

# **Academic Program Review BA Asian Studies**

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**APROC Recommendation to Faculty Senate****BA Asian Studies****11/20/2020**

The Academic Program Review Oversight Committee (APROC) affirms that the Department of Asian Studies has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the BA Asian Studies. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Social Sciences and Interdisciplinary Studies decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

2020

# Asian Studies Program Self Study



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**Asian Studies Program**  
**Program Review Self Study**  
**Spring 2020**

**I. Context**

The Asian Studies Program has existed since as far back as the 1980s and is at a very exciting turning point as we look forward to the next decade of the 2020s. Certainly over the next five years we have some very specific ambitions. First, we will dramatically change our curriculum to match the new reality of having a tenure-track appointment now on board. Second, we must mentor our new faculty as she is groomed over the next several years to become the Program Director. Third, we seek to promote outreach and to grow our major and the interest in our courses and program. Finally, we need to routinize and regularize the administration of the program. These four goals are interrelated and progress in each area will promote improvement in the others, they are mutually beneficial but will require time, labor, and outside support.

California State University, Sacramento (Sacramento State) has one of only four Asian Studies programs that offer a major in the field across the 23 campus California State University (CSU) system. Asian Studies is also uncommon in the partner 10 campus University of California (UC) system. Sacramento State's 31,000 student body is over 20% Asian American and Pacific Islander, with a predominant share having a heritage from Southeast Asia, particularly Hmong, Mien, Cambodian, Filipino, Lao, Thai, and Vietnamese. The U.S Department of Education designated Sacramento State as an Asian-American Native American Pacific Islander Serving Institution (AANAPISI) in 2011. Sacramento State is the fourth most diverse university in the western United States and in 2015 also became a Hispanic-Serving Institution (HSI). Likewise, Sacramento itself is extraordinarily diverse, and has a population of just under 20% Asian American and Pacific Islanders, a pattern replicated across the major metropolitan areas of northern California that our campus serves. Currently, we have approximately 35 majors and 5 minors.

**II. Improvements made since 2010 Asian Studies Program Review**

**A. Recommendations and Challenges**

Recommendation 1: The program chair should meet with the university Faculty Assessment Coordinator to discuss a long-range assessment plan. Utilizing the data from the annual Fact Book, surveys and/or focus groups with current students, alumni, etc. could be considered as well.

Recommendation 2: Program learning goals are unclear, and the concentrations goals appear to be similar, but stated differently. The Review Team suggests that the goals for each concentration be standardized, matching program goals. Many of the goals as written appear to be difficult to measure.

Recommendation 3: It is recommended that the learning goals for the department be compared and integrated with the Baccalaureate Learning Goals for the University. The program assessment plan could be centered around these Baccalaureate Learning Goals to shape a plan to archive evidence of student learning along these dimensions. Perhaps the student use of an e-portfolio may aid in collection of these assignments. As it is, the assessment efforts appear to be fragmented across multiple courses with multiple measures of assessment.

Recommendation 4: The Program Director should work with the Dean to establish compensation for faculty to teach the ASIA 198 capstone course which is a part of the major requirements, and now team taught, but is only taught as a faculty overload.

Recommendation 5: There appears to be a bottleneck of majors trying to get foreign languages, particularly Japanese and Chinese. The Review Team suggests working with the Dean to provide adequate support for these positions and to eliminate curricular roadblocks for students. This is critical for the program's success.

Recommendation 6: Consider partnering with other CSU campuses to create or use online courses to augment the curricula particularly where curricular roadblocks occur.

Challenge 1: While there have been improvements in the program's webpage, the website should be modernized and updated with current information. This will require administrative support.

Challenge 2: Adequate space, administrative offices, faculty office space, and stockroom space is an important issue for the program; current levels are not adequate as it appears Asian Studies has no designated space.

Challenge 3: The program should work with the Dean and other Deans on campus to develop a long-range hiring plan. Of particular concern is the lack of summer coverage when students may need advising or concerns addressed. Also, the lack of any release time for the director of the program is a particularly concerning trend. It is important to note that the program has no control over who is hired in the university that teaches about Asia. The program must constantly adjust its curriculum to reflect the teaching interests of new faculty who are hired by departments, as well as delete courses from the major of faculty who leave Sacramento State. The program review document indicated a desire to have Asian offerings more broadly considered by areas such as Economics and Geography.

Challenge 4: There has been no program staff until after this review began. There is now a shared staff with several other programs. This is a step in the right direction and should be reviewed to determine whether this is adequate.

#### **B. Actions and Continuing Challenges**

R3: Directors and vice-directors of the Asian Studies Program have routinized learning outcomes and assessment, which is now conducted annually and archived with the university. We intend to update the assessment plan as we are developing new courses for the program and submitting a major program revision.

R4: A faculty affiliate now teaches the capstone ASIA 198 course. From 2019 hence, the course may be taught by the new full-time faculty hired in 2019.

R5: The language requirement has remained the single biggest roadblock to graduation. In fact, the problem has increased as we developed a Korean concentration since the last review and have struggled to have Korean language courses offered in the Department of World Languages and Literature. They can only be relied upon to offer two semesters, not the requisite four. In addition, the only language from South or Southeast Asia has been Punjabi. That coursework was sponsored by private donations from the Sikh community and has largely been discontinued, leaving no languages from the region. We are also cognizant of the overall decline in language study at universities more broadly, including exemptions for various 'high-unit' majors. Our current plan leans toward relinquishing the language requirement, but allowing such courses to be taken for credit, thus maintaining our commitment to language learning. We are also considering streamlining our major to a singular Asian Studies bachelor's degree and discontinuing the Concentration model, of which we have four. This requires further dialogue and investigation.

R6: We have not had the opportunity to explore options related to cross-CSU collaboration, though online or partner exchange opportunities remain a discussion topic. We hope to further explore these options through the review process and the opportunity for dialogue with external reviewers from within the CSU system.

C1: The university overhauled the entire website in 2019, thus lots of information on our website was lost and navigating the new portals has been a challenge. We are prioritizing revamping our website to make it more of an information hub and clearinghouse for opportunities the program offers like study abroad, internships, and student clubs. Yet with very little staff support, that will remain a challenge.

C2: We have been provided a faculty office space in Benicia Hall for the past several years shared among the program's faculty affiliates. Since 2019, we also have a second faculty office located in Amador Hall (4<sup>th</sup> floor) for our new hire. Our 8 hour per week staff person is also located in Amador Hall, in the 2<sup>nd</sup> floor Dean's office where he has other responsibilities. We have explored

opportunities to centralize our space to present a more welcoming experience for students who have difficulty to track us down.

C3: We now have a full-time tenure-track faculty. The Dean's office has also provided some compensation for summer work on assessment and orientation. We must still adjust our program to the vagaries of other units on campus, the retirement or departure of faculty as well as the hiring choices of select colleges. We seek to engage with departments and offices on campus that are particularly relevant to our program, such as World Languages and the Office of International Programs and Global Education. We intend to advocate for more positions in other units, or possibly co-hiring, faculty who specialize on Asia.

