

2018 - 2019 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.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

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: All the Program Learning Outcomes Assessed

Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or 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. **Research**
- 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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 the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

Undergraduate students from the Asian Studies Program are expected to demonstrate "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, 2008). They will (PLO 12: Intercultural knowledge, competency, and perspectives adopted from the VALUE rubric):

12.1 Clearly **articulate** 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.)

12.2 Clearly **demonstrate** 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.

12.3 **Interpret** intercultural experience from the 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.

12.4 Clearly **articulate** a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrate 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.

12.5 **Ask** complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.

12.6 **Initiate and develop** interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% 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

Undo

Q2.2.a.

Please provide the standards of performance/expectations for this PLO:

Target performance for this assessment was that 25% of students would demonstrate "capstone" and 70% of st...

Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment(
[See Appendix 15 Sample Answer to Q2.3](#)):

Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the university.



ASP Intercultural Rubric.docx
14.92 KB

Click here to attach a file

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input 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**)

Undo

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**)

Undo

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:

Term papers (see below) 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 and assessment coordinator assessed papers and assigned points for each category. We also assessed data collected from alumni on Intercultural Knowledge and Competence from an alumni survey conducted in 2018 for an upcoming program review.

"A short term paper (6-8 page double-spaced) paper. Students are free to choose his/her own topic in the theme of Intra Asian Migration. Please consult with Prof. Chirapravati on your topic. The term paper is due on the last day of class."

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

Undo

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 **attach the assignment instructions that the students received to complete the assignment** ([See Appendix 1 Sample Answer to Q3.3.2](#)):



Grade Basis ASIA 198F.docx
15 KB



Click here to attach a file

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.**)

Undo

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

Undo

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

Undo

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

Undo

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

Undo

Q3.6.

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

The major paper assignment for ASIA 198 was selected. The assignment addresses the selected PLO.

Q3.6.1.

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

The sample for papers is low but we reviewed papers from all students who were enrolled in and submitted for ASIA 198.

Q3.6.2a.

Please enter the number (#) of students **from ONLY your program** that were assessed for this program learning outcome (not all students in the class).

Q3.6.3a.

Please enter the number (#) of samples of student work **from ONLY your program** that were evaluated for this program learning outcome.

Q3.6.4.

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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:

We drew on the Asian Studies Alumni Survey conducted in summer 2018 in preparation for an upcoming program review. We focused on the intercultural knowledge and competence PLO addressed in the survey (Q21, p. 5).



Asian-Studies-Alumni-Survey (2018).pdf
52.55 KB



Click here to attach a file

Q3.7.2.

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

In coordination with Institutional Research, Effectiveness, and Planning in the Office of the President, the alumni survey was administered to former students majoring in Asian Studies.

Q3.7.3.

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

See above

Q3.7.4.

If surveys were used, please enter the response rate:

We are uncertain what the response rate is but it ...

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**)

Undo

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**)

Undo

Q3.8.3.

If other measures were used, please specify:

 Click here to attach a file

 Click here to attach a file


(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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 do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:


 PLO Map ASP (2018-2019).docx
20.27 KB


 Alumni Data on Intercultural Knowledge (2019).docx
15.67 KB

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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

Students are meeting the program standard. However, similar to last year, student performance varies depending on the specific criteria for this PLO.

 Click here to attach a file

 Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

We discussed ways to encourage faculty teaching courses with the ASIA designation to incorporate Intercultural Knowledge, Competency, and Perspectives and adopt its associated rubric more explicitly in assignments. We also incorporate this information in student orientation sessions.

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 continue to assess this value rubric in ASIA courses that adopt this PLO to compare courses and cohorts in different years. We will use this information in an upcoming program review.

- 2. No
- 3. Don't know

Undo

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

Undo 1-12

Undo 12-23

	1.	2.	3.	4.	5.
	Very Much	Quite a Bit	Some	Not at All	N/A
1. Improved specific courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developed/updated 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 checked="" type="radio"/>	<input 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 used the data above to refine the content in her course. The theme was on intra Asian migration, a topic that fits nicely with this PLO such that students can write directly about connections between Asian cultures. The assessment data have also informed ASP's 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?

