

BAAS Assessment Plan

To: June Madsen Clausen
From: Taymiya R. Zaman
Subject: Assessment Plan for Asian Studies
Date: May 16, 2016

Dear June:

Thank you for your feedback (Appendix 1) on the assessment plan I submitted to you last semester (Appendix 4). My responses are below. Please note that (i) Since I will end my term as director of Asian Studies on June 1, 2016, I will not be responsible for the program after this date (ii) Since the future of the program is contingent on the recommendations it receives from external reviewers at the end of this month, the new director must develop or modify assessment plans in accordance with the reviewers' recommendations and while taking into consideration further recommendations from your office.

1. Two of our colleagues, Wei Yang and Tsering Wangchuk attended assessment workshops this past academic year (Appendix 2)
2. We considered including a language requirement as a program goal at our meeting on February 16, 2016 (Appendix 2). Faculty present agreed that they would highly recommend a language requirement as a program goal but it cannot be required. Since all were not present, further discussion on this may be needed.
3. You wrote: "Each department or program must have a mission statement and PLOs; departments/programs may opt to also have program goals, which derive from the mission statement and are broader (and fewer in number) than the PLOs. You provide program goals and "student learning outcomes"; please use the terms "Program Goals" and "Program Learning Outcomes", as this is the current convention in assessment and at USF." Please see Appendix 5. I have amended the language in accordance with current convention.
- 4(a). You recommended that our plan should be based on a standard evaluation of all Capstone projects. At our meeting on February 16, 2016 (Appendix 2), faculty did not feel Capstones could be assessed using the same standard for all projects given the highly individualized nature of these projects and the multidisciplinary nature of Asian Studies. The new director of the program can however, discuss this further with faculty.
- (b) The rubric I made was meant to offer faculty members a general set of guidelines; individual faculty members were welcome to modify these. Uldis Kruze's evaluation of the projects he supervised shows a more detailed rubric.
- (c) You wrote: "How was/will the scoring rubrics for the each of these PLOs on the capstone project be further developed and by whom? Who will apply the rubric(s) and how will the faculty be calibrated on the rubrics? How will you be confident that the ratings are reliable?" These are good questions. My answers: The next director will develop these further and will focus on working with faculty on assessment. Since I know Uldis Kruze both as a colleague in the history department and as a former director of Asian Studies, I am

confident that his ratings are reliable. If your office has more formalized methods for assessing faculty assessment reliability, then they would be worth sharing with the next director.

(d) I have conveyed to faculty that you encourage them to attend assessment workshops and am delighted that two faculty members attended.

5. I used indirect assessment methods (e.g., student surveys, analysis of CIPE data to understand pathways through the program) for the self-study and recommend that future directors do so as well.

6. Appendix 5, as requested, contains an assessment plan and two curricular maps.

7. I have made general suggestions in Appendix 5 about what the program can do regarding assessment in the future, but the report of external reviewers is key to deciding this, especially as reviewers were asked to take into consideration the possibility that Asian Studies is not sustainable as an independent major.

Warm regards,
Taymiya

Appendix 1: E-mail from Dean's Office

ASIAN STUDIES - Feedback on Mission Statement, PLOs, and Assessment Plan

8 messages

June Madsen Clausen <clausenj@usfca.edu> Sun, Jan 24, 2016 at 12:34 PM
To: Taymiya R Zaman <trzaman@usfca.edu>
Cc: Marcelo Camperi <camperi@usfca.edu>, Eileen Fung <fung@usfca.edu>, Mark D Meritt <meritt@usfca.edu>, Corie Schwabenland <ceschwabenland@usfca.edu>

Dear Taymiya:

Thank you for the assessment materials you submitted for the Asian Studies Program.

Mark Meritt, the Faculty Director of Curriculum Development for Humanities, and I have reviewed everything and have consulted with the University Assessment Committee on key points.