C4: We are very pleased with our current staff member, though he is only devoted to us for 8 hours per week. The Dean's office has granted him some flexibility to exceed that occasionally, but we must also be very protective of his time owing to his other obligations. Certainly, we would prefer a staff person with us a minimum of 20 hours per week, and also more visibility to our presence on campus and centralizing our space to maximize that destination.

### **III. Asian Studies Program**

#### **A. Overview**

The Program has one undergraduate degree with four concentration options. We also offer a minor in Asian Studies. Since the last program review, the program has examined the strengths and weaknesses of our existing curricula and have revised it significantly once and plan to do so again.

We list the requirements for each of our programs below. The Asian Studies major is a 36-unit major, and has five required courses, each with an option to select one of two. The concentration requires four courses in that area of geographic specialization, and then students may choose three electives total, one each from the other groupings. Finally, four semesters of an Asian language are required by coursework or a language proficiency exam. The minor requires 24 units and no language. None of the very few ASIA coded courses fulfill GE requirements.

#### **Program Requirements: BA**

##### Core Requirements (15 units)

ART 3A or 3B: Traditional Asian Art or Modern and Contemporary Asian Art

HIST 6: Asian Civilizations

HRS 70 or 71: Arts and Ideas of Asia: Ancient to Medieval or Medieval to Modern

POLS 145 or MUSC 119A: Asian Politics or World Music: Asia



ASIA 198 or HIST 192C: Asia in the World Today or Seminar in Recent Interpretations of Asian History

Concentration Requirements (12 units)

Select four courses from one of the following concentrations:

Japanese Studies Concentration

Chinese Studies Concentration

Korean Studies Concentration

South and Southeast Asia Concentration

Electives (9 units)

Select 9 units from three different groupings

Group 1: Japan

Group 2: China

Group 3: Korea

Group 4: South and Southeast Asia

Group 5: Asian America

Group 6: Pan-Asia

Group 7: Advanced Language

Group 8: Field Work-Internships

**Program Requirements: Minor**

Core Requirements (12 units)

ART 3A or 3B: Traditional Asian Art or Modern and Contemporary Asian Art

HIST 6: Asian Civilizations

POLS 145 or MUSC 119A: Asian Politics or World Music: Asia

ASIA 198 or HIST 192C: Asia in the World Today or Seminar in Recent Interpretations of Asian History

Electives (12 units)

Select 12 units from four different groupings

## **B. Students Learning**

We are a program committed to promoting the University's strategic goals. For instance, we have sought to "hire faculty and staff who embrace, support, and add to the cultural, linguistic, and social diversity of the campus community." To those ends, we hired a Korean national who is fluent in Korean, Chinese, and Japanese and teaches about migration and the intersectionality among issues of race, gender, and class in this context. Moreover, in seeking to "develop a multi-disciplinary program that reflect the future needs of our region," our program recognizes that globalization has long connected the world, that the world's second and third largest economies are in Northeast Asia, and that the region is widely seen as the most dynamic in the world. Thus, our program promotes knowledge of foreign languages, developing overseas experience, improving cultural adaptability skills, and working in a foreign environment that promotes understanding of diverse populations. We also "promote University expertise, programs, collections, and curriculum that represent commitment to a diverse campus community." We are the only area studies program at the university with its own major and courses within that major, in taking an expansive view of the region, including Northeast Asia, Southeast Asia, and South Asia as key areas of concentration. Likewise, we "promote international education, research, and engagement" as our affiliated faculty have deep engagement in overseas exchange programs, including offering faculty-led overseas study abroad trips to China and Japan that "incorporate and expand experiential learning opportunities (e.g., internships, service learning)" and "increase the number of students who participate in high-impact learning experiences by 2020."

The Asian Studies Program developed the following four Program Learning Outcomes for both majors and minors across our concentrations: 1) Intercultural Knowledge and Competence in Asian Studies, 2) Oral Communication in an Asian Language, 3) Critical Thinking in Asian Studies, 4) Written Communication in Asian Studies. Under the first learning outcome, students are expected to develop in their understanding of core areas of Asian societies and interdisciplinary knowledge of terminology for at least one Asian concentration (Japan, China, South and Southeast Asia). These areas and terminology reflect those related to art, history, government and politics, culture, and philosophy/religion. For the second learning outcome, students are expected to demonstrate proficiency in a South/Southeast Asian Language with 1) Interpersonal Communication: conversations, providing and obtaining information, expressing feelings and emotions, and exchanging opinions; 2) Interpretive Communication: understanding and interpreting written and spoken language on a variety of topics; and 3) Presentational Communication: presenting information, concepts, and ideas to an audience of listeners and of readers on a variety of topics. The third learning outcome expects students to learn skills at a level appropriate for undergraduate students to 1) analyze cause and effect relationships in history, 2) analytically compare countries in the Asian region using a standard set criteria, and 3) critically evaluate social, cultural, and political issues facing Asian and the world. The fourth learning outcome expects students to demonstrate proficiency communicating ideas through

**20 February 2020**  
**Asian Studies Program (ASP) Review, CSU Sacramento**

**Profs. Jun Xing and Teri Yamada**

### **Overall Impression**

After two days interviewing students, faculty, staff and administrators identified as stakeholders in the Asian Studies Program, we were impressed with the quality of the students and their genuine enthusiasm for the program and its instructors. The instructors we interviewed were selfless advocates of the program, who had devoted many volunteer hours to ensure its continuation during precarious times.

Our comments and suggestions are intended to provide constructive criticism for strengthening the program as it develops into a full-fledged department in the near future. These suggestions are broadly divided into three intersecting categories: capacity building; program and curriculum development; and, administrative issues.

### **I. Capacity Building**

*Question: Given the Administration's commitment to facilitate ASP's transition to a department over the next 5-8 years, what capacity building needs to take place to ensure a successful transition and sustainability?*

#### **Faculty Lines**

The program recently hired its first TT faculty. Her area of expertise is interdisciplinary Korean Studies, which aligns with the Program's focus on East Asia. A viable department requires more than one tenure line since a synergy of dedicated faculty located in one department provides a basis for the intellectual expertise required to develop curriculum, study-abroad programs, symposiums, community outreach and student mentorship needed in a growing department. We suggest that the next TT hire be a contemporary China expert. Ideally, this position should be the second full-time hire in ASP, but it could also be a joint appointment with another department, such as history. This TT hire should demonstrate the capacity to teach a course in the geopolitics of China's realignment of economic and military influence in Asia via its Belt and Road Initiative. Considering the significant Southeast Asian student population represented on campus, we suggest that the third TT hire be a Southeast Asianist who also understands the history and political economy of the Chinese diaspora in Southeast Asia.