Undo 1-9

	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 **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 ASIA 151. We encouraged faculty teachign ASIA 134, 135, 136, and 198 courses to adopt this rubric. The Intercultural Knowledge, Competency, and Perspectives feedback was used to shape the main paper assignment for ASIA 198.


(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)


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:

 Click here to attach a file

 Click here to attach a file

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. **Research**
- 21. 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. As we develop and offer more courses with the ASIA designation, we will include more data for assessment.

Q9. Please attach any additional files here:

The Asian Studies Program Assessment Plan (2019).docx
15.12 KB



Rubric Data (2019).xlsx
12.29 KB



[Click here to attach a file](#)



[Click here to attach a file](#)

Q9.1.

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

Asian Studies Intercultural Rubric (2019)

The Grade Basis ASIA 198F

PLO Map ASP (2018-2019)

Alumni Data on Intercultural Knowledge (2019)

Asian Studies Alumni Survey (2018)

Rubric Data (2019)

The Asian Studies Program Assessment Plan (2019)

Japanese Roadmap

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]

Q11.

Report Author(s):

Q11.1.

Department Chair/Program Director:

Q11.2.

Assessment Coordinator:

Q12.

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

Q13.

College:

Q14.

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

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:

Undo

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

Q16.1. List all the names:

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?

N/A

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?

Don't know

Q19.1. List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
<input type="button" value="Undo"/>	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. 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"/>
Q20.1. 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 (2019).docx
15.12 KB

Q21.


Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

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

Undo

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

Undo

Q23.

Does your program have a capstone class?

1. Yes, specify:

198

2. No
 3. Don't know

Undo

Q23.1.

Does your program have a capstone project(s)?

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

Undo

Q24.

BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

1. PLO Assessed (**Q1.1, Q2.1**)
 2. Definition of the PLO(s) (**Q2.1.1**)
 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
 4. Direct Measures (**Q3.3.2**)
 5. Data Table(s) (**Q4.1**)
 6. Curriculum Map (**Q21.1**)
 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact 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
Knowledge <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.)
Knowledge <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.
Skills <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.
Skills <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.
Attitudes <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.
Attitudes <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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Course Requirements and Grade Basis:

45% Senior Thesis: 15-20 pages (3500 – 4500 words).

- The senior thesis has 6 parts: 1) proposal, consisting of a one-paragraph thesis statement, 2) preliminary research bibliography (at least 4 pages) in correct citation format, 3) outline of argument development, 4) first draft, 5) second draft for peer review, 6) final draft

Peer Review: Mark the first draft written by your partner.

NOTE: the peer reviews are graded and worth 40 points of the research paper portfolio's total 300 points. Your effort as a peer reviewer is evaluated for 1) thoroughness in marking your colleague's second draft.

Senior thesis portfolio (due May 6):

- Final Draft of Thesis: 3500-4500 words, including footnotes, "Works Cited" bibliography, and a *cover page* with your name, title of paper, course name, and date in correct cover-page style format.

Grading rubric for first draft and final draft are identical:

- Strength and clarity of thesis: 20 points
- Logic of argument (thesis) development (composition): 15 points
- Strength of visual evidence: 15 points
- Quality of scholarly sources: 15 points
- Accuracy of citation usage and format (footnote and bibliography): 10 points
- Quality of writing (grammar, syntax, punctuation, spelling, etc.): 20 points
- Professional presentation: 10 points
- 100 total points: 100-90=A, 89-80=B, 79-70=C, 69-60=D.

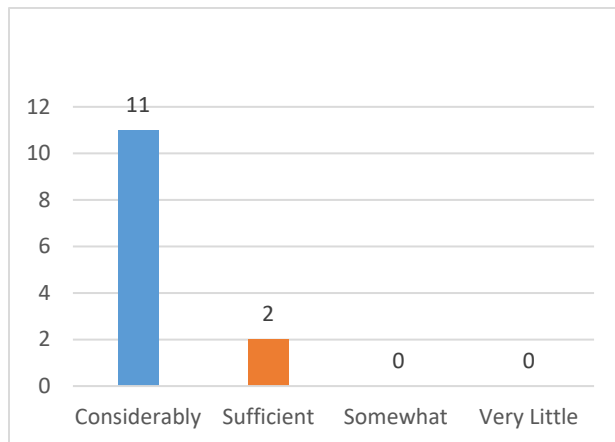
Grading for research paper portfolio overall:

- Proposal and research bibliography: 50 points
- Outline: 10 points
- First draft: 100 points
- Peer review: 40 points
- Final draft: 100 points
 - 300 total points: 300-270=A, 269-240=B, 239-210=C, 209-180=D, 179 and below=F
 -
 - NOTE: This class adheres to university policy on plagiarism. Please review the policy: <http://library.csus.edu/content2.asp?pageID=353>

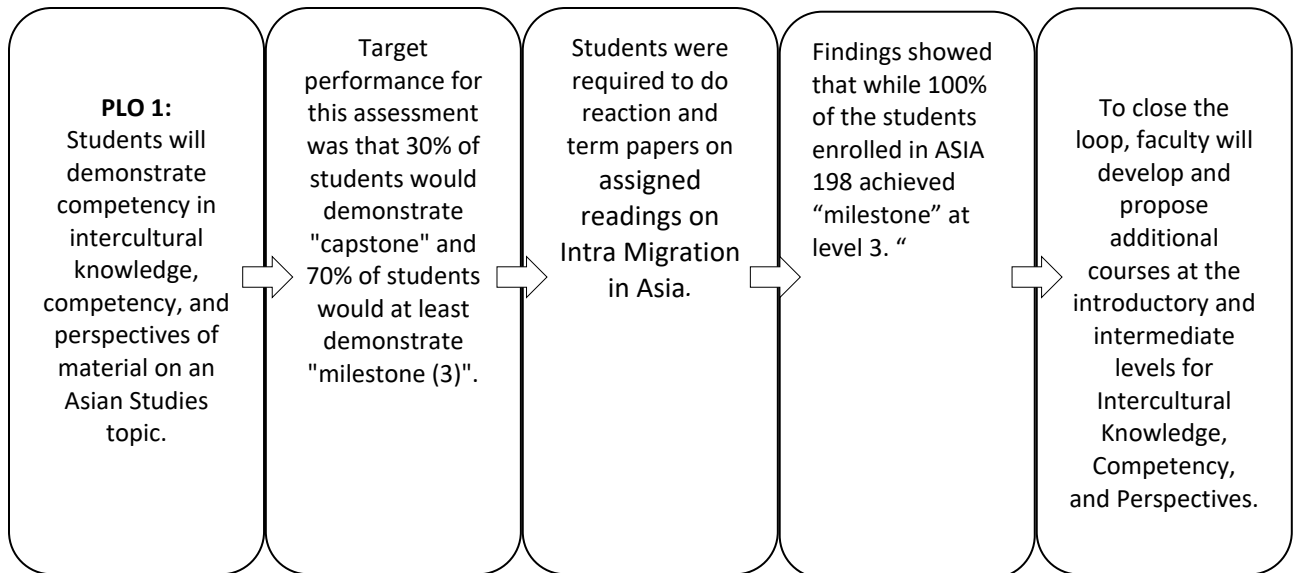
Intercultural Knowledge, Competency, and Perspectives

To what extent did your major help you develop the following types of knowledge and proficiencies? - Intercultural knowledge and competence (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.")

In response to the question above in the alumni survey of 2018, 11 of 13 students indicated “considerably” with the two remaining students selecting “sufficient”.



PLO Map for Asian Studies Program, BA



Results are based on the mean rubric scores of term papers from eight students assessed by the course instructor and assessment coordinator. Overall, all eight students assessed this year achieved a mean score of at least “3” across all categories, with a low score of 3.08 and a high of 3.92. The mean scores across all students ranged from 3.5 to 3.75. In comparison to last year, more students achieved a score of at least “3”. Based on previous assessments, our goal was to have the percentage of students achieving “capstone” to reach 30%. The past two years with this PLO, 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.

