

## ASSESSMENT REPORT (REGULAR TEMPLATE)

### Asian Studies Major & Minor

ACADEMIC YEAR 2019 - 2020

**REPORT DUE DATE: December 4, 2020**

This is our regular assessment template.

Given the unusual circumstances of the 2019-2020 academic year, each program/department/major/minor/certificate has two options of assessment:

- (a) Usual assessment report based on this template OR
- (b) Alternative assessment reflections on distance learning pivot based on the alternative attached template

Every program/department/major/minor/certificate can choose ONE of the two alternative reports to submit

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- Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences.
  - Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections
  - Undergraduate, Graduate and Certificate Programs must submit separate reports
  - It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices
  - Curriculum Map should be submitted along with Assessment Report

#### Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto:schakraborty2@usfca.edu)

#### Academic Effectiveness Annual Assessment Resource Page:

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)

Important: Please write the name of your program or department in the subject line.

For example: **FineArts\_Major** (if you decide to submit a separate report for major and minor);  
**FineArts\_Aggregate** (when submitting an aggregate report)

## I. LOGISTICS

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1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Wei Yang Menkus (wmenkus@usfca.edu), Program Director

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

c. an aggregate report for Asian Studies Major and Minor

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map since October 2019?

The new ANST Minor curriculum was approved in summer 2020. In this curricular update, we 1) added a required class for all minors (pro-seminar ANST 300), 2) added a fourth category (“Art and Literature”) of Gateway classes; and 3) updated the list of elective courses.

These changes are made to match the curriculum changes for ANST majors as approved in summer 2019. They foster a greater sense of cohesion, both intellectually and programmatically, and reflect the new courses added to the curriculum in recent years.

**Asian Studies Major** (40 units) – no change

- 1) Gateway Courses (16 units)
- 2) ANST electives (16 units)
- 3) Pro-seminar (4 units)
- 4) Capstone Project (4 units)

**Asian Studies Minor** (20 units) – new change

- 1) Pro-seminar (4 units)

2) Gateway Courses (8 units)

3) ANST electives (8 units)

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

### **Mission Statement (no changes made in 2019-20):**

Major: The mission of the Asian Studies Major Program is aligned with the 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 landscapes 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 and the ability to think critically about the forces that shape Asia today, as well as about their own role as global citizens.

Minor: The mission of the Asian Studies Minor Program is aligned with the 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 landscapes 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 and the ability to think critically about the forces that shape Asia today, as well as about their own role as global citizens.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

### **PLOs (no changes made in 2019-20)**

**Major:**

- A. Basic Literacy: Students articulate fundamental issues and themes for the study and understanding of Asian cultures and societies
- B. Analytical Acumen: Students analyze both a specific region of Asia and an Asia-related topic using interdisciplinary perspectives and methods, including information in either Chinese, Japanese, or Tagalog
- C. Social Responsibility: Students understand how topics related to social justice such as human rights, environmental sustainability, and ethical consideration impact both people and policy within Asian societies
- D. Integrative Synthesis: Students synthesize the knowledge and analytical skills gained through multidisciplinary study to engage in integrative examination and analysis of issues that are shared across historical periods, cultures, regions, and national boundaries in the Asian continent.

**Minor:**

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

**3. State the particular Program Learning Outcome(s) you assessed for the academic year 2019-2020.**

**PLO(s) being assessed (Major/Graduate/Certificate):**

The ANST program is a very small one, with only 7 majors (as of Fall 2020). Hence, the program elected to conduct assessment over a 3-year period. The most recent assessment report was submitted in Fall 2018. We have been and will continue to collect student works as samples for a later accumulative report.

**PLO(s) being assessed (Minor):**

While the number of ANST Minors is relatively larger than that of the Majors, with about 30 as of Fall 2020, students choose from a wide range (40+) of ANST courses to fulfill their requirements. It has been quite challenging to collect data to assess our ANST Minors for several reasons. Up to Fall 2020, there is no course required for the Minor, and as such, the most

promising courses to draw on would be the gateway courses. However, each gateway course has multiple sections any given semester, taught by a variety of instructors, and therefore it is challenging to ascertain when our majors are taking the gateway courses and from which instructors, which in turn makes it difficult to ask the professors to share the student papers for assessment.

With the most recent curriculum change, all ANST minors are required to take Pro-seminar ANST 300, which is scheduled to be offered annually and will be offered for the first time in Spring 2021. We are confident that this new requirement will allow us to collect data more effectively in the future.

### III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

**Important Note** – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

**Important:** *Please attach, at the end of this report, a copy of the rubric used for assessment.*

**Methodology used (Major/Graduate/Certificate):**

**Methodology used (Minor):**

#### **IV. RESULTS & MAJOR FINDINGS**

**What are the major takeaways from your assessment exercise?**

**This section is for you to highlight the results of the exercise. Pertinent information here would include:**

- a. how well students mastered the outcome at the level they were intended to,**
- b. any trends noticed over the past few assessment cycles, and**
- c. the levels at which students mastered the outcome based on the rubric used.**

**To address this, among many other options, one option is to use a table showing the distribution, for example:**

<b>Level</b>	<b>Percentage of Students</b>
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

**Results (Major/Graduate/Certificate):**

**Results (Minor):**

## **V. CLOSING THE LOOP**

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

**Closing the Loop (Major/Graduate/Certificate):**

## **Closing the Loop (Minor):**

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2018-2019, submitted in October 2019)? How did you incorporate or address the suggestion(s) in this report?

**Suggestions (Major/Graduate/Certificate):**



**Suggestions (Minor):**

## **ADDITIONAL MATERIALS**

**(Any rubrics used for assessment, relevant tables, charts and figures could be included here)**