## Retention and Promotion

The current ASP Director, under guidance of the administration, is now developing the ASP RTP policy. This policy needs to be clearly explained to the newly hired TT faculty member so she is very clear about the program's/college's expectations for her teaching, publication and service outcomes. We also suggest that she be provided with a faculty mentor who clearly delineates the expectations of new TT faculty and provides some feedback on the development and format of her RTP file. She also needs clarity about the timeline and duties of the directorship of the ASP, which is part of her hiring stipulations. Keenly aware of the complexities and challenges for a junior faculty to assume administrative duties prematurely, we recommend that she takes up the directorship only after tenure.

## Strategic Planning

We suggest that the SSIS and A & L Deans support a four-six hour retreat for the ASP stakeholders in both colleges to discuss and formulate the following:

- 1) Develop the outline of a strategic plan with four- and ten-year goals for the development of ASP.
- 2) Formulate the following foundational committees: 1) RTP; 2) curriculum and program assessment; 3) student and community outreach; and, 4) event planning.
- 3) Discuss proposed changes in the program's structure. What are the strengths and weaknesses of 'concentrations'? Can you ensure that all courses in a concentration are taught at least once every 12-18 months? Do students have an alternative to a required course if that course is cancelled due to low enrollment?
- 4) What are the strategies to sustain a developing program given fluctuations in funding over recurring business cycles?

It is important that Asian language faculty and the Chair of World Languages be included in this retreat. Languages are the foundation of any cultural/area studies programs. We are assuming that the ASP faculty will decide to keep the two-year Asian language requirement in the program.

## Program Identity Development

Based on student feedback from our class visit, we were made aware that ASP has a persistent visibility issue. A couple of ASP majors, for example, shared with us that they had only stumbled onto the program without any prior knowledge of ASP. To grow the program, ASP should think about ways to develop a clear identity on campus and among local communities.

For this purpose, we suggest the following:

- Faculty consider developing promotional flyers that articulate the Asian Studies major's requirements and how those courses double count as GE, list study abroad opportunities, and provide career information for Asian Studies majors. These

could be distributed to the college academic counseling centers and to students in Asian language and content courses. Use this promotional material for outreach to community colleges and high schools with Asian language and world history courses.

- Ensure the Asia content courses have the ASIA prefix (through cross-listing if necessary). It is critical that ASP faculty work on partnerships with other departments (for example International Relations and Asian languages).
- Work with World Language faculty in Asian languages to distribute the information on the Asian Studies major and minor to students in Korean, Chinese, and Japanese language courses.

## **II. Program and Curriculum Development**

*Question: Given competition for limited resources, which structure for the AS major would meet student needs most efficiently and effectively?*

We recognize that this program review provides a good opportunity for faculty, staff and students to discuss major program revisions and curriculum development as mentioned in the ASP self study. Looking forward, what vision do you have for the degree program in four years?

Based on our interviews with faculty and students, we have the following suggestions:

- Provide mentorship to the Program Director and Executive Committee to assist in the development of a reasonable and relevant assessment plan for the major core courses focusing on ASIA 100 and ASIA 198.
- Ensure that course content aligns with the course descriptions.
- Submit revised ASIA courses for GE approval; ensure that you have one ASIA course that meets each GE requirement.
- Work with an assessment specialist to rethink the LOs and SLOs for the program and courses. Embed LO scaffolding among required courses.

## **III. Administrative issues.**

*Question: How do you run a successful interdisciplinary program across two colleges?*

Developing a program that requires courses housed in two colleges has particular challenges. It requires a greater degree of collaboration and cooperation. Based on our conversations with faculty, staff and campus administrators, including the A&L dean and two SSIS associate deans, we have the following suggestions:

- To avoid ad hoc class scheduling, provide a dedicated classroom for ASP for at least part of the day on a T/TR or MW schedule.

- Provide dedicated office space so that students can easily locate the program over the years.
- Office staff should be half time (20 hours) per week to support the program's growth, faculty and student needs.
- Provide data on the number of majors and minors in both the Asian Studies and Asia Language programs so that courses can be offered based on student need.

## **Conclusion**

With a three-decade-long history, a 20% Asian heritage student population (AANAPISI campus designation), and a dedicated core faculty, we believe ASP at Sacramento State has the great potential to become a flagship academic program on campus. At our exit meeting, the AVP has confirmed the university's commitment to growing the ASP program. Indeed, with its own faculty, an engaging curriculum and strong enrollments, we believe ASP can take a leading role in promoting student success and transforming pan-Asian education in the 21<sup>st</sup> century.

written prose with content areas (e.g., Art, History) and on topics of pop culture, recreation and hobbies, traditional holidays, and health and marriage in an Asian language.

**Figure 1: Asian Studies Program Logic Model/Assessment Strategies**

	Asian Studies Program Student Learning Objectives	LEAP Value Rubrics	CSUS Undergrad Baccalaureate Goals
<b>5 Knowledge Domains</b>	<p><b>Knowledge Domains</b>  <b>Learning objectives – Students will develop an understanding of the following areas of Asian societies: 1) art, 2) history, 3) government and politics, 4) culture, and 5) philosophy/religion.</b>  <i>Example: Identify singular and regional features of Asian art</i></p>	<p><i>Civic Knowledge &amp; Engagement; Creative Thinking; Critical Thinking; Foundations &amp; Skills for Lifelong Learning; Information Literacy; Inquiry &amp; Analysis; Intercultural Knowledge &amp; Competence; Reading</i></p>	<p><i>Competence in the Disciplines; Knowledge of Human Cultures and the Physical and Natural World; Integrative Learning; Intellectual and Practical Skills</i></p>
<b>13 Skill Domains</b>	<p><b>Explanatory Skills</b>  <b>Learning Objectives – Students will develop an interdisciplinary knowledge of terminology for at least one Asian concentration (Japanese, Chinese, South and Southeast Asian, Asian American) to explain following areas using the discipline’s terminology: 1) art, 2) history, 3) government and politics, 4) culture, and 5) philosophy/religion.</b> <i>Example: Explain historical events using terms in Japanese studies</i></p>	<p><i>Critical Thinking; Oral Communication; Written Communication</i></p>	<p><i>Competence in the Disciplines; Intellectual and Practical Skills; Personal and Social Responsibility</i></p>
	<p><b>Analytic and Communication Skills</b>  <b>Learning objectives – Students will learn the following areas at a level appropriate for undergraduates: 1) analyze cause and effect relationships in history, 2) analytically compare countries in the region using a standard set criteria, 3) critically evaluate social, cultural, and political issues facing Asia and the world, and 4) communicate ideas verbally and through written prose.</b> <i>Example: Analyze geo-political issues facing Asia and the world</i></p>	<p><i>Critical Thinking; Oral Communication; Written Communication</i></p>	<p><i>Competence in the Disciplines; Intellectual and Practical Skills; Integrative Learning</i></p>

	<p><b><i>Language Skills</i></b></p> <p><b>Learning objectives – Students must demonstrate proficiency at a level equivalent to four semesters of an Asian language appropriate to their concentration by coursework or a language proficiency examination provided by the Department of Foreign Languages. Students must demonstrate proficiency in the following areas in an Asian language: 1) in listening, speaking, reading, and writing using complex grammar and sentence structures, 2) idiomatic expressions and proverbs, passive and causative verbs, and various colloquial expressions for everyday situations, 3) dialogues on lesson topics, and 4) writing on the topics of pop culture, recreation and hobbies, traditional holidays, health and marriage. Example: Group skit using an Asian language</b></p>	<p><i>Information Literacy; Intercultural Knowledge &amp; Competence; Oral Communication; Written Communication</i></p>	<p><i>Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills; Integrative Learning</i></p>
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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 the 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.

