

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- **2016-2017 Yearly Assessment Reports** for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Asian Studies

Type of Program *

Major ▼

College of Arts and Sciences Division *

Humanities ▼

Name/Title/E-mail Address of Submitter *

Stephen Roddy/Professor/roddys@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

none

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

 Yes No**Yearly Assessment Report PDF Upload**

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

**WARNING: This form currently cannot be saved once it is in-progress.
If you close out of the form before submission, responses will be **discarded**.**

Mission Statement 

Please type and/or copy-and-paste directly into the space below:

*

The mission of the Asian Studies 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, the ability to think critically about the forces that shape Asia today, and about their own role as global citizens.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

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 Acumen Students will be able to analyze both a specific region of Asia and an Asia-related topic using various disciplinary perspectives and methods, including information in an Asian language such as Chinese, Japanese, or Tagalog.

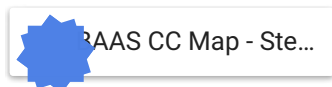
C Social Responsibility Students will be able to demonstrate understanding of how topics related to social justice (such as human rights, environmental sustainability and ethical considerations) impact both people and policy within Asian societies.

D Integrative Synthesis Students will be able to 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.

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *



Please upload your PLOs to ILOs Curriculum map here *



**WARNING: This form currently cannot be saved once it is in-progress.
If you close out of the form before submission, responses will be **discarded**.**

Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations



Other:

Brief description of student work products used to assess PLOs: *

Two exams from JAPN 355

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

scores

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

Who evaluated the student work product? Check all that apply. *

FT faculty members who were not instructor(s) of the course(s)

FT faculty members who were instructor(s) of the course(s)

PT faculty members who were not instructor(s) of the course(s)

PT faculty members who were instructor(s) of the course(s)

Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

Unnecessary

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

none

Attach survey/script/interview here as needed

**WARNING: This form currently cannot be saved once it is in-progress.
If you close out of the form before submission, responses will be **discarded**.**

Results

What were the direct data results? *

Only one ANST major took JAPN 355. This student's overall performance was 80-90% and 90-100% on the two in-class tests s/he took.

What were the indirect data results? (If applicable)

None.

How do you interpret these results? What do they mean? *

The student, a sophomore when s/he took the class, was relatively well-informed about the subject matter (the history of Japanese literature), and was able to score well on both in-class exams. Due to the very limited amount of data, I feel unable to extrapolate more generally on these results.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery

Other:

Try to envision how this course could better serve non-Japan-specific majors like those coming from ANST. It was designed as a Japanese Studies course.

Description of the Proposed Changes (as checked above): *

None. The limited data do not justify making any far-reaching changes at this time. Moreover, since the course usually serves a much larger number of students in other majors/minors (Japanese, International Studies, etc.), it would be unwise to base any proposed changes solely on ANST majors' learning outcomes.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

None.

This form was created inside of Faculty & Staff DonsApps.

Google Forms

Asian Studies Curriculum Map

	PLO A: Basic Literacy	PLO B: Analytical Acumen	PLO C: Social Responsibility	PLO D: Integrative Synthesis
	Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.	Students will be able to analyze both a specific region of Asia and an Asia-related topic using various disciplinary perspectives and methods, including information in an Asian language such as Chinese, Japanese, or Tagalog.	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.	Students will be able to 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.
ANST 102: Second Semester Chinese (4) Prerequisite: CHIN - 101 or equivalent competence as determined by the Department. Continuation of CHIN 101.	X	X		
ANST 103: First Semester Japanese (4) This course will introduce basic Japanese grammar, vocabulary, and writing systems (katakana and hiragana), together with some relevant aspects of Japanese culture. Emphasis is on developing communicative conversational skills.	X	X		
ANST 104: Second Semester Japanese (4) Prerequisite: JAPAN - 101 or equivalent competence as determined by the Department. Continuation of JAPAN 101. Some basic kanji will be introduced. The course will focus on developing conversational skills and reading/writing skills.	X	X		
ANST 105: Third Semester Japanese (4) Prerequisite: JAPAN - 102 or equivalent competence as determined by the Department. Continuation of JAPAN 102. This	X	X		

course will develop communicative conversational skills and reading and writing skills and will familiarize the student with Japanese grammar, vocabulary, and kanji.				
ANST 106: Intermediate Japanese (4) Prerequisite: JAPAN - 202 or equivalent competence as determined by the Department. Continuation of JAPAN 202. This course will provide extensive practice for conversation, reading, and writing to consolidate the student's language skills.	X	X		
ANST 107: First Semester Chinese (4) Intensive grammar, composition, conversation, reading. Stress on spoken language.	X	X		
ANST 108: Third Semester Chinese (4) Prerequisite: CHIN - 102 or equivalent competence as determined by the Department. Continuation of CHIN 102.	X	X		
ANST 109: Third Year Chinese (4) Prerequisite: CHIN - 202 or equivalent. Develops intermediate-to-advanced-level skills in oral and written expression, and introduces modern literary Chinese through texts such as newspapers, short stories, and essays.		X	X	
ANST 110: Traditional Chinese Culture (4) A history of the literati arts of landscape and bird and flower painting, calligraphy, and zither music, along with closely affiliated pursuits such as poetry, garden design, religious or literary pilgrimage, and philosophical contemplation...		X		X
ANST 130: East Asian Civilization (4) Introductory survey of the four East Asian civilizations of China, Japan, Korea, and the Asian area of Russia. The course offers a selective treatment of key issues and important achievements of these societies.	X	X		

