Subject: Fwd: For meeting tomorrow
Date: Friday, September 6, 2019 at 9:05:40 AM Mountain Daylight Time
From: Mark St. Andre
To: Ann Darling, Donna Ziegenfuss

FYI for 4:00 meeting today if either of you have time to look at this beforehand.

Thanks,
Mark

Begin forwarded message:

From: Kim Korinek <kim.korinek@soc.utah.edu>
Subject: For meeting tomorrow
Date: September 5, 2019 at 10:09:52 PM MDT
To: “Mark St. Andre” <mark.standre@utah.edu>

Dear Mark,

I am pasting in this message our draft text for section 5.1 in the Asian Studies first graduate program review. I thought it might be helpful to share this prior to meeting, as we would like to received your feedback on the ELOs and processes that we outline here.

Thanks,
Kim

5.1 Learning outcomes assessment procedures

Include the unit’s learning outcome assessment plan. The plan should include both direct and indirect measures of the unit’s effectiveness. Indirect measures may include, but are not restricted to, the following: (a) student information (recruitment, quality of students, retention, graduation rates), (b) alumni satisfaction and loyalty, and (c) employment and/or employer satisfaction measures. Direct measures of the unit’s effectiveness may include, but are not restricted to, the following: (a) program learning outcome assessment reports, (b) mid-program assessments, (c) end of program assessment (standard exam, capstone experience, exit interviews).

List the dates of the two required interim (typically in the 3rd and 5th year) and 7-year learning outcome assessment reports that have been completed by the program since the last Graduate Council review. Include copies of these reports in the appendix. For guidance on this process see http://learningoutcomes.utah.edu.

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 proficiency in a foreign language(s) in order to navigate an Asian nation and communicate with its people.
B. Build a base of Asia-oriented knowledge, skills and global awareness that equips you for an international career.
C. Demonstrate an understanding of history, cultures, and fundamental ideas and institutions of Asia.
D. Analyze and communicate about contemporary issues of Asia and Asian Diasporas 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 Proficiency** - 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. *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 knowledge for 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 ten attributes and skills for career readiness from the National Association of Colleges and Employers (NACE). Second, in addition to the signature experience, students gain career readiness knowledge during the ASTP 3001 course, in particular through attending the biannual 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 subset 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 in order to obtain a random sample of AS majors’ written essays in which students reflect critically upon select course readings assigned in HIST 1210 and 1220. Each May, AS advisors will systematically request essays submitted via Canvas by AS Majors (identified by name and UNID) in these two courses over the previous 1-2 academic years. 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...

D. Use an interdisciplinary lens to analyze and communicate about contemporary issues of Asia. 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. Students will have met this ELO provided that they...

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 framework and timeline for interim and seven-year reports to follow the current graduate council review.

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