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

In 2016-2017, the Asian Studies Program (ASP) focused on Oral Communication. The decision to focus on this program learning outcome was based on meetings and consultation with ASP's Executive Committee in spring of 2016 as well as feedback from OAPA. ASP focused its assessment on Oral Communication using the Association of American Colleges and University (AAC&U) Value Rubric. This PLO is linked to the University's BLG of Intellectual and Practical Skills. This year, we included the Genocide in Southeast Asia (ASIA 151) course to evaluate on Oral Communication. NOTE: The Asian Studies Program is limited in its course options for assessment since it only has a handful of ASIA courses.

In 2017-2018, the Asian Studies Program focused on Intercultural Knowledge, Competency, and Perspectives. The decision to focus on this program learning outcome was based on meetings with ExCom in spring 2016. In 2018-2019, 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.

We feel that we have made great strides in institutionalizing our program so that students are reaching the program's learning goals and outcomes. As will be seen throughout this report, we are considering significant changes to our curriculum to determine whether we can faithfully deliver on four concentrations and expect students to attain language proficiency based on the limitations in both areas both inside and outside of our program capacities. We must also revisit our program learning outcomes commensurate with any such changes.

### **C. Student Demographics and Success**

Most Asian Studies programs are at research institutions and focus on the advancement of knowledge in the field. Our program is housed in a teaching-oriented university comprised typically of students from an under-privileged background and often the first in their family to attend college. As we are tasked with graduating the workforce of California, we want successful graduates to have full-fledged life skills and real-world experiences through language acquisition and study abroad. Already our majors go overseas to teach English as a foreign language (in China, Japan, Korea and Thailand), pursue graduate degrees (often in Asia), work in the non-profit sector, or build careers assisting new refugees or providing social services to diasporic communities. We also believe that connecting students to their heritage will build relationships across generations and facilitate student placement in internships that serve the migrant community but also encourage students to link with their ancestral homelands.

Using the classifications and data from Sacramento State categories, our majors are 50% Asian American, 20% white, 10% Latino, and the rest other identification categories. Thus, our major has a bit higher minority student population than the university averages. Regarding gender, 65% of our students are female and 35% are male, which is similar to the College of Social Sciences. Moreover, 65% of our students are low income, and 37% are first generation students. Furthermore, 95% of our students are commuters.

Owing to the small enrollment in our major, we have typically conferred about 5-8 degrees per year. Thus, retention and graduation rates are not as statistically valid as for a larger program. Nevertheless, we have included our rates from the most recent factbook data. The freshman 6-year graduation rate was 33% in 2008, 54% in 2009, and 40% in 2010. The transfer 4-year graduation rate was 70% in 2010, 33% in 2011, and 80% in 2012. The 1-year retention rates were twice 100% and twice 67% in the years under review. The GPA of the graduating class was slightly higher than the college average.

The number of majors in our program has been relatively consistent for the past decade, averaging around 30-35. Figure 2 shows the number of majors over time. Our goal is to reach 50 majors and to increase the number of students pursuing our minor to 30.

**Figure 2: Asian Studies Majors, 2005-19**

	# Majors	# graduates
2005	10	2

2006	21	1
2007	30	3
2008	36	10
2009	34	7
2010	41	N/A
2011	28	N/A
2012	34	8
2013	34	6
2014	33	11
2015	26	5
2016	38	6
2017	38	N/A
2018	32	N/A
2019	31	9

Enrollment is limited in ASIA coded courses. ASIA 134 has been offered in 2015/16 with 27 enrollment and the following year with 11. ASIA 135 was offered in 2014/15 with 29 enrolled, and 30 and 15 respectively in the two subsequent years. The capstone ASIA 198 has been offered nearly every year with enrollment of 7, 16, 13, and 10. ASIA 151 was offered one off with 21. Over a four-year period, 8 students enrolled in the internship course, ASIA 195. ASIA 140 is cross-listed with History and is designated as writing intensive and is offered each summer, typically attracting around 15 students. We are creating new courses (Asian Migration, Asian Popular Culture, etc.) that will serve students' interest, to incorporate such courses into general education requirements, and advertise our courses more proactively. We also plan to streamline the minor and lower the credit requirement to make it easier for students to add our minor to their existing major.

#### **D. Planned Curriculum Changes**

We plan to roll out a major curriculum revision. We need to ensure that our majors are taking classes coded ASIA to generate FTEs for our program. Currently, none of our requirements are ASIA coded class; our capstone course ASIA 198 is currently an option along with a History seminar (192C). Thus, currently a student could major in Asian Studies without ever taking an ASIA coded course. Our planned revision is to make 3 ASIA coded courses to be requirements for all majors and minors, they are ASIA 1: Introduction to Asian Studies, ASIA 110: Anthropology of Contemporary Asia, and ASIA 198: Asia in the World Today. The lower division introductory course will be created this year, the other two exist in the catalogue. ASIA 110 is cross-listed with Anthropology so it should be offered regularly, and the other two classes could be taught by most all faculty affiliated within the program. All three can be taught by our new tenure-track faculty member.

We will also work to create new country-specific courses (such as currently exist primarily related to Korea), and cross-regional pan-Asia courses that will attract students across our current concentration model (China, Japan, Korea, South and Southeast Asia) or will remain valid even without concentrations. On this point, we are considering to remove the concentration designations, as we are already such a small major and further delineating these narrow categories limits our ability to offer sufficient coursework for each of these four groupings and then to maintain a four-semester language requirement for each concentration. Thus, we are also considering a single Asian Studies major or at least offering a generalist major to stand along with the current four concentration model, or perhaps consider an 'emphasis' in a given area.

Language is a major and ongoing dilemma for our Program. Faculty highly value the pedagogical aspect of language training and the potential job opportunities it entails. At the same time, having regular language offerings in each of our concentration is out of our hands and under the authority of World Languages and Literature, itself in a different college, Arts and Letters. They find it difficult to offer four-semester of any language aside from Japanese, where there are two tenure track faculty. The current chair of WLL teaches Chinese language but has other duties (the second year was taught by a retired professor on a cost-free voluntary basis most recently). Korean has demand but is rarely offered beyond the first two semesters, and the one South Asian language Punjabi was supported by private donors from the Sikh community and is no longer offered. No Southeast Asian language is offered in the department, and Hmong exists in the College of Education but rarely if ever is taught.

