2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: College of Humanities

Department: Asian American Studies

Program: B.A.

Assessment liaison: Eunai Shrake

1. **Overview of Annual Assessment Project(s).** Provide a brief overview of this year's assessment plan and process.
   Our goal for the year's assessment was to overhaul all of the 5 departmental SLOs in light of the changes in our department. After many years of having interim chairs from outside of our department, we have a new chair from our department (Gina Masequesmay) from this school year, so we wanted to rethink the vision of the department as well as our curriculum. As such, using a focus group of (graduating) seniors who are majoring/double majoring in Asian American Studies, we wanted to measure if and how the departmental curriculum has accomplished the departmental mission and SLOs in order to find a direction for our curriculum redesign.

2. **Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?
   Since this year's assessment was focused on evaluating our whole curriculum, the issue of assessment has been part of monthly departmental meeting agenda throughout a year. Assessment was executed with a close relationship with the departmental curriculum committee. Especially, two curriculum committee members got involved in designing an assessment method and one faculty joined in actual assessment as a focus group facilitator.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

We assessed all 5 departmental SLOs by way of focus group discussion with graduating seniors about their perceptions of each SLO.

SLO 1. Develop a core competency in the history, culture, and experience of APA

SLO 2. Develop and apply critical thinking skills

SLO 3. Acquire and develop effective communication skills

SLO 4. Develop and demonstrate basic research skills

SLO 5. Demonstrate applied knowledge and practical application of their acquired skills

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking
- Oral Communication
- Written Communication

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

Most of our departmental SLOs are embedded with diverse perspectives relating to race, culture, language, and ethnic difference.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

We created indirect instruments such as survey questions for individual students and discussion questions for the focus group of seniors. For example, one of the survey questions asked students to rate how well each of our departmental SLOs has been met. And group discussion questions centered on evaluating the department's curriculum in relation to departmental SLOs (e.g., Add/delete any SLOs? Or any suggestions for new courses?)

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

We used a focus group discussion with senior students in our department. The focus group consisted of 12 graduating seniors, 4 seniors, and 3 juniors. Out of 19 students, 17 were AAS majors and 2 were double majors. Though it was not longitudinal study, these students were given opportunities to evaluate the departmental curriculum from their 4-5 years of experience with the department. Students in the focus group freely expressed their perceptions of the departmental curriculum in terms of its strength and weakness. They also provided suggestions for the future curriculum revision. In addition to this qualitative data, they also filled out a short survey on which they evaluated the effectiveness of department in accomplishing its SLOs.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

Student surveys were collected and analyzed. Focus group discussion was tape recorded and also recorded on flip chart.
The survey results and focus group discussion data revealed that our students rated our department high on all SLOs except SLO #5. Students consistently rated SLO #1 (core competence) as highest followed by SLO #2 (critical thinking), SLO #3 (communication skills), and SLO #4 (research skills). However, they rated SLO #5 (applied knowledge and practical application of their acquired skills) the lowest. In a focus group discussion, they called SLO #5 "a total failure," pointing out that the department hasn't offered sufficient number of internship or community service related courses that could provide students with opportunities to build practical experiences that help prepare them for post graduation career. In addition, students participated in the focus group suggested that a more variety of courses should be offered including "Social Justice & Community Activism," "Community Internship," "Pacific Islander Experience," "South Asian Experience," and "Comparative Ethnic Studies" courses that can be team-taught with other ethnic studies faculty.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

The assessment result was presented to the faculty in a department meeting and we discussed major revision of our curriculum in consideration of students' evaluation of departmental SLOs and their suggestions for the future. Faculty agreed with the students that we should offer more courses that can meet our SLO #5. Curriculum committee is currently redesigning our departmental curriculum. Preliminary proposal of a new curriculum includes a new course, tentatively entitled, "Social Movement" designed by a tenure-track professor. This course will be offered from 2014 Spring semester and it will cover social justice movement and community activism with community service and/or internship component

through close relationships with various Asian Pacific American community organizations in Los Angeles. We hope that this course is a first step to satisfy students' need for developing "applied knowledge and practical application of their acquired skills." In addition, we will also offer "South Asian American experience" class next semester. Moreover, considering students' interest in the comparative ethnic studies, our newly proposed curriculum adds a upper division course from other ethnic studies department (i.e., Pan African Studies, Chicano Studies, etc.) as an Elective course requirement for AAS majors.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

    N/A

5. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

    No

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

    We didn't follow 5 year plan this year since our department is focusing on the redesigning our curriculum. This year's assessment was focused on evaluating all 5 SLOs, which will serve as a base for our curriculum revision. However, we plan to follow the plan from 2013-14 school year (5 year plan is attached to this form.)

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

    No

8. **Other information, assessment or reflective activities or processes not captured above.**

    According to the focus group discussion, our senior students emphasized the department's needs for better resources such as computer labs for students, in-house advisor, and funding for field trips or student research. Students also expressed their preference for traditional classes as opposed to online classes. Nevertheless, students expressed a high level of satisfaction with the department.

Program Assessment Plan, 2013-2018

Department/Program: _____Asian American Studies_____

Option: _____

Assessment Activity Specify type of assessment activity and SLO (may refer by number to list below)	Time Period	Direct Measures Describe student work to be used to provide evidence for outcome	Indirect Measures Describe instrument: survey, interview	Where will evidence be gathered? Course name, internship, etc	What results would indicate success or failure? What is the expected level of achievement?	Status
A) Establish course learning objectives from Comparative/Cross-Cultural GE Portfolios (AAS 100, 340, 360, 345) B) Detail and finalize SLO#1 test. C) Give SLO#1 test to all students from AAS 100, 340, 360 and 345.	2013/14	C) Core competence test to all students from AAS 100, 340, 360 and 345 via surveymonkey or paper test. Dii, Eii) Surveys of faculty, graduating students and alumni on satisfaction.	Di) Faculty assessment of senior students on program SLOs. Ei) Self-assessment of senior students on program SLOs. .	C) AAS 100, 340, 360 and 345 D) Using faculty listserv to solicit response to faculty online survey. E) Using senior capstone course and advisor's list of majors and minors and alumni to solicit	C) Compare across sections and courses to see what students are learning from these different courses in terms of the detailed components of SLO#1. Di, Ei) Comparison between faculty's and students' assessments for correspondence and over time for improvement. Dii, Eii) Using the previous year as a baseline from which to compare to see	

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D) Surveying faculty on: (i) student's skills regarding the 5 SLOs; and (ii) faculty satisfaction with AAS. E) Surveying graduating seniors and