**The Asian Studies Program Assessment Plan (2018-2019)**

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. In 2017-2018, ASP assessed Intercultural Knowledge and Competence with reaction and term papers from students in ASIA 198. This year, we will once again assess Intercultural Knowledge and Competence with reaction and term papers from students in ASIA 198. Next year, we intend to assess Global Learning.

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.

In preparation for an upcoming Program Review, we coordinated with Institutional Research, Effectiveness, and Planning in the Office of the President to survey alumni who majored in Asian Studies in the summer of 2018. These questions drew 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. With respect to this year’s PLO, we drew on alumni responses to “intercultural knowledge and competence”. Eleven of 13 alumni indicated their major had “considerably” helped them develop this PLO while two selected sufficiently.

We will use alumni data to compare student experiences with courses, concentrations, minor, and the overall program on a yearly basis. ASP has an executive committee comprised of five faculty members who can advise students on our major. ASP also hired its first tenure-track faculty member in the program. Collectively, students will 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.