Thus, we are considering a formula where language courses could be counted for our major but would not be required. We hope that actually counting the classes for credit toward the major (currently not the practice) will enhance interest in foreign language and would offset any decline in foreign language classes owing to the removal of the requirement. If we keep the requirements for each concentration in parity, we cannot expect four semesters of language training. Thus, one solution is the lifting of the language requirement and removal of concentration distinctions. We realize however, that student's interest is often more specifically about one country rather than the whole region, so we must be sensitive to losing those students.

#### **E. Considerations for Student Success Improvement**

Advising may be done by faculty affiliates, and particularly faculty on the Executive Committee who represent each of the concentrations. In reality, much of the advising is conducted by the Program Director, who must sign off on all new major and minor declarations and approve graduation petitions. We encourage students to build a relationship with the faculty advisor in their concentration, but owing to the lack of central clearinghouse, again physically finding the staff office or director is difficult for students. We also need to ensure that all potential advisers have access to Asian Studies roadmaps and that they are updated. Linking program learning outcomes to our curriculum and conveying all of that to students may help them see the synchronicity within the interdisciplinary nature of the program.

#### **IV. Planning, Resources, and Operations**

##### **A. Faculty and Staff**

We currently have 1 full-time tenure-track faculty (hired in 2019) and 15 tenured/tenure-track faculty affiliates. Among the affiliates, one serves as Director with a course release each semester, and another serves as Vice-Director. We have one staff member, Rodrigo da Silva, who is an Administrative Support Assistant in the dean's office and is assigned to us 8 hours per week. The names and ranks of faculty members are listed below in Figure 3.

##### **Figure 3: Asian Studies Program Faculty**

###### Full-Time Faculty

June Hee Kwon, Asian Studies, Assistant Professor

###### Program Director and Vice Director

James Rae, Political Science, Professor (Director of Asian Studies)

Jeffrey Dym, History, Professor (Vice-Director of Asian Studies)

###### Executive Committee Members

Pat Chirapavati, Art, Professor (advisor, South and Southeast Asian Concentration)

Greg Kim-Ju, Psychology, Professor (advisor, Korean Concentration)

Eun-Mi Cho, Education, Professor (advisor, Korean Concentration)

Kazue Masuyama, World Languages and Literature, Professor (Japanese Concentration)

###### Tenure-Track Faculty Affiliates

Joël Dubois, Humanities and Religious Studies, Professor

Serge Lee, Social Work, Professor

Young-Im Lee, Political Science, Assistant Professor

Amy Liu, Sociology, Professor

Sujatha Moni, Women's Studies, Professor

Ravin Pan, Education, Professor

Raghuraman Trichur, Anthropology, Professor

Michael Vann, History, Professor

Kristina Vassil, World Languages and Literature, Assistant Professor

Our College dean demonstrated a commitment to our growth by the hiring of our first devoted tenure-track faculty member who began in fall 2019. We would like to request additional tenure-track hires in the next five years. The most likely area of specialization would be China, though Southeast Asia or South Asia or even Japan are possibilities. Currently, almost no one on campus specializes in Chinese studies despite the enormous historical and contemporary importance of China in world affairs. At the same time, the bulk of our Asian heritage students are Southeast

Asian, particularly Filipino, Hmong, and Vietnamese, thus this may lead to a focus on one of these groups. Moreover, students from Afghanistan, India, and Pakistan are growing dramatically in the region, thus South Asia is a growth area to consider. Prioritization will need to be systematic and reflect the demographics or interests of our current and future students.

Requesting new positions will also be heavily dependent on supporting our new faculty member's integration into the program and university, particularly the pathway to directorship. Since she is an assistant professor with two years of service, our first priority is to facilitate her retention, tenure, and promotion process over the next 3-4 years. Thus, we want to limit her service duties and teaching obligations as she maintains her research agenda and then prepares to assume a leadership role. Thus, we need to preserve this space for her personal and professional growth while also transitioning to her as the key figure in the program's future.

Yet few other similarly situated regional comprehensive universities have a full-fledged major in the field and accomplished faculty with a shared research interest in diaspora studies. Our faculty are current in the field and actively publish on the transnational movement and migration of ideas, people, and culture in our respective disciplines. Moreover, they have won prestigious grants and awards both on campus and nationwide. Specifically, four of our faculty have received Fulbright grants to conduct research and/or teach in Asia (Cambodia, China, Indonesia, and Japan), and been visiting scholars at Yale-NUS (National University of Singapore) College, Indonesia's Universitas Gadjah Mada, Pannasastra University of Cambodia in Southeast Asia, China Foreign Affairs University, Beijing Foreign Studies University, Guizhou Minzu University, among others. Thus, we hope to expand opportunities to host international visiting scholars, promote study abroad for our students, facilitate short-term faculty-led study abroad, and seek institutional partnerships in Asia. We hope that our Office of International Programs and Global Education can be instrumental to these efforts.

## **B. Facilities**

The Asian Studies Program has one faculty office in Benicia Hall that is used for part-time faculty and other faculty as workspace. Our one full-time faculty has an office on the fourth floor of Amador Hall proximate to Ethnic Studies. We do not have a program office, though our staff works in the dean's office so that function as our operating space. This arrangement is not permanent and requires further planning.

We have not had a regular space in the designation of classroom space, so we have often had to find time and space after most of the assignments have been made. Typically, our courses have run once a week in the late afternoon for three hours, a less than opportune schedule for students or faculty. This year, the dean's office supported our efforts to receive a more desirable prime-time T/Th schedule though classroom selection is still random. We need to ensure we are within the regular allotment of classroom space and the like.

### **C. Program Development**

The university recently redesigned the website across the board; our program was affected as a lot of content disappeared. Moreover, we need to update our faculty listing, and core functioning of a website to share information and forms for adding/dropping courses, applying for scholarships, etc. We would also like to connect student groups that focus on Asia to be more instrumental to our program and thus to our website. Several student clubs are active on campus and we need to be more connected to them, which could serve to recruit students into our major. We also plan to have more information about faculty there (biographical information, research area, office hours, syllabi, etc.). We could also expand our visibility through social media. We would also hope to find durable partnerships in the community to facilitate internship opportunities. Relatedly, several faculty in the program have commenced offering short-term faculty led study-abroad opportunities to Asia (China and Japan). This is an area to gain exposure and generate interest in those classes and our program generally. We will encourage more such exchanges to Korea, South Asia, and Southeast Asia.

### **D. Managing and Administering the Program**

In 2019, in coordination with our new hiring decision, we drafted and completed our first ever ARTP document. Academic Affairs has applauded our completed standards, which took great effort to complete *sui generis*. This will govern much of our practice for the future; however, we still need to draft some procedural rules as we grow and expand related to selecting a chair/director, allocating and prioritizing resources, forming committees to manage the program/department, perform assessment, etc. We are also putting into place a transition plan toward the directorship from a faculty affiliate to one tenured in Asian Studies.