Our thoughts and suggestions:

1. We encourage you and your colleagues to attend one of the workshops that will be offered this spring on Mission Statements and Program Learning Outcomes (PLOs). Like most departments and programs, your mission statement and PLOs would be strengthened if they were more concise and more easily measurable.
2. Consider including the language requirement (ability to "utilize information in Chinese, Japanese, or Tagalog") more prominently, perhaps as a separate program goal.
3. Each department or program must have a mission statement and PLOs; departments/programs may opt to also have program goals, which derive from the mission statement and are broader (and fewer in number) than the PLOs. You provide program goals and "student learning outcomes"; please use the terms "Program Goals" and "Program Learning Outcomes", as this is the current convention in assessment and at USF.
4. Your assessment plan for Spring 2016 is to assess Capstone Projects in order to determine if "students are making use of the multi-disciplinary skills they have acquired in their classes":
 - a. The assessment plan should focus on a standard evaluation of all capstone projects, not be individualized to each student (and perhaps some students will rate well in different PLOs than other students).
 - b. The rubric you've included needs more development as it is too general (e.g., inadequate = does not show understanding, competent = has a adequate understanding, excellent = has a substantial understanding) and it will likely be difficult to attain minimal reliability among raters.
 - c. How was/will the scoring rubrics for the each of these PLOs on the capstone project be further developed and by whom? Who will apply the rubric(s) and how will the faculty be calibrated on the rubrics? How will you be confident that the ratings are reliable?
 - d. We encourage you and your colleagues to attend one of the workshops that will be offered this spring on Rubrics in order to strengthen this approach.
5. Consider, at some point in the future, developing some indirect assessment methods to supplement the

direct assessment of capstone papers (e.g., student surveys, analysis of CIPE data to understand pathways through the program).

Please consider our suggestions as you move forward with your assessment efforts and address our questions when you next submit assessment materials to my office. There is no need to re-submit your mission statement, PLOs, or assessment plan at this time.

I encourage you and your colleagues to consult with Mark, to attend workshops this spring, and to reach out to my office if you need assistance in developing your departmental assessment methods.

Sincerely,

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June Madsen Clausen, Ph.D.
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Professor of Psychology
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"The world breaks everyone, and afterwards many are strong in the broken pieces."
Ernest Hemingway

Appendix 2: Minutes of 2/16/16 Meeting

Minutes for Asian Studies Meeting

February 16, 2016

UC 503/3-4.30

Present: Annmarie Belda, Melissa Dale, Brian Komei Dempster, Stephen Roddy, Tsering Wangchuk, Wei Yang, Taymiya Zaman, James Zarsadiaz

I. Announcements & Quick Business

- Approval of 11-23-15 Minutes - minutes approved

- Taymiya went over the list of reviewers with those present and mentioned that although most are historians they all are active in the Asian Studies area. Their visit is scheduled April 13-15. Meetings will be scheduled from 9 a.m. Wednesday and conclude by 1 p.m. Friday.

- No incoming students this semester – we currently have 8 majors and 27 minors

II. Substantial/Ongoing Business

- Taymiya went over the feedback received from June Clausen on the Self-Study;

- Some points reviewed were:
 - The connection between Asian Studies & Philippines Studies as well as the connection between the Center for Asia Pacific Studies and Asian Studies.

 - Language as a program goal was discussed. Faculty present agreed that they would highly recommend it but it cannot be required. Since all were not present, further discussion on this may be needed.

 - Taymiya encouraged everyone to attend an assessment workshop if possible. Wei Yang & Tsering Wangchuk mentioned that they have attended the workshop.

 - Faculty did not feel Capstones could be assessed using the same standard for all projects, given the highly individualized nature of these projects and the multidisciplinary nature of Asian Studies. Taymiya will meet will Uldis to go over assessment feedback.

 - Taymiya will be providing Dana Zartner with a summary of how Asian Studies faculty feel about downsizing Asian Studies to a minor housed it in International Studies

