***

at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Reading and Writing Center in CLV 128 or call 278-6356. We also offer real-time online tutoring and small-group tutoring. For current Reading and Writing Center hours and more information, visit the website at [www.csus.edu/writingcenter](http://www.csus.edu/writingcenter) <<http://www.csus.edu/writingcenter>> .

**Cell phone and laptop computer policy:**

**Please turn off your cell phones prior to class, any ring will count as an absence for the day.**

Laptops may be used to take notes, if it is used for other purposes it will count as an absence.

**TENTATIVE SCHEDULE OF CLASSES**

I. 2/16

Gowoon Noh, Department of Anthropology, CSUS

"Ecological Nationalism and the Demonization of 'Invasive' Animal Species in Contemporary South Korea."

Reading Assignment:

Comaroff, Jean and John L. Comaroff. 2001. "Naturing the Nation: Aliens, Apocalypse, and the Postcolonial State." *Journal of Southern African Studies* 27 (3): 627-651.

II. 2/23

Kevin M. Smith, Department of Comparative Literature, University of California, Davis

"Representing the Forgotten War."

Reading Assignment:

Christine Hong, "The Unending Korean War," *positions: East Asia cultures critique* 23.4 (Fall 2015): 597-617.

III. 3/2

Pat Chirapravati, Asian Studies Program

"The Kingdom of Siam's trade and foreign contacts in the 17<sup>th</sup> and 18<sup>th</sup> century."

Reading Assignment:

Na Bombejera, Dhiravat, "Siam's Trade and Foreign Contacts in the Seventeenth and Eighteenth Centuries," *The Kingdom of Siam: Arts of Central Thailand, 1350-1800*: 31-46.

IV. 3/9

Joel Dubois,

"Evolving Notions of Aryan Migration"



Reading Assignment:

1. Indus Valley Civilization:

(a). Overview essay (8 pages with links):

<http://www.harappa.com/indus/indus1.html>

(b) Essay on Lothal (1 page essay, plus view 15 photos linked at top)

<http://www.harappa.com/lothal/text.html>

2 An excerpt from the introduction to Patrick Olivelle's translation of Upanishads.

[https://Canvas.csus.edu/webapps/blackboard/content/listContentEditable.jsp?content\\_id=1860007\\_1&course\\_id=34948\\_1](https://Canvas.csus.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=1860007_1&course_id=34948_1)

V. 3/16

Layne Little, Department of Humanity and Religious Studies

"Migrations of Myth & Men: Indo-Aryans in India."

Pat Chirapravati, Asian Studies Program

"Eastern Indian Ocean and the Context of Intra- Asian Connectivity and Migration: Historical Links and Contemporary Convergences."

Reading Assignment:

Lipi Ghosh, *Eastern Indian Ocean: Historical Links to Contemporary Convergences*, (Cambridge Scholars Publishing, London, 2011).

VI. 3/30

Greg Kim-Ju, Department of Psychology

"Collective Identity of Koreans: A Comparison of Sociopolitical Cohorts from the 1980s and 1990s."

Reading Assignment:

Kim-Ju, G. M. "Collective Identity of Koreans in their 20s and 30s."

VII. 4/6

James Rae, Department of Government

"Globalization, Transnationalism, and Migration: Changing National Identities in China."

Reading Assignment:

Wang, Huiyo, "China's New Talent Strategy: Impact on China Development and its Global Exchanges."

VIII. 4/13

Mike Vann, Department of History "Patterns and Changes in the Port Cities of Southeast Asia."

Reading Assignment:

Vann, Michael. "When the World Came to Southeast Asia: Malacca and the Global Economy"

IX. 5/4

Student Presentation

X. 5/11

TERM PAPER IS DUE

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

**Table I: The Results for Intercultural Knowledge, Competency, and Perspectives 2017-2018**

Note: Data shown here drawn from Data Collection Sheet<sup>1</sup>

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=6)
<b>Knowledge</b> <i>Cultural self- awareness</i>	67%	33%	0%	0%	(100%, N=6)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	50%	50%	0%	0%	(100%, N=6)
<b>Skills</b> <i>Empathy</i>	50%	50%	0%	0%	(100%, N=6)
<b>Skills</b> <i>Verbal and nonverbal communication</i>	50%	50%	0%	0%	(100%, N=6)
<b>Attitudes</b> <i>Curiosity</i>	83%	17%	0%	0%	(100%, N=6)