### **V. Discussion and Conclusions**

We intend to pursue more outreach to enhance our visibility. We must identify area high schools that offer Asian languages or have a larger Asian American population and alert their guidance counselors to our existence. Likewise, and even more so, we need to build connections to the area community colleges, several of whom offer Asian language courses. We will also seek opportunities to host campus events that promote awareness of Asian studies and seek to invite members of the Asian diaspora to campus. In this regard, we will consider dialogue with those faculty focused on Asian American issues within the Department of Ethnic Studies. We began by examining the curriculum of other Asian Studies programs and our very pleased to have CSU faculty from other campuses to serve as external reviewers for our program in 2020.

Regarding our curriculum, we will submit a major program change (Form B) within the next year that will include several new courses and require ASIA coded courses for the first time. We have examined other Asian Studies programs in the CSU system as well as other small programs on our own campus (Women's Studies in particular) to develop a strategic plan for this new

curriculum. We will also make a final decision regarding foreign language requirements. Meanwhile, we hope to highlight study abroad opportunities to a greater degree, both short-term faculty-led and traditional semester and year opportunities through existing and possibly new partners. We are keenly aware of the need to grow our FTES, as the College operates under a 3-3 teaching load if a department averages 120 students per semester. This is a major challenge in a one-person program, but we are trying to get closer to that target. Likewise, we are exploring the opportunities and challenges of becoming a full-fledged department. We need to be included now in the various protocols of classroom assignments, scheduling, etc.

Our value can be as a conduit to Asia: for students to prepare for globalized economies and culture, for administrators to build institutional partnerships, for the diverse Sacramento community to connect to Asia and for heritage populations to reconnect. We can leverage our very engaged and active faculty to enhance other programs such as Ethnic Studies, World Languages and Literature, and the International Programs office. In sum, we seek to build and expand our Asian Studies Program and help make it a durable part of our growing university.



**20 February 2020**  
**Asian Studies Program (ASP) Review, CSU Sacramento**

**Profs. Jun Xing and Teri Yamada**

### **Overall Impression**

After two days interviewing students, faculty, staff and administrators identified as stakeholders in the Asian Studies Program, we were impressed with the quality of the students and their genuine enthusiasm for the program and its instructors. The instructors we interviewed were selfless advocates of the program, who had devoted many volunteer hours to ensure its continuation during precarious times.

Our comments and suggestions are intended to provide constructive criticism for strengthening the program as it develops into a full-fledged department in the near future. These suggestions are broadly divided into three intersecting categories: capacity building; program and curriculum development; and, administrative issues.

### **I. Capacity Building**

*Question: Given the Administration's commitment to facilitate ASP's transition to a department over the next 5-8 years, what capacity building needs to take place to ensure a successful transition and sustainability?*

#### **Faculty Lines**

The program recently hired its first TT faculty. Her area of expertise is interdisciplinary Korean Studies, which aligns with the Program's focus on East Asia. A viable department requires more than one tenure line since a synergy of dedicated faculty located in one department provides a basis for the intellectual expertise required to develop curriculum, study-abroad programs, symposiums, community outreach and student mentorship needed in a growing department. We suggest that the next TT hire be a contemporary China expert. Ideally, this position should be the second full-time hire in ASP, but it could also be a joint appointment with another department, such as history. This TT hire should demonstrate the capacity to teach a course in the geopolitics of China's realignment of economic and military influence in Asia via its Belt and Road Initiative. Considering the significant Southeast Asian student population represented on campus, we suggest that the third TT hire be a Southeast Asianist who also understands the history and political economy of the Chinese diaspora in Southeast Asia.

## Retention and Promotion

The current ASP Director, under guidance of the administration, is now developing the ASP RTP policy. This policy needs to be clearly explained to the newly hired TT faculty member so she is very clear about the program's/college's expectations for her teaching, publication and service outcomes. We also suggest that she be provided with a faculty mentor who clearly delineates the expectations of new TT faculty and provides some feedback on the development and format of her RTP file. She also needs clarity about the timeline and duties of the directorship of the ASP, which is part of her hiring stipulations. Keenly aware of the complexities and challenges for a junior faculty to assume administrative duties prematurely, we recommend that she takes up the directorship only after tenure.

## Strategic Planning

We suggest that the SSIS and A & L Deans support a four-six hour retreat for the ASP stakeholders in both colleges to discuss and formulate the following:

- 1) Develop the outline of a strategic plan with four- and ten-year goals for the development of ASP.
- 2) Formulate the following foundational committees: 1) RTP; 2) curriculum and program assessment; 3) student and community outreach; and, 4) event planning.
- 3) Discuss proposed changes in the program's structure. What are the strengths and weaknesses of 'concentrations'? Can you ensure that all courses in a concentration are taught at least once every 12-18 months? Do students have an alternative to a required course if that course is cancelled due to low enrollment?
- 4) What are the strategies to sustain a developing program given fluctuations in funding over recurring business cycles?

It is important that Asian language faculty and the Chair of World Languages be included in this retreat. Languages are the foundation of any cultural/area studies programs. We are assuming that the ASP faculty will decide to keep the two-year Asian language requirement in the program.

## Program Identity Development

Based on student feedback from our class visit, we were made aware that ASP has a persistent visibility issue. A couple of ASP majors, for example, shared with us that they had only stumbled onto the program without any prior knowledge of ASP. To grow the program, ASP should think about ways to develop a clear identity on campus and among local communities.

For this purpose, we suggest the following:

- Faculty consider developing promotional flyers that articulate the Asian Studies major's requirements and how those courses double count as GE, list study abroad opportunities, and provide career information for Asian Studies majors. These

could be distributed to the college academic counseling centers and to students in Asian language and content courses. Use this promotional material for outreach to community colleges and high schools with Asian language and world history courses.

- Ensure the Asia content courses have the ASIA prefix (through cross-listing if necessary). It is critical that ASP faculty work on partnerships with other departments (for example International Relations and Asian languages).
- Work with World Language faculty in Asian languages to distribute the information on the Asian Studies major and minor to students in Korean, Chinese, and Japanese language courses.

## **II. Program and Curriculum Development**

*Question: Given competition for limited resources, which structure for the AS major would meet student needs most efficiently and effectively?*

We recognize that this program review provides a good opportunity for faculty, staff and students to discuss major program revisions and curriculum development as mentioned in the ASP self study. Looking forward, what vision do you have for the degree program in four years?

Based on our interviews with faculty and students, we have the following suggestions:

- Provide mentorship to the Program Director and Executive Committee to assist in the development of a reasonable and relevant assessment plan for the major core courses focusing on ASIA 100 and ASIA 198.
- Ensure that course content aligns with the course descriptions.
- Submit revised ASIA courses for GE approval; ensure that you have one ASIA course that meets each GE requirement.
- Work with an assessment specialist to rethink the LOs and SLOs for the program and courses. Embed LO scaffolding among required courses.