- Melissa pointed out that International Studies faculty aren't Asia-focused, which means students approach Asian Studies faculty for mentorships; she offered concrete suggestions for how the dean's office could help the major with marketing and administrative resources.
- Brian supported the idea of an independent major, but felt that institutional support was crucial to this, as currently, the bulk of the work for administering the major falls on the chair.
- Tsering concurred with Brian and felt that a trial period, following program review, in which the dean's office provided the major with the resources needed to build it up was worth pursuing before considering downsizing the major.
- Wei said faculty often have a conflict of interest in promoting their home disciplines and promoting Asian Studies but supported the idea of a trial period.
- James agreed about the idea of a trial period and mentioned that the YPSP program, which is also undergoing an overhaul right now, was—to some extent—anchored in Asian Studies, which meant that downsizing the former was likely to impact the latter.
- Steve agreed with Brian about the administrative burden on the chair of an independent major that he supported, but also saw pragmatic reasons for downsizing given the cohesiveness of International Studies. He added that there needed to be consistency across programs; for instance, Latin American Studies is the only program that has an independent minor and also forms one of the regional concentrations for International Studies; would they too be downsized?
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- To summarize: Faculty members supported the idea of an independent major but emphasized that institutional support would be needed for this (e.g. through a trial period).

New ANST Chair

- Taymiya announced that this will be her last term as Chair and asked those present if they were interested. There were no takers.

Feedback on Self Study

- Taymiya will put together a document in response to the feedback given by June Clausen that will include the faculty feedback she received above. She will distribute a draft for review before submitting.

Meeting adjourned at 4:30pm.

Respectfully submitted,
Annmarie Belda

Appendix 3: Capstone Assessments –Uldis Kruze

This is the Assessment or Student Assurance document (developed by Professor Taymiya Zaman) as presented to Asian Studies faculty on November 23, 2015:

A Basic Literacy	Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.
B Analytical Skills	Students will be able to analyze both a specific region of Asia and an Asia related topic using interdisciplinary perspectives and methods including information either in Chinese, Japanese, or Tagalog.
C Social Responsibility	Students will be able to demonstrate understanding of how topics related to social justice (such as human rights, environmental sustainability and ethical considerations) impact both people and policy within Asian societies.

Student Learning Outcomes (SLOs)

Students graduating from the Asian Studies program at USF will be expected and prepared to exercise the skills and abilities (1) through (5) listed below. The table also indicates how these Learning Outcomes relate to the Program Objectives.

Students will be able to express in oral and written form an overview of key topics that promote understanding of Asian cultures, societies and histories.

Students will utilize approaches that represent at least two of the various academic disciplines specific to the USF Asian Studies program (political science, economics, sociology, history, religious studies, etc.).

Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.

Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.

Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.

I chose to assess Learning Outcomes #3, #4, and #5 for the Capstone project submitted by Cody Dugrenier. These are:

#2: Students will utilize approaches that represent at least two of the various academic disciplines specific to the USF Asian Studies program (political science, economics, sociology, history, religious studies, etc.).

#3: Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.

#5: Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.

I used the following rubric to assess Dugrenier’s performance in the three skill areas:

Learning Outcome	Inadequate	Marginally adequate	Adequate	Good	Excellent
2. The student utilized two disciplinary approaches (history and international studies)					Excellent use of history to evaluate Chinese, Filipino, and Vietnamese claims of sovereignty to the South China Seas. Excellent use of internat’l studies perspectives to evaluate the contemporary power relations in the SCS and US interest in that region
3. The student demonstrated					Excellent comprehensive

understanding of a region (SE Asia and the SCS) and issues of sovereignty, resource acquisition, and security					approach to the various claimants to sovereignty in the South China Seas region, with excellent use of up-to-date sources (like Fravel)
5. The student demonstrated knowledge of themes such as sovereignty, multilateral and bilateral diplomacy, and resources diplomacy.					Excellent close analysis of the interests and historical claims of the various parties (China, Vietnam, Philippines, US, et al) involved in the dispute over sovereignty in the SCS.

Cody: The USF Deans and the external evaluators wanted us to begin to use the Learning Outcomes and rubrics format to evaluate courses as of Dec 2, 2015. So I have used the above three learning outcomes to evaluate your capstone project. On the basis of these three learning outcomes, your grade should be an A. I was impressed with your organizational skills in describing and analyzing the claims of the many disputants to the South China Seas; and that you accessed and considered a large body of up-to-date, scholarly literature.

