5. Program Effectiveness – Outcomes Assessment

5.1 Learning outcomes assessment procedures

This is the first Graduate Council Program Review for the Asian Studies Program and marks the establishment of our learning outcomes assessment procedures for the program. We do not have past learning outcome assessment reports on which to report, but delineate our assessment procedures and timeline below.

Four learning outcomes underlie the BA, HBA and minor program in Asian Studies. Specifically, learning outcomes for AS students are to:

A. Develop or expand the ability to communicate effectively in one or more Asian language
B. Build a base of Asia-oriented awareness as a foundation for conducting research and/or seeking an international career
C. Demonstrate an understanding of history, cultures, and fundamental ideas and institutions of Asia.
D. Comprehend contemporary issues impacting Asian and Asian Diaspora communities through a critical, interdisciplinary lens.

We delineate the measures and procedures for assessing each of these learning outcomes as follows:

A. Development or Expansion of Asian Language Ability - This learning outcome will be assessed annually at graduation based upon a data warehouse request for all graduating seniors with a major or minor in Asian Studies. The data requested will permit an assessment of graduating students’ language learning trajectories at the University. Specifically, the request will allow AS staff to ascertain gains in proficiency as indicated by grades received in Asian language courses taken at the University. In addition to the grades that students receive in 3rd-year language courses and beyond (i.e., 3020, 3060 and other courses at the 3000 level and higher), we will analyze the data on language course taking in order to describe proficiency gains and development of proficiency in multiple languages. While formal proficiency testing would be valuable for assessing this learning outcome, the costs of such assessment are significant and at present the UU does not cover the costs for such assessment. Students’ achievement of this learning outcome will be noted if they received a passing grade in a 3000-level language.
B. Development of Asia-based awareness for research/careers - Students obtain career-relevant knowledge about Asia through several degree requirements. Our assessment of this learning outcome revolves around information gathered from student work completed for two degree requirements. First, all AS majors are required to complete a signature experience related to Asia, such as learning abroad, a global or domestic internship related to Asia, an undergraduate research project, or a community-engaged learning project. After the completion of the signature experience, students will complete a signature experience form during a mandatory meeting with an advisor. The signature experience form will incorporate several Likert-format questions, one or two open-ended questions adapted from the UC Berkeley Career Center, and comments from the student-advisor conversation regarding the signature experience. The questions will assess the top 10 attributes and skills for career readiness from the National Association of Colleges and Employers (NACE).

Second, in addition to the signature experience, students gain awareness of the region for career readiness knowledge during the ASTP 3001 Exploring Asia course through attending the Going Global career panel and networking session. Prior to attending the Going Global panel, ASTP 3001 students complete a 1-2 page assignment in which they research an employer represented on the panel and the education and career trajectory of one of the panelists. Students are also asked to reflect upon the value of language and area studies training to prepare for a career in the fields/organizations represented on the panel. Moving forward, for learning outcome assessment purposes, we will archive these student assignments and annually review a random sample of the assignments through the lens of a career knowledge development rubric. Criteria within the rubric will assess (a) students’ ability to identify professional development stages among professionals working in international careers, and (b) students’ understanding of means whereby language and area studies knowledge equips professionals for international careers. Students will have met this ELO who demonstrate possessing career readiness vis-a-vis the NACE benchmarks &/or by articulating meaningful steps toward professional development in their ASTP Going Global assignment.

C. Understand History, Cultures and Fundamental Ideas and Institutions of Asia. Students earning degrees in AS achieve this learning outcome through their core and elective coursework. The common thread in this program of study consists of the two required core courses: HIST 1210: Asian Civilizations: Traditions, and HIST 1220: Asian Civilizations: Modern History. In order to assess this learning outcome, the AS program advisors will collaborate with the History Department and the Office of Undergraduate Studies, in order to obtain a random sample of AS majors’ examinations, in particular the essay portions of these exams in which students reflect critically upon select course readings assigned in HIST 1210 and 1220. Each May, AS advisors will systematically request a copy of examinations submitted by AS Majors (identified by name and UNID) in these two courses over the previous 1-2 academic
years. Discussion with ASTP faculty affiliates in History indicate that because 1210/1220 are taught by rotating faculty members, and because the exams take place in class and are not submitted via Canvas, ASTP advisors and HIST faculty and staff will need to develop a reliable procedure for obtaining copies of handwritten exams submitted by ASTP majors in the classes. The AS advisors and faculty members on the advisory committee will assess expected learning outcomes via a rubric delineating students’ communication of major historical events/periods and their understanding of core ideas, concepts and/or institutions in Asian history. Students will be judged to have achieved this ELO if their written work demonstrates command of the major historical events, periods in Asian History.

D. Use an interdisciplinary lens to analyze and communicate about contemporary issues of Asia/Asians. The Asian Studies degree is highly interdisciplinary and we will assess this ELO in order to ascertain whether students are gaining interdisciplinary understanding and an appreciation for the manner in which scholars across different disciplines understand developments in Asia and major social issues facing Asian nations and populations. Due to the diffuse nature of course-taking by AS majors, we again rely upon an assignment completed in one of the common courses taken by all AS majors and minors to assess this ELO, i.e., the final paper submitted in the ASTP 3001 Exploring Asia course. Specifically, students’ final assignment in this course consists of an individual research and analysis paper in which they address a question about Asia/Asian societies, and communicate an explanation for this question/problem through actively consulting research/creative works from at least 2 (if not more) scholarly disciplines. In order to assess whether students are meeting this ELO, the Asian Studies director, who also co-teaches ASTP 3001, will annually select a random sample of student papers submitted by students who have completed the course. Members of the Asian Studies advisory committee will then score students’ work with a rubric designed to assess the quality of interdisciplinary analysis and written communication about Asian social issues.