## **III. Administrative issues.**

*Question: How do you run a successful interdisciplinary program across two colleges?*

Developing a program that requires courses housed in two colleges has particular challenges. It requires a greater degree of collaboration and cooperation. Based on our conversations with faculty, staff and campus administrators, including the A&L dean and two SSIS associate deans, we have the following suggestions:

- To avoid ad hoc class scheduling, provide a dedicated classroom for ASP for at least part of the day on a T/TR or MW schedule.

- Provide dedicated office space so that students can easily locate the program over the years.
- Office staff should be half time (20 hours) per week to support the program's growth, faculty and student needs.
- Provide data on the number of majors and minors in both the Asian Studies and Asia Language programs so that courses can be offered based on student need.

## **Conclusion**

With a three-decade-long history, a 20% Asian heritage student population (AANAPISI campus designation), and a dedicated core faculty, we believe ASP at Sacramento State has the great potential to become a flagship academic program on campus. At our exit meeting, the AVP has confirmed the university's commitment to growing the ASP program. Indeed, with its own faculty, an engaging curriculum and strong enrollments, we believe ASP can take a leading role in promoting student success and transforming pan-Asian education in the 21<sup>st</sup> century.

## **Internal Review Report**

### **Degree: BA Asian Studies**

College: Social Sciences and Interdisciplinary Studies

Internal Reviewer(s): Lindy Valdez, Ed.D, Department of Kinesiology, CSU, Sacramento

Date Submitted: March 21, 2020

### **I. Self-Study**

The self-study report by the Asian Studies Program was completed in Spring 2020. The seventeen-page document addressed all areas of review. Context for the program was provided as well as how the program had addressed recommendations that were made in the previous program review in 2010. Almost all of the previous recommendations had been addressed with positive action. The program requirements, four concentrations and a minor were outlined in detail. Student learning was a focus of the self-study and may or may not result on curricular changes based on this review. The self-study was self-reflective. The Asian Study Program reflected on where they have been, where they are presently and what their hopes would be in four to seven years. In reflecting on the last program review, the self-study identified nine general areas and addressed what areas they had made progress in, which areas they had made progress, but more progress was needed as they were still challenged in these areas and which areas progress has not been made and they still felt that these were areas there was still a challenge in making progress. The following is a summary of these areas:

- 1) A long term assessment plan (Progress made)
- 2) Program and learning goals matching Baccalaureate Learning Goals (Progress made)
- 3) Compensation for work done for the program (Progress made, Still a challenge)
- 4) Bottlenecks in World Language Courses (Still a challenge)
- 5) Partnerships with other CSU campuses (Still a challenge)
- 6) Website Maintenance (Progress made, still a challenge)
- 7) Space (Progress made, Still a challenge)
- 8) Long range hiring (Progress made, Still a challenge)
- 9) Staff needs (Progress made, Still a challenge)

### **II. External Review**

Jun Xing, Ph.D. CSU, Los Angeles and Teri Yamada, Ph.D. CSU, Long Beach did a thoughtful review of the Asian Studies program. Both were knowledgeable on comparable CSU Asian Studies Programs. They made recommendations and commendations that appear to be based on the Sacramento State Asian Studies Program needs and challenges rather than biased by their own programs structures. An aggressive agenda for the visit was followed. All major stakeholders of the program were interviewed. The Dean of Arts and Letters, Dr. Sheree Meyer cleared her calendar to make a last minute meeting when the team requested to add her to their agenda to discuss the impact of World Language offering on the Asian Studies Program. The external consultants drafted a thoughtful report centered on capacity building, program and curricular development, administrative issues and finally a conclusion. As the program drafts their action plan for the BA in Asian Studies, it might be good to consider aggregating some of the specific recommendations such as increase the office staff to 20 hours a week from the current 8 hours. In addition, the considerations around the program's desire to eliminate World Languages from the major because of bottlenecks in getting classes for students noted in the self-study, and the external reviewers' suggestion not to eliminate but first consider a strategy for improved communication between the Asian Studies Program and the Department of World Languages and Literature.

### III. Internal Feedback

Based on the self-study and external reviewer report. The following might be helpful to consider in the development of your 6-year action plan:

#### Maintain and Enhance Student Learning

- Work with faculty and curriculum committees to revise student learning outcomes at the program and course level to clearly identify what graduates will know or do and to insure measurement for change.
- Work with faculty and curriculum committees to insure that course content aligns with course descriptions.
- Work with faculty to discuss what it would like to see in its curriculum in 6 years from now. Have faculty consider courses to meet the GE requirements requirement to support general education with unique content and introduce students to the Asia Studies minor and major. Prioritize programmatic and course changes in order to work with curriculum and the college to implement changes.
- Revise course and program assessment plans to inform curricular change for the degree and minor as a result of student learning outcomes. Key courses to consider with this planning include Asia 100 and Asia 198.

#### Maintain and Enhance Student Success

- Work with the college to consider dedicated classrooms and office space to insure students have a place to go for help from a degree that relies on distributed faculty that are housed in multiple colleges.
- Work with Institutional Research to request and consider majors, minors, students in classes with other majors, and other data that will help inform decision making on admissions, retention, and graduation.
- Work with faculty to develop and revise student materials as major and minor requirements change.

#### Improve Strategic & Budget Planning and Operational Effectiveness to Insure Sustainability

- Work with the college to consider options and implement organizational change to support degree delivery. Careful consideration should be given to timelines, transitions, and the impact to both faculty assigned and not assigned to the future organizational structure.
- Work with faculty and college to develop a 5-year faculty hiring plan that prioritizes program interests and reviewer recommendations such as a tenure track hire in contemporary China.
- Work with senior faculty in identifying and assigning mentors for new tenure-track faculty.
- Work with the college and across colleges to consider dedicated classrooms and office space. Consider staff needed to support any dedicated space where students will come to seek assistance.
- Work with the college and across colleges to communicate a clear identity and develop plans to maintain success and facilitate change within the program. Consideration should be given to extend this image to students, within the college, across campus and into the community.
- Work across colleges to enhance partnership with World Language and Literature to insure effective student learning and student success planning with an eye to curricular change, and the possibility of partnerships on student outreach, student collaborations, events, community relationships, or fundraising.
- Work with faculty, college committees, and senate committees to develop an ASP-RTP policy, and the committees and structures to support the process as appropriate.

## RECOMMENDATION TO THE FACULTY SENATE

Based on this program review, the Self-Study report prepared by the Asian Studies Program, and the External Reviewers' Report, the Review Team recommends that the degree program in the Asian Studies Program be approved for six years or until the next scheduled program review.