Uldis Kruze
January 6, 2016

This is the Assessment or Student Assurance document (developed by Professor Taymiya Zaman) as presented to Asian Studies faculty on November 23, 2015:

A Basic Literacy	Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.
B Analytical Skills	Students will be able to analyze both a specific region of Asia and an Asia related topic using interdisciplinary perspectives and methods including information either in Chinese, Japanese, or Tagalog.
C Social Responsibility	Students will be able to demonstrate understanding of how topics related to social justice (such as human rights, environmental sustainability and ethical considerations) impact both people and policy within Asian societies.

Student Learning Outcomes (SLOs)

Students graduating from the Asian Studies program at USF will be expected and prepared to exercise the skills and abilities (1) through (5) listed below. The table also indicates how these Learning Outcomes relate to the Program Objectives.

Students will be able to express in oral and written form an overview of key topics that promote understanding of Asian cultures, societies and histories.

Students will utilize approaches that represent at least two of the various academic disciplines specific to the USF Asian Studies program (political science, economics, sociology, history, religious studies, etc.).

Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.

Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.

Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.

I chose to assess Learning Outcomes #3, #4, and #5 for the Capstone project submitted by Mengyu Liu. These are:

#3: Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.

#4: Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.

#5: Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.

I used the following rubric to assess Liu’s performance in the three skill areas:

Learning Outcome	Inadequate	Marginally adequate	Adequate	Good	Excellent
3. The student demonstrated understanding of China’s leading May 4 th writer and intellectual Lu Xun in the context of the popular “new culture movement” of the early 20 th century in China				Good description and analysis of the various personality types and social structures depicted by Lu Xun of the early Republican period in China. Needs to further link that to other writers of that era, and how Lu Xun was different than Xu Zhimo or Hu Shi, and also representatives of the New Culture Movement.	
4. The student utilized Chinese-language sources				Accessed Chinese-language secondary and interpretive sources such as	

				Yu Dafu and Fan Hong; but these need to be more fully developed and cited in the narrative.	
5. The student demonstrated knowledge of themes such as national character, women's rights, and revolutionary change in seven of Lu Xun's short stories and essays.					Excellent close analysis of seven of Lu Xun's short stories. They include, inter alia, examples of the themes of the New Culture movement, such as Lu Xun's critique of the typical traditional scholar ("Kong Yiji") and the destructive nature of traditional society ("Diary of a Madman").

Yumeng: The USF Deans and the external evaluators wanted us to begin to use the Learning Outcomes and rubrics format to evaluate courses as of Dec 2, 2015. So I have used the above three learning outcomes to evaluate your capstone project. On the basis of these three learning outcomes, your grade should be a B+. However, I

should also note that you need to cite your sources much more extensively; and that the English should be more standard (visiting the Writing Center for editing help would have been desirable). I am also impressed with two aspects of your work: You have produced a substantial 25-page text that shows meticulous attention to primary sources. And you have worked in two languages, English and Chinese.

Uldis Kruze
January 6, 2016

Appendix 4: Assessment Plan

Assessing Learning Outcomes for Asian Studies Capstone Projects

Taymiya R. Zaman

December 2, 2015

I. Mission Statement

The mission of the Asian Studies Program is aligned with the global vision of the University of San Francisco. Our students learn about an important part of the world through a multi-disciplinary lens: They take classes on Asian philosophies that have shaped the cultural landscape of India, China, Japan, and the Philippines, they study an Asian language that gives them new vocabularies and ways of seeing the world, and they choose from a rich selection of history classes that expose them to Asia's pasts and presents. Together, these classes inculcate in the student an appreciation for a diverse region of the world, the ability to think critically about the forces that shape Asia today, and about their own role as global citizens.

II. Program Goals and Learning Outcomes

The matrix that follows lists how our Student Learning Outcomes (SLOs) correspond with our Program Learning Outcomes (PLOs).

B.A.A.S. Program: Program Goals and Student Learning Outcomes

PROGRAM GOALS (PROGRAM LEARNING OUTCOMES, PLOs)

In consultation with all stakeholders, the Asian Studies Program at USF has set its program goals as follows:

A	BASIC LITERACY	Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.
B	ANALYTICAL SKILLS	Students will be able to analyze both a specific region of Asia and an Asia related topic using interdisciplinary perspectives and methods including information either in Chinese, Japanese, or Tagalog.
C	SOCIAL RESPONSIBILITY	Students will be able to demonstrate understanding of how topics related to social justice (such as human rights, environmental sustainability and ethical considerations) impact both people and policy within Asian societies.