The Master of Arts in Asian Studies is a flexible interdisciplinary degree program designed to prepare our students to become global citizens, versed in the languages and cultures of Asia and the Pacific, with the intellectual flexibility to integrate area studies into a breadth of professional roles, and cognizant of the complex linkages that define Asia’s global relevance. In part due to the highly individualized and distinct programs of study across AS MA students, and also due to the lack of a shared methodology or capstone course for AS MA students to date, the program administrators and faculty have been challenged to create a set of uniform learning outcomes and an assessment plan for the Asian Studies MA degree. Students diverge widely in their MA coursework and while all degree recipients have completed an MA thesis to date, the disciplinary foci of their theses are widely variant. These factors complicate our ability to arrive at a single, uniform set of learning outcomes. Through the course of the Graduate Council review process we
will seek the advice of internal and external reviewers, as well as representatives of the Graduate School, for constructing meaningful learning outcomes and associated assessment procedures.

As this marks the first seven-year Graduate Council Review for Asian Studies, the program has yet to create interim and 7-year learning outcome assessment reports. However, we have established the following tentative framework and timeline for interim and seven-year reports to follow the current Graduate Council review:

2020-21
- Create signature experience form
- Create assignment links in Canvas/Associator
- Data Warehouse request for AS majors’ language course grades
- Arrange logistics for HIST 1210/1220 artifact selection
- Collect ASTP Going Global assignment and Final Interdisciplinary Paper (Fall 2020)

2021-22
- Pilot signature experience form
- Collect ASTP Going Global assignment and Final Interdisciplinary Paper (Fall 2021)
- Data Warehouse request for AS majors’ language course grades (Spring 2022)
- Collect HIST 1210/1220 artifacts (Spring 2022)

2022-23
- Collect ASTP Going Global assignment and Final Interdisciplinary Paper (Fall 2022)
- Data Warehouse request for AS majors’ language course grades (Spring 2023)
- Prepare interim learning outcome assessment report (Summer 2023)
- Collect HIST 1210/1220 artifacts (Spring 2023)

2023-24
- Collect ASTP Going Global assignment and Final Interdisciplinary Paper (Fall 2023)
- Data Warehouse request for AS majors’ language course grades (Spring 2024)
- Collect HIST 1210/1220 artifacts (Spring 2024)

2024-25
- Collect ASTP Going Global assignment and Final Interdisciplinary Paper (Fall 2024)
- Data Warehouse request for AS majors’ language course grades (Spring 2025)
- Collect HIST 1210/1220 artifacts (Spring 2025)

2025-26
- Collect ASTP Going Global assignment and Final Interdisciplinary Paper (Fall 2025)
- Data Warehouse request for AS majors’ language course grades (Spring 2026)
- Collect HIST 1210/1220 artifacts (Spring 2026)
- Prepare 7-year learning outcome assessment report (Summer 2026)

5.2 Outcomes assessment

Assessment activities are to be implemented in the 2020-2021 academic year and in subsequent years. Therefore, the AS program does not have examples of modifying teaching and learning in the program as a result of the assessment activities.
5.3 Degree completion data

Table 5.1: Graduate Degree Completion/Attrition Data
Asian Studies Program 2012-2019

<table>
<thead>
<tr>
<th>Entering Student Cohort Academic Year</th>
<th>Number of students newly enrolled in master’s programs</th>
<th>Number of students in cohort who left before completing master’s degree</th>
<th>Number of students in cohort who went on to complete master’s degree</th>
<th>Average time to complete master’s degree (years)</th>
<th>Number of students in cohort currently remaining in master’s programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2013-14</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>2.5</td>
<td>0</td>
</tr>
<tr>
<td>2014-15</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2015-16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2016-17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2017-18</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<tr>
<td>2018-19</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

5.4 Employment

The information presented below has been collected from ASTP staff members’ research on employment platforms such as LinkedIn and the University’s Development System, Advance, and from academic advisors’ personal knowledge of students’ “first destination” after graduation. Out of 88 students who have graduated with an Asian Studies degree (BA, HBA) from 2012-2013 to 2018-2019, we have determined the following placement information:
Table 5.2: Employment Placement Data

<table>
<thead>
<tr>
<th>Field/Sector</th>
<th>Percent</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business/marketing</td>
<td>29.6%</td>
<td>26</td>
</tr>
<tr>
<td>Health/medicine</td>
<td>2.3%</td>
<td>2</td>
</tr>
<tr>
<td>Government/politics</td>
<td>8.0%</td>
<td>7</td>
</tr>
<tr>
<td>Education/teaching</td>
<td>13.6%</td>
<td>12</td>
</tr>
<tr>
<td>Legal services/law</td>
<td>5.7%</td>
<td>5</td>
</tr>
<tr>
<td>Translation/interpreting</td>
<td>2.3%</td>
<td>2</td>
</tr>
<tr>
<td>Graduate/professional school</td>
<td>6.8%</td>
<td>6</td>
</tr>
<tr>
<td>Advocacy/NGO</td>
<td>2.3%</td>
<td>2</td>
</tr>
<tr>
<td>Unknown placement</td>
<td>29.6%</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>88</td>
</tr>
</tbody>
</table>