Asian Studies Alumni Survey

From Q4.1

Description:

Date Created: 8/6/2018 2:41:52 PM

Date Range: 8/27/2018 9:00:00 AM - 10/7/2018 11:59:00 PM

Total Respondents: 14

Q1. Your individual responses will be held in the strictest confidence. In addition, all analysis and reporting generated from the data we collect will be based solely on aggregate statistics. Furthermore, providing your feedback could earn you a chance to receive Sacramento State Alumni Merchandise! However, if we don't know who you are, you can't win, so please provide the following information: (Optional)

Count	Respondent %	Response %	
13	100.00%	34.21%	First name:
13	100.00%	34.21%	Last name:
12	92.31%	31.58%	E-mail address:
13	Respondents		
38	Responses		

Q2. Among the following factors, which ONE was the MOST important in selecting your major?

Count	Percent	
3	21.43%	I enjoyed a course I had related to the major.
1	7.14%	I thought it would prepare me for a career in the field.
9	64.29%	I had always been interested in studying the major.
0	0.00%	I heard good things from peers about the major.
0	0.00%	My coursework at a community college led me to the major.
1	7.14%	I was impressed with the faculty in the major at Sacramento State.
14	Respondents	

Q3. Please indicate your level of satisfaction with the following: - The quality of faculty instruction you received in your major courses

Count	Percent	
12	85.71%	Very satisfied
2	14.29%	Somewhat satisfied
0	0.00%	Neutral
0	0.00%	Somewhat dissatisfied
0	0.00%	Very dissatisfied
14	Respondents	

Q4. Please indicate your level of satisfaction with the following: - The quality of the courses you took in your major

Count	Percent	
10	71.43%	Very satisfied
4	28.57%	Somewhat satisfied
0	0.00%	Neutral
0	0.00%	Somewhat dissatisfied
0	0.00%	Very dissatisfied
14	Respondents	

Q5. Please indicate your level of satisfaction with the following: - The intellectual challenge you received in the major

Count	Percent		
10	71.43%		Very satisfied
4	28.57%		Somewhat satisfied
0	0.00%		Neutral
0	0.00%		Somewhat dissatisfied
0	0.00%		Very dissatisfied
14	Respondents		

Q6. Please indicate your level of satisfaction with the following: - The ability of the department to schedule classes that would allow you to graduate within a reasonable period of time

Count	Percent		
6	46.15%		Very satisfied
6	46.15%		Somewhat satisfied
1	7.69%		Neutral
0	0.00%		Somewhat dissatisfied
0	0.00%		Very dissatisfied
13	Respondents		


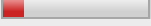
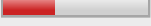
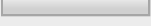
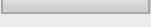
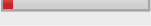
Q7. Please indicate your level of satisfaction with the following: - Your overall experience in the major

Count	Percent		
12	85.71%		Very satisfied
2	14.29%		Somewhat satisfied
0	0.00%		Neutral
0	0.00%		Somewhat dissatisfied
0	0.00%		Very dissatisfied
14	Respondents		

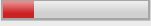
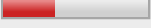
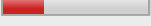
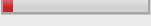
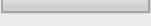
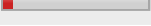
Q8. Please indicate your level of satisfaction with the following: - The level of preparation you received from the major in relation to succeeding in the world after college

Count	Percent		
5	35.71%		Very satisfied
2	14.29%		Somewhat satisfied
7	50.00%		Neutral
0	0.00%		Somewhat dissatisfied
0	0.00%		Very dissatisfied
14	Respondents		


Q9. Please indicate how well the curriculum in your program provided you with the following: - The discipline-specific skills needed to succeed in your chosen field

Count	Percent		
6	42.86%		Exceptionally well
2	14.29%		More than adequately
5	35.71%		Adequately
0	0.00%		Less than adequately
0	0.00%		Not at all
1	7.14%		Not applicable
14 Respondents			

Q10. Please indicate how well the curriculum in your program provided you with the following: - Understanding of the methods and practices of the profession

Count	Percent		
3	21.43%		Exceptionally well
5	35.71%		More than adequately
4	28.57%		Adequately
1	7.14%		Less than adequately
0	0.00%		Not at all
1	7.14%		Not applicable
14 Respondents			

Q11. To what extent did your major help you develop the following types of knowledge and proficiencies? - Careful reading (Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.")

Count	Percent		
9	64.29%		Considerably
5	35.71%		Sufficiently
0	0.00%		Somewhat
0	0.00%		Very little
14 Respondents			

Q12. To what extent did your major help you develop the following types of knowledge and proficiencies? - Critical thinking (Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.)