Student Learning Outcomes (SLOs)

Students graduating from the Asian Studies program at USF will be expected and prepared to exercise the skills and abilities (1) through (5) listed below. The table also indicates how these Learning Outcomes relate to the Program Objectives.

		PROGRAM GOALS		
		A	B	C
1	Students will be able to express in oral and written form an overview of key topics that promote understanding of Asian cultures, societies and histories.	X		
2	Students will utilize approaches that represent at least two of the various academic disciplines specific to the USF Asian Studies program (political science, economics, sociology, history, religious studies, etc.).	X		
3	Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.		X	
4	Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.		X	
5	Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.			X

In line with the institutional learning objectives (ILOs), graduates of the Asian Studies program at USF should be able to understand Asian cultures and societies, articulate their thoughts in speech and writing, analyze key issues and selected regions, and form ethical judgments.

III. Curriculum Map

Curriculum Map: Learning Outcomes and Program Courses					
STUDENT LEARNING OUTCOMES (SLOs)					
<i>B.A.A.S. graduates are expected and prepared to exercise the skills and abilities (1) through (5) listed below.</i>					
1	Students will be able to express in oral and written form an overview of key topics that promote understanding of Asian cultures, societies and histories.				
2	Students will utilize approaches that represent at least two of the various academic disciplines specific to the USF Asian Studies program (political science, economics, sociology, history, religious studies, etc.).				
3	Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.				
4	Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.				
5	Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.				
Course Mapping (by Course Groups)					STUDENT LEARNING OUTCOMES (SLOs)
<i>The table indicates how course groups relate to the learning outcomes above.</i>					
Language Requirement (16 Credits)	Chinese, Japanese, or Tagalog. Under special circumstances, students may demonstrate an equivalent competence in a target language or in another Asian language (such as Hindi/Urdu) through assessment, evaluation, and examination, by language faculty or other qualified staff.			X	
Gateway Courses (12 Credits)	History 130: East Asian Civilizations (4 Credits), or History 130: Indian Civilizations (4 Credits)	X X		X X	X X
	Philosophy 220: Asian Philosophy (4 Credits), or Theology 365: Religion and Globalization (4 Credits)	X X		X X	X X
	Politics 113: Introduction to International Politics (4 Credits), or Politics 369: Asian Politics, Activism, and Social Justice (4 Credits)	X X	X X		
Electives (16 Credits)	Students usually choose upper-division (i.e. 200-level and above) electives based on the region in Asia on which they wish to focus. This allows them to focus on that region through multiple disciplinary lenses.	X	X	X	X
Upper Division History	An upper-division history class, usually in the student's region of emphasis, gives them an understanding of that region that takes into account continuity and change in political, social, economic, and cultural institutions.	X	X	X	X
Regional Breadth (4 credits)	One class in a region outside the student's emphasis allows them to think comparatively about Asia.	X		X	X
Capstone Project (4 credits)	In their senior year, majors work under the supervision of a faculty member on a project addressing a topic or question on which they wish to produce original research.	X	X	X	X

IV. Assessment Plan

External reviewers in 2010-11 recognized the difficulty of conducting assessment for a program with a handful of majors scattered across different classes and recommended that the program assess Capstone projects. At a meeting on November 23, faculty agreed that our goal for Spring 2016 would be to assess Capstone projects with a view to answering the question of whether our students are making use of the multi-disciplinary skills they have acquired in their classes.

Currently, we have 8 majors of whom 2 are registered for Capstones. Uldis Kruze is supervising both students. Cody Dugrenier, who graduates in December 2015 is working on a Capstone Project titled "Politics of the South China Sea" and Yumeng Xiu, who graduates in May 2016 is working on a project titled "Lu Xun." The assessment plan below was developed by the current director (Taymiya Zaman), circulated at the November 23 meeting, and met with the approval of all faculty members present. Faculty present included Uldis Kruze, who has agreed to use the plan below to assess the Capstones under his supervision. The program assistant for Asian Studies, Annmarie Belda, will also inform the current director if any students register for a Capstone in Spring 2016 so that a meeting can be arranged between the director and the supervising faculty member to discuss the assessment plan.