<p>ANST 195: FYS: First-Year Seminar (4) First Year Seminars are designed and taught by faculty who have a special passion for the topic. All FY Seminars are small classes (16 students) that count toward the university Core. Many FY Seminars include enrichment activities such as excursions into the city or guest speakers.</p>	X	X		
<p>ANST 201: Third Semester Filipino/Tagalog Prerequisite: ANST 102 or permission of instructor. This course introduces non-native speakers to an advanced understanding and comprehension of the Filipino language, its development, and grammatical characteristics.</p>	X	X		
<p>ANST 205: Barrio Fiesta: Introduction (2) This course is an introductory immersion to the social, arts, cultural, political, linguistic, and historical experiences of the Filipino/a as Asians and as Americans through the "Barrio Fiesta" a Philippine Cultural Night (PCN).</p>	X		X	
<p>ANST 206: Barrio Fiesta: Performance (2) This unique Philippine studies course focuses on Filipino and Asian American performing arts and social justice. It is an advanced immersion to the social, arts, political, cultural, linguistic, and historical experiences of Filipinos...</p>	X		X	
<p>ANST 214: Asian Musical Cultures (4) This course explores musics of various Asian cultures and musics of Asian Americans. Students will attend concerts, develop listening skills, and investigate these musics' aesthetics, meanings, and sociological contexts.</p>	X	X		
<p>ANST 220: Asian Philosophy (4) This course examines both the historical development and contemporary debates of the philosophical traditions of Asia. The topics include metaphysical,</p>	X	X		

epistemological, and ethical questions raised in Indian, Chinese, Buddhist, and Japanese philosophies.				
ANST 222: Philippine Boxing and Culture (2) This is a non-contact Philippine boxing course that introduces students to the history, art, and science of the Filipino/a boxer's workout, exercise, technique, and routines.			X	
ANST 250: Filipino Music and Theology (2) Philippine Spirituality and Music investigates the numerous ways in which music is embedded in the world—particularly its influence on spirituality and society as a whole. The course delves into the intersections of music with the fields of philosophy, religious studies, and sociology.	X		X	
ANST 251: Philippine Dance and Culture (4) This course studies the culture, tradition, politics, and development of Philippine dances and rituals through a variety of methods: lecture/discussion, videos, live performance, and movement classes.		X	X	
ANST 260: Filipino American and Philippine Literature (2) Filipino American and Philippine Literature is a unique Philippine literature survey course where students will read and discuss short works of fiction, essay, and poetry written by Filipina/o writers in English.	X	X		
ANST 270: Sex & Transgression in the Islamic World (4) This course explores sexuality and transgression in the pre-modern, colonial, and modern Muslim world including the Ottoman and Qajar Empires, and the modern Middle East.		X		X
ANST 295: TYS: Transfer Year Seminars (4) Transfer Year Seminars (TYS) are designed and taught by faculty who have a special passion for the topic. All TY Seminars are small	X	X		

classes (16 students) that count toward the university Core. Many TY Seminars include enrichment activities such as excursions into the city or guest speakers.				
ANST 301: Philippine History to 1900 (4) The course provides a general introduction to the social, economic, and political history of the Philippines from the early times (i.e. pre-Spanish period) to the Spanish colonial period (1565-1898).		X		
ANST 303: Law, Immigration & Filipinos (4) The course examines the legal history of Asian Americans in the United States, focusing on critical topics like immigration, citizenship and naturalization, and the movements against economic and social discrimination. The course also explores the role of dominant groups that utilize the U.S.			X	X
ANST 306: Asian Art (4) This course helps students build an understanding and appreciation of the visual arts of China, Japan, and India. Lectures are illustrated with slides and museum visits.		X		X
ANST 307: Cross-Cultural Psychology (4) Prerequisite: PSY - 101 or permission of instructor. This course increases understanding of the similarities and differences among cultures through experimental evidence, group experience, and class discussion.		X	X	
ANST 310: Philippine History: 1900 – Present (4) Philippine History from 1900 to Present focuses on the political and socio-economic history of the Philippines from the end of the colonial Spanish period (1898), right through the US colonial period and the "Americanization" of the Philippines, the Japanese occupation, and independence.		X		X
ANST 312: Knowledge Activism (2) Knowledge Activism is an introductory course in activism			X	