Count	Percent		
9	64.29%		Considerably
5	35.71%		Sufficiently
0	0.00%		Somewhat
0	0.00%		Very little
14 Respondents			

Q13. To what extent did your major help you develop the following types of knowledge and proficiencies? - Understanding and using quantitative information (Quantitative Literacy or Quantitative Reasoning is a competency and comfort in working with numerical data. Individuals with strong quantitative skills possess the ability to reason and solve quantitative problems from a wide array of contexts and situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats [using words, tables, graphs, mathematical equations, etc.]

Count	Percent		
3	23.08%		Considerably
5	38.46%		Sufficiently
3	23.08%		Somewhat
2	15.38%		Very little
13	Respondents		

Q14. To what extent did your major help you develop the following types of knowledge and proficiencies? - Information literacy and research skills (Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.")

Count	Percent		
7	50.00%		Considerably
6	42.86%		Sufficiently
1	7.14%		Somewhat
0	0.00%		Very little
14	Respondents		

Q15. To what extent did your major help you develop the following types of knowledge and proficiencies? - Effective writing (Effective written communication is the development and expression of ideas in writing.)

Count	Percent		
10	71.43%		Considerably
4	28.57%		Sufficiently
0	0.00%		Somewhat
0	0.00%		Very little
14	Respondents		

Q16. To what extent did your major help you develop the following types of knowledge and proficiencies? - Effective oral communication (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.)

Count	Percent		
6	42.86%		Considerably
6	42.86%		Sufficiently
2	14.29%		Somewhat
0	0.00%		Very little
14	Respondents		

Q17. To what extent did your major help you develop the following types of knowledge and proficiencies? - Teamwork (Teamwork is behaviors under the control of individual team members [effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions].)

Count	Percent		
5	35.71%		Considerably
4	28.57%		Sufficiently
3	21.43%		Somewhat
2	14.29%		Very little
14	Respondents		

Q18. To what extent did your major help you develop the following types of knowledge and proficiencies? - Problem-solving (Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.)

Count	Percent		
6	42.86%		Considerably
6	42.86%		Sufficiently
1	7.14%		Somewhat
1	7.14%		Very little
14 Respondents			

Q19. To what extent did your major help you develop the following types of knowledge and proficiencies? - Ethical reasoning and action (Ethical reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.)

Count	Percent		
9	64.29%		Considerably
3	21.43%		Sufficiently
1	7.14%		Somewhat
1	7.14%		Very little
14 Respondents			

Q20. To what extent did your major help you develop the following types of knowledge and proficiencies? - Civic knowledge and engagement (Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.)

Count	Percent		
8	57.14%		Considerably
3	21.43%		Sufficiently
3	21.43%		Somewhat
0	0.00%		Very little
14 Respondents			

Q21. To what extent did your major help you develop the following types of knowledge and proficiencies? - Intercultural knowledge and competence (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.")

Count	Percent		
11	84.62%		Considerably
2	15.38%		Sufficiently
0	0.00%		Somewhat
0	0.00%		Very little
13 Respondents			

Q22. To what extent did your major help you develop the following types of knowledge and proficiencies? - Foundations and skills for lifelong learning (Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.")

Count	Percent		
10	76.92%		Considerably
3	23.08%		Sufficiently
0	0.00%		Somewhat
0	0.00%		Very little
13 Respondents			



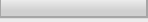
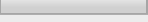
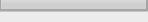
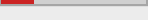
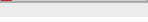
Q23. To what extent did your major help you develop the following types of knowledge and proficiencies? - The ability to integrate or connect ideas or information (Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.)

Count	Percent		
10	76.92%		Considerably
2	15.38%		Sufficiently
1	7.69%		Somewhat
0	0.00%		Very little
13 Respondents			

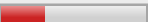
Q24. To what extent did your major help you develop the following types of knowledge and proficiencies? - The ability to apply your knowledge to new situations or problems

Count	Percent		
11	84.62%		Considerably
1	7.69%		Sufficiently
1	7.69%		Somewhat
0	0.00%		Very little
13 Respondents			

Q25. Which of the following best describes your current primary activity?