We agreed that a Capstone Project need not meet every SLO outlined above and that faculty members can decide which SLO/s they will choose to assess and provide a rationale and method as they see fit. Below is a series of steps meant to assist faculty in assessing Capstone projects.

- A. Choose SLOs. For instance, if a student is working on the debate over Tibetan sovereignty, SLOs #3 and #5 might be appropriate
- B. Design a rubric. Designations such as "inadequate," "competent," and "excellent" can help assess the degree to which the project succeeds at meeting the SLO/s chosen.
- C. Make a chart explaining what the meaning of assessment terms such as "inadequate," "competent" and "excellent."

For instance, for a Capstone on the debate over Tibetan sovereignty, here's one way to explain these terms:

	Inadequate	Competent	Excellent
SLO #3: Demonstrate understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.	Does not show an understanding of either local or pan-Asian/international context of Tibetan sovereignty.	Has an adequate understanding of local context and larger pan-Asian/ international thematic framework of Tibetan sovereignty debate. Poses relevant questions and shows analytical reasoning.	Has a substantial understanding of topic that is informed by an in-depth analysis of local and pan-Asian/international context. Shows insight and critical thinking.
SLO #5: Discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.	Does not display adequate oral or written comprehension of themes relevant to topic. Cannot use examples to demonstrate applicability of themes.	Displays reasonable oral and/or written command of topic at hand and can provide some examples that show an understanding of relevant themes.	Demonstrates a strong oral and written command of the themes addressed in project, is able to illustrate these themes by using relevant examples, and project is compelling.

D. Draw up a table showing how the Capstone project in question was assessed. Below is one example.

Title: The Tibetan Sovereignty Debate

	Inadequate	Competent	Excellent	Notes
PLO#3 Understanding of local Tibetan context e.g. history of conflict, political structures involved and pan-Asian international issues.				The project is a 25 pp. paper with visual accompaniments that shows a strong grasp of the local context for the debate over Tibetan sovereignty and a good grasp of international context. The paper requires some work contextualizing the debate through a more international/pan-Asian lens especially as related to human rights law.

<p>PLO #5 Ability to discuss in oral and written form, examples that illustrate themes relevant to topic.</p>			<p>Student discussed themes during a series of meetings with me (e.g. once a week for a semester) and was able to illustrate by example, the applicability of these themes in a local context. The student's writing skills lag behind his/her oral skills; a number of examples the student discussed intelligently do not come across as clearly in his/her paper.</p>
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- V. Write up a summary and/or conclusion. Faculty members directing Capstones can use this opportunity to voice anything else they would like the program director to know.
- VI. Turn in assessment data to the program director after the project has been graded.

Appendix 5

Assessing Learning Outcomes for Asian Studies

Taymiya R. Zaman

May 16, 2016

I. Mission Statement

The mission of the Asian Studies Program is aligned with the global vision of the University of San Francisco. Our students learn about an important part of the world through a multi-disciplinary lens: They take classes on Asian philosophies that have shaped the cultural landscape of India, China, Japan, and the Philippines, they study an Asian language that gives them new vocabularies and ways of seeing the world, and they choose from a rich selection of history classes that expose them to Asia's pasts and presents. Together, these classes inculcate in the student an appreciation for a diverse region of the world, the ability to think critically about the forces that shape Asia today, and about their own role as global citizens.

II. Curriculum Map A: Program Learning Outcomes and Institutional Learning Outcomes

The matrix that follows shows how our Program Goals and Learning Outcomes map onto one another.