## Asian Studies Action Plan

PROGRAM REVIEW FINDING	2 YEAR PLAN	4 YEAR PLAN	6 YEAR PLAN
<b>To Maintain Success</b>			
1. Increase student awareness of, and exposure to, Asian Studies to ensure students can access regular office support, learn about major, and connect to program.	<b>Goal:</b> prepare promotional flyers on the Program to reflect program changes (Resources: OE cost to program) <b>Goal:</b> redesign website to provide more student information (Resources: staff time)	<b>Goal:</b> have physical campus presence in dedicated office space (preferably Amador Hall). (Resources: office space is limited) <b>Goal:</b> increase office staff from 8 to 15 hours per week (Resources: salary costs)	<b>Goal:</b> promote outreach to community colleges and high schools (Resources: faculty/staff time) <b>Goal:</b> increase office staff from 15 to 20 hours per week (Resources: salary costs) <b>Goal:</b> Prepare exit survey to verify student access program services and support (Resources: faculty/staff time)
2. Need to have ASP classes on the grid in accessible classrooms so students can plan regular schedules and have enough space to hold greater class sizes.	<b>Goal:</b> work with AVP Mosupyoe to have ASP classes on the grid in a dedicated classroom (Resources: classroom space is finite on campus)	<b>Goal:</b> verify students are getting needed classes (Resources: Director time)	
3. Plan for a ‘right-sized’ major as a small program with limited capacity, but seeking to grow majors, minors, and FTEs in courses.	<b>Goal:</b> collect data on retention and graduation to analyze student success among majors (Resources: faculty/staff time)	<b>Goal:</b> conduct alumni survey on student outcomes (Resources: faculty/staff time)	
<b>To Improve Student Learning</b>			
4. Revise student learning outcomes at the program and course level to clearly identify what graduates will know or do and to ensure measurement of change.	<b>Goal:</b> rethink program LOs and SLOs and embed LO scaffolding among required courses (Resources: faculty time) a. Revised Learning Outcomes (2020): 1. demonstrate an understanding of the following areas of Asian societies: 1) art, 2) history, 3) politics, 4) culture, language, and society, and 5) philosophy and religion.	<b>Goal:</b> revise course and program assessment plans connected to new student learning outcomes (Resources: faculty time) <b>Goal:</b> revise ASP curriculum roadmaps for majors and minors following Program Change/Form B (Resources: faculty time) <b>Goal:</b> The Program Director collects outcome reports from course instructors and reports program results to the faculty (Resources: faculty time)	<b>Goal:</b> hold retreats so Program can strategically plan for future learning goals, outcomes, and curricular modifications (Resources: faculty time)  <b>Goal:</b> The Program Director presents suggested changes for consideration to the program faculty based on evaluation results (Resources: faculty time)



	<p>2. apply an interdisciplinary knowledge of theories and concepts from the humanities and social sciences to the geographic region of East, Southeast, and South Asia.</p> <p>3. integrate diverse disciplines such as anthropology, art, foreign language, history, philosophy, politics, psychology, and sociology to identify factors that influence Asian societies.</p> <p>4. analyze cause and effect relationships in the history of Asian countries.</p> <p>5. compare countries across Asia using analytical criteria.</p> <p>6. critically evaluate social, cultural, and political issues facing Asia and the world.</p> <p>7. demonstrate effective writing composition and oral communication skills.</p> <p>8. articulate values, ethics, and moral precepts from Asian religions and philosophies.</p> <p><b>Goal:</b> development assessment plan for major core courses: ASIA 1 and ASIA 198 (Resources: College support)</p>		
<p>5. Revise curriculum to deliver students a high-quality education and not over promise beyond our resources while introducing students to the minor and major while streamlining pathway to graduation.</p>	<p><b>Goal:</b> revise and update existing courses and descriptions and make for GE approval where appropriate so students can fulfill more requirements within the major (Resources: faculty time)</p> <p>a. Create required intro GE course (ASIA 1)</p> <p>b. Remove capstone course (ASIA 198) and repackage as required Writing Intensive</p> <p>c. Create upper division elective that fulfills Race &amp; Ethnicity requirement (ASIA 110)</p>		<p><b>Goal:</b> assess the reception of the new courses and their impact on the major, size of major, graduation and retention, and FTEs (Resources: faculty time)</p> <p>a. Assess students in ASIA 1 as benchmark and then again upon completion of ASIA 198, using new SLOs.</p>

	d. Require ASIA coded courses for major (see above) e. Remove language requirement bottleneck f. Remove concentrations, and repackage as minors <b>Goal:</b> revise major and minor requirements (Form B) so students connect to our tenure-track faculty and courses fill (Resources: faculty time)		b. Form a curriculum committee in the Program to assess courses and matching to SLOs
<b>To Build Partnerships and Resource Development to Enhance the Student Experience</b>			
6. Enhance and improve inter-college and cross-college communication to facilitate student engagement with the major and its interdisciplinary nature and ensure effective student learning and student success planning.	<b>Goal:</b> dialogue with Arts & Letters regarding any curricular change as partner with SSIS (Resources: faculty time) <b>Goal:</b> make study abroad more accessible to our students, bring College into greater dialogue with Office of International Programs and Global Education toward these ends (Resources: faculty time)	<b>Goal:</b> routinize inclusive interaction among program faculty affiliates; consider regular dean dialogue, perhaps including ASP rep at AL chairs meeting (Resources: faculty time) <b>Goal:</b> explore cross-CSU collaboration, through online or partner exchange, students may complete foreign language not available at CSUS (Resources: faculty time)	<b>Goal:</b> develop a deeper relationship among CSU Asian Studies programs (perhaps a joint conference) so student and faculty can burden share on course offerings and share best practices (Resources: seek external or internal grant support)
7. Normalize functioning of the Program more like a department to prepare for potential of further growth that enhance delivery of quality education to students.	<b>Goal:</b> mentor new tenure track faculty (Resources: faculty time) <b>Goal:</b> develop and explain RTP policy (Resources: faculty time)	<b>Goal:</b> formulate foundational committees on RTP, curriculum and program assessment, student and community outreach, and event planning (Resources: faculty time)	<b>Goal:</b> hold program retreat to discuss becoming a department with commensurate obligations (Resources: faculty time)
<b>To Improve Strategic &amp; Budget and Operational Effectiveness and to Ensure Sustainability</b>			
8. Expand course offerings to meet demand of student interest.	<b>Goal:</b> develop a 5-year faculty hiring plan that prioritizes program interests and reviewer recommendations.	<b>Goal:</b> consider requesting tenure track hire in contemporary China (current absence of China specialist across the university); possibly joint appointment with another department, History? (Resources: salary)	<b>Goal:</b> consider requesting tenure track hire in Southeast Asia (large heritage population and regional interest) (Resources: salary)

**Department Chair Name/Signature:** James DeShaw Rae/*J. DeShaw Rae*

**College Dean Name/Signature:** Dianne Hyson/

**Date:** May 29, 2020