<p>focusing on Filipino and Asian American communities. The course explores issues that are paramount to the Filipino American community, as well as the Asian American community in general.</p>				
<p>ANST 316: Filipino American Arts (4) This combined studio and cultural history course offers a survey of Filipino American artistic production, looking at visual art, literature, music, and performance.</p>		X		
<p>ANST 318: Indian Cinema (4) Prerequisite: MS 102 or MS 200. Examines the institutions, texts, and audiences of the National ("Bollywood") and regional cinemas of India in the postcolonial context.</p>		X		X
<p>ANST 323: Filipino Politics & Justice (4) A survey of the Filipino political and economic experiences and issues in and out of the Philippines. It examines classic and contemporary issues being discussed and engaged by Filipinos in the Philippines and in their diasporic communities found in Asia and all over the world.</p>		X	X	
<p>ANST 325: Filipino Culture & Society (4) This course is an introductory survey of the Filipino social and cultural experiences. It encompasses concepts and issues encountered by Filipinos in the Philippines and in their diasporic communities.</p>			X	X
<p>ANST 327: Migration and Diversity in East Asia (4) East Asia is often mistakenly characterized as a culturally homogeneous region in popular discourse. However, this region has a long history of migration, which has been an important driving force in enriching their cultural diversity.</p>		X		X
<p>ANST 333: Boxing & Social Justice (4) Boxing and Social Justice is a unique combined recreational</p>			X	

sports, cultural diversity, and service learning course.				
ANST 341: Balinese Dance & Culture (4) Through study of the dances of Bali we examine the arts in contemporary Balinese life, along with the various historical and socio-political forces that have influenced its evolution. It consists of lecture/discussion format, videos, and classes in Balinese music and dance.		X		
ANST 342: China Today: Immersion (4) Course is taught in China.		X		
ANST 345: Asians and Lawmaking (4) This course delves into laws, lawmaking, and the politico-legal systems of selected Asian countries. It examines a sampling of Asian states in the context of their historical and traditional heritage vis-a-vis the sweeping changes that are driven by globalization and democratization.			X	X
ANST 346: Government & Politics of South & Southeast Asia (4) A comparative political study of India, Pakistan, Malaysia, the Philippines, and other South/Southeast Asian states, focusing on state-society relations, the military, religion, race, ethnicity, culture, nationalism, and the challenges for economic development and nation-building.				X
ANST 356: Japanese Literature in Translation (4) This course introduces the classics of Japanese literature as well as works by the Nobel laureates. The course is taught in English.		X		X
ANST 358: International Relations of South & Southeast Asia (4) A study of the post-war foreign relations of India, Pakistan, Sri Lanka, Thailand, Indonesia, the Philippines, and other selected countries of post-war		X		X

South/Southeast Asia.				
ANST 366: Religion & Spirituality/Asia (4) A survey of major religious traditions-- Hinduism, Daoism, Confucianism, Buddhism, and Christianity--that have helped shape the societies and cultural identities of Asian peoples.			X	X
ANST 369: Asian Politics, Activism & Justice (4) Asia Advocacy and Activism is a unique USF service learning and cultural diversity fieldwork course that immerses the student in advocacy, action, and activism among San Francisco's Asia and Asian American social justice organizations.			X	X
ANST 381: Himalayan Religion & Culture (4) This course explores contemporary religions and cultures of the Himalayan regions such as Tibet, Nepal, and northern parts of India...				X
ANST 384: The Rise of China Since Mao (4) A comprehensive survey of the enormous changes, yet also important continuities, in China's domestic and foreign policy since 1978.		X		
ANST 387: History of U.S.-Japan Relations (4) Consideration of a broad variety of political, social, economic, and cultural issues concerning America's relationship with Japan, beginning with Commodore Perry's visit in 1853 and including contemporary economic and security concerns.		X		X
ANST 390: Special Topics (2-4) This course is an exploration of one or more selected topics in the field.				X
ANST 396: Public Administration Internship (4) Students do interesting work six to ten hours per week in a federal, state, or municipal agency, giving them a chance to strengthen their skills, and network. They will prepare journal themes, read			X	X

relevant assigned material, and meet every two weeks in a seminar.				
ANST 398: Directed Reading & Research (1-4) Majors initiate and complete a significant reading and research project under the direct supervision of faculty.				X
ANST 410: Introduction to Japanese Linguistics (4) This course aims to develop linguistic knowledge about the Japanese language. The course will focus on understanding the Japanese language in terms of history, lexicon, phonology, morphology, syntax, pragmatics, and sociolinguistics.		X		

Asian Studies Program Learning Outcomes

Institutional Learning Outcomes (ILOs)	PLO A: Basic Literacy	PLO B: Analytical Acumen	PLO C: Social Responsibility	PLO D: Integrative Synthesis
	Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.	Students will be able to analyze both a specific region of Asia and an Asia-related topic using various disciplinary perspectives and methods, including information in an Asian language such as Chinese, Japanese, or Tagalog.	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.	Students will be able to 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.
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.		X	X	
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	X		X	
3. Students construct, interpret, analyze and evaluate information and ideas derived from a multitude of sources.		X		X
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	X			
5. Students use technology to access and communicate information in their personal and professional lives.	X			
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.				X
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.			X	X