B.A.A.S. Program: Program Goals and Learning Outcomes			
PROGRAM GOALS			
<i>In consultation with all stakeholders, the Asian Studies Program at USF has set its program goals as follows:</i>			
A	BASIC LITERACY	Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.	
B	ANALYTICAL SKILLS	Students will be able to analyze both a specific region of Asia and an Asia related topic using interdisciplinary perspectives and methods including information either in Chinese, Japanese, or Tagalog.	
C	SOCIAL RESPONSIBILITY	Students will be able to demonstrate understanding of how topics related to social justice (such as human rights, environmental sustainability and ethical considerations) impact both people and policy within Asian societies.	
Program Learning Outcomes (PLOs)			
<i>Students graduating from the Asian Studies program at USF will be expected and prepared to exercise the skills and abilities (1) through (5) listed below. The table also indicates how these Learning Outcomes relate to the Program Objectives.</i>			
			PROGRAM GOALS
			A B C
1	Students will be able to express in oral and written form an overview of key topics that promote understanding of Asian cultures, societies and histories.	X	
2	Students will utilize approaches that represent at least two of the various academic disciplines specific to the USF Asian Studies program (political science, economics, sociology, history, religious studies, etc.).	X	
3	Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.		X
4	Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.		X
5	Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.		X

In line with the institutional learning objectives (ILOs), graduates of the Asian Studies program at USF should be able to understand Asian cultures and societies, articulate their

thoughts in speech and writing, analyze key issues and selected regions, and form ethical judgments.

III. Curriculum Map B: Program Learning Outcomes and Courses

Curriculum Map

PROGRAM LEARNING OUTCOMES (PLOS)

B.A.A.S. graduates are expected and prepared to exercise the skills and abilities (1) through (5) listed below.

1	Students will be able to express in oral and written form an overview of key topics that promote understanding of Asian cultures, societies and histories.
2	Students will utilize approaches that represent at least two of the various academic disciplines specific to the USF Asian Studies program (political science, economics, sociology, history, religious studies, etc.).
3	Students will be able to demonstrate their understanding both of a region (or regions) of Asia (including its history, political structures, and of key intellectual and religious ideas) and a pan-Asian topic (such as nationalism, popular culture, or human rights) as it applies to that region.
4	Students will be able to utilize information either in Chinese, Japanese, or Tagalog as part of their analysis.
5	Students will be able to discuss in oral and written form specific examples of the themes mentioned above as they influence their chosen area or topic of study.

Course Mapping (by Course Groups) <i>The table indicates how course groups relate to the learning outcomes above.</i>		PROGRAM LEARNING OUTCOMES (PLOS)				
		1	2	3	4	5
Language Requirement (16 Credits)	Chinese, Japanese, or Tagalog. Under special circumstances, students may demonstrate an equivalent competence in a target language or in another Asian language (such as Hindi/Urdu) through assessment, evaluation, and examination, by language faculty or other qualified staff.				X	
Gateway Courses (12 Credits)	History 130: East Asian Civilizations (4 Credits), or History 130: Indian Civilizations (4 Credits)	X X		X X		X X
	Philosophy 220: Asian Philosophy (4 Credits), or Theology 365: Religion and Globalization (4 Credits)	X X		X X		X X
	Politics 113: Introduction to International Politics (4 Credits), or Politics 369: Asian Politics, Activism, and Social Justice (4 Credits)	X X	X X			
Electives (16 Credits)	Students usually choose upper-division (i.e. 200-level and above) electives based on the region in Asia on which they wish to focus. This allows them to focus on that region through multiple disciplinary lenses.	X	X	X	X	X
Upper Division History	An upper-division history class, usually in the student's region of emphasis, gives them an understanding of that region that takes into account continuity and change in political, social, economic, and cultural institutions.	X	X	X		X
Regional Breadth (4 credits)	One class in a region outside the student's emphasis allows them to think comparatively about Asia.	X		X		X
Capstone Project (4 credits)	In their senior year, majors work under the supervision of a faculty member on a project addressing a topic or question on which they wish to produce original research.	X	X	X	X	X

IV. Assessment Plan

At a meeting on November 23, faculty agreed that our goal for Spring 2016 would be to assess Capstone projects with a view to answering the question of whether our students are making use of the multi-disciplinary skills they have acquired in their classes. Uldis Kruze successfully completed assessments for two Capstone Projects this term and has been willing to share his assessments with other faculty members supervising Capstone projects. Kruze used a modified version of the general assessment rubric provided by the director.

V. Future Plans

Since the program is in transition, any future plan for assessment must be formulated in light of feedback from the Dean's Office coupled with suggestions from the external reviewers. As current director, my recommendations are that the program (should it remain an independent major) continue to assess Capstone projects and to build a community of scholars who can formulate program goals, outcomes, and assessment strategies together.