**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.*

<sup>1</sup> Oral Presentation Data Collection Sheet

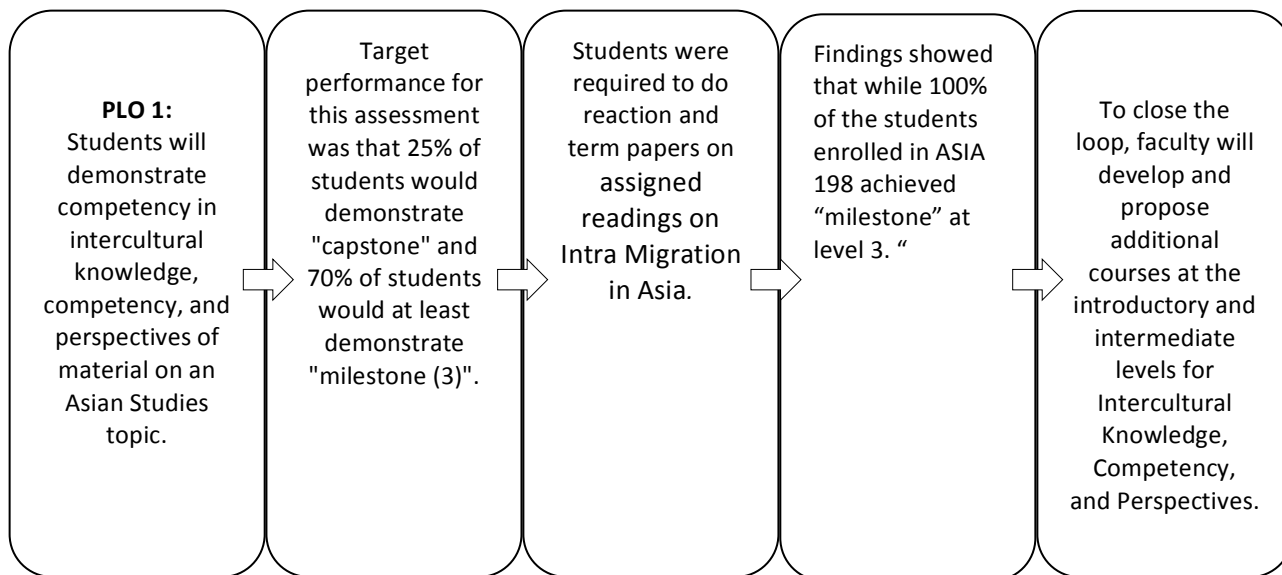
Different Levels Five Criteria (Areas)	(4)	(3)	(2)	(1)	Total (N=6)
<b>Knowledge</b> <i>Cultural self- awareness</i>	4	2	0	0	(N=6)
<b>Knowledge</b> <i>Cultural worldview frameworks</i>	3	3	0	0	(N=6)
<b>Skills</b> <i>Empathy</i>	3	3	0	0	(N=6)

<b>Skills</b>					
<i>Verbal and nonverbal communication</i>	3	3	0	0	(N=6)
<b>Attitudes</b>					
<i>Curiosity</i>	5	1	0	0	(N=6)

### Conclusion

Results from assessment of Intercultural Knowledge, Competency, and Perspectives show that all students in ASIA 198 achieved competency (milestone 3). All reaction and term papers for each student were assessed using this rubric and then averaged across their papers to arrive at the 1-4 rating along each criteria point. Using the PLO results from 2014-2017, we adjusted the target performance from an anticipated 50% of students demonstrating “capstone” to 75% of students demonstrating “milestone.” This year, all students enrolled in ASIA 198 achieved “milestone.” Students scored comparably across both Knowledge (cultural self-awareness and cultural worldview frameworks) and Skills (empathy and verbal and nonverbal communication), and scored the highest with Attitudes. Although drawn from a very small sample, these results are not surprising since this is a capstone course that students have historically done very well. This PLO is an important aspect of training for ASP students, and one that is critical for students to succeed in this field after graduation. ASP will continue to use assignments that focus on Intercultural Knowledge, Competency, and Perspectives and assessment tools such as the one used for this PLO to continue to improve our understanding of student development and performance.

### PLO Map for Asian Studies Program, BA



Results are based on reaction and term papers from 6 students assessed by the course instructor. Over all six students assessed this year achieved a score of at least “3” on all categories, with a high of 100% for Attitudes at the capstone level and a low of 50% for Skills and Knowledge (cultural frameworks). Our goal based on previous assessments was to have the percentage of students achieving “capstone” to reach 30%. This year, all categories reached 30%. The instructor for this course will continue to make adjustments to improve Intercultural Knowledge, Competency, and Perspectives. 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 acquiring intercultural material in Asian Studies.

### **The Asian Studies Program Assessment Plan (2017-2018)**

The Asian Studies Program (ASP) developed a set of learning outcomes applicable to all of its concentrations as well as its minor in 2012-2013. The four learning outcomes were: 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. 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. This year, ASP assessed Intercultural Knowledge and Competence with reaction and term papers from students in 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 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 taking into consideration students specific concentration. These curriculum roadmaps were used for the ASP Smart Planner 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' skills related to PLOs 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	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

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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