Count	Percent		
8	61.54%		Employed full-time
1	7.69%		Employed part-time
0	0.00%		Graduate/professional school full time
0	0.00%		Graduate/professional school part time
0	0.00%		Military service
3	23.08%		Not employed, seeking employment, admission to graduate school, or other opportunity
1	7.69%		Not employed by choice (homemaker, volunteer, traveling, etc.)
13 Respondents			


Q26. Since Graduating from Sacramento State, have you traveled to or lived in Asia?

Count	Percent		
9	69.23%		Yes
4	30.77%		No
13 Respondents			



Q27. How long did you travel or live in Asia?

Count	Percent		
2	22.22%		0-3 months
3	33.33%		3 months - 1 year
4	44.44%		1-3 years
0	0.00%		More than 3 years
9 Respondents			

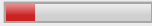
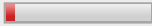

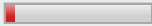
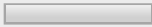
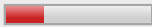
Q28. Which countries have you traveled to or lived in?

Count	Percent	
9	100.00%	
9	Respondents	

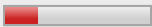


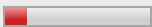

Q29. Are you still living in Asia?

Count	Percent		
4	44.44%		Yes
5	55.56%		No
9	Respondents		

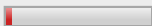








Q30. Which of the following best describes your career path since graduation? (Check all that apply)


Count	Respondent %	Response %	
3	23.08%	20.00%	 Work in the private sector
1	7.69%	6.67%	 Work in not-for-profit sector
6	46.15%	40.00%	 Work in public sector "local, state, or federal government"
1	7.69%	6.67%	 Graduate school
0	0.00%	0.00%	 Career training or other instruction (non-graduate school)
4	30.77%	26.67%	 None of the above
13	Respondents		
15	Responses		


Q31. How important to your current employer is your undergraduate degree?


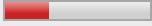
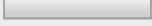
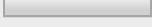
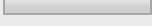
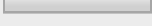
Count	Percent		
3	23.08%		Very important
4	30.77%		Somewhat important
2	15.38%		Only slightly important
2	15.38%		Not important at all
2	15.38%		Not applicable
13	Respondents		

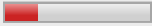

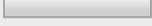
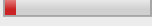
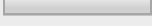
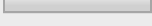
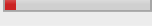
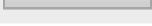
Q32. My current job: (Check all that apply)

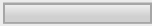
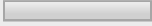
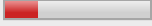
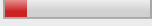

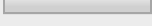
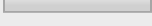
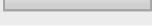
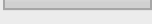
Count	Respondent %	Response %	
2	15.38%	4.26%	 Is related to my undergraduate major
7	53.85%	14.89%	 Uses important skills I gained during college
5	38.46%	10.64%	 Is related to my desired career path
6	46.15%	12.77%	 Is work I find meaningful
7	53.85%	14.89%	 Allows me to continue to grow and learn
6	46.15%	12.77%	 Pays enough to support my desired lifestyle
5	38.46%	10.64%	 Pays health insurance benefits
6	46.15%	12.77%	 Is likely to continue until I wish to leave
3	23.08%	6.38%	 Not applicable
13	Respondents		
47	Responses		

Q33. Place of employment		
Count	Percent	
11	100.00%	
11	Respondents	


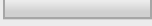
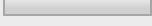
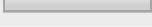
Q34. How has your degree assisted you in acquiring a job? Please describe.		
Count	Percent	
11	100.00%	
11	Respondents	

Q35. What is your gender?			
Count	Percent		
9	69.23%		Woman
4	30.77%		Man
0	0.00%		Genderqueer/Gender Non-Conforming
0	0.00%		Transgender Man
0	0.00%		Transgender Woman
0	0.00%		Prefer not to say
13	Respondents		

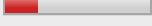
Q36. What is your age?			
Count	Percent		
3	23.08%		20 - 24
8	61.54%		25 - 29
0	0.00%		30 - 34
1	7.69%		35 - 39
0	0.00%		40 - 44
0	0.00%		45 - 49
1	7.69%		50 or above
0	0.00%		Prefer not to say
13	Respondents		

Q37. What is your racial/ethnic identity?			
Count	Percent		
0	0.00%		African American/Black, non-Hispanic
0	0.00%		Native American or Alaska Native
3	23.08%		Caucasian/White
2	15.38%		Mexican/Hispanic/Latino
8	61.54%		Asian
0	0.00%		Pacific Islander/Native Hawaiian
0	0.00%		Foreign/Nonresident Alien
0	0.00%		Other/multiracial
0	0.00%		Prefer not to say
13	Respondents		

Q38. Which of the following best describes you in relation to the degree(s) you received from Sacramento State?

Count	Percent		
13	100.00%		I received a Bachelor's degree only.
0	0.00%		I received a Master's degree only.
0	0.00%		I received both a Bachelor's and Master's degree.
0	0.00%		I do not have a degree from Sacramento State.
13	Respondents		

Q39. In what year did you receive your Bachelor's degree?

Count	Percent		
0	0.00%		2013
2	15.38%		2014
3	23.08%		2015
3	23.08%		2016
5	38.46%		2017
13	Respondents		

Q40. In what year did you receive your Master's degree?

Count	Percent		
0	0.00%		2013
0	0.00%		2014
0	0.00%		2015
0	0.00%		2016
0	0.00%		2017
0	Respondents		

JV	Score	Score	
Knowledge Cultural Self-Awareness	3	3	3
Knowledge - Knowledge of Cultural Worldview	4	4	4
Skills - Empathy	3	3	3
Skills - Verbal	3	4	3.5
Attitudes - Curiosity	4	4	4
Attitudes - Openness	4	4	4
	3.5	3.666667	3.583333
LP	Score	Score	
Knowledge Cultural Self-Awareness	3	4	3.5
Knowledge - Knowledge of Cultural Worldview	3	4	3.5
Skills - Empathy	4	4	4
Skills - Verbal	3	4	3.5
Attitudes - Curiosity	3	3	3
Attitudes - Openness	3	3	3
	3.166667	3.666667	3.416667
NG	Score	Score	
Knowledge Cultural Self-Awareness	4	4	4
Knowledge - Knowledge of Cultural Worldview	4	4	4
Skills - Empathy	4	4	4
Skills - Verbal	4	4	4
Attitudes - Curiosity	4	4	4
Attitudes - Openness	4	3	3.5
	4	3.833333	3.916667
KN	Score	Score	
Knowledge Cultural Self-Awareness	3	3	3
Knowledge - Knowledge of Cultural Worldview	2	4	3
Skills - Empathy	3	3	3
Skills - Verbal	2	4	3
Attitudes - Curiosity	4	3	3.5

Attitudes - Openness	3	3	3
	2.833333	3.333333	3.083333
MS	Score	Score	
Knowledge Cultural Self-Awareness	4	4	4
Knowledge - Knowledge of Cultural Worldview	4	4	4
Skills - Empathy	4	4	4
Skills - Verbal	4	3	3.5
Attitudes - Curiosity	4	4	4
Attitudes - Openness	4	3	3.5
	4	3.666667	3.833333
N.E.	Score	Score	
Knowledge Cultural Self-Awareness	3	4	3.5
Knowledge - Knowledge of Cultural Worldview	3	4	3.5
Skills - Empathy	3	4	3.5
Skills - Verbal	3	4	3.5
Attitudes - Curiosity	3	4	3.5
Attitudes - Openness	3	4	3.5
	3	4	3.5
GL	Score	Score	
Knowledge Cultural Self-Awareness	4	4	4
Knowledge - Knowledge of Cultural Worldview	4	4	4
Skills - Empathy	4	4	4
Skills - Verbal	4	4	4
Attitudes - Curiosity	4	4	4
Attitudes - Openness	4	4	4
	4	4	4
AJ	Score	Score	
Knowledge Cultural Self-Awareness	5	3	4
Knowledge - Knowledge of Cultural Worldview	4	4	4
Skills - Empathy	5	4	4.5
Skills - Verbal	4	3	3.5

Attitudes - Curiosity	4	4	4
Attitudes - Openness	4	3	3.5
	4.333333	3.5	3.916667

Capstone	Milestone	Milestone	Benchmark
4	3	2	1

Knowledge Cultural Self-Awareness	3.625
Knowledge - Knowledge of Cultural Worldview	3.75
Skills - Empathy	3.75
Skills - Verbal	3.5625
Attitudes - Curiosity	3.75
Attitudes - Openness	3.5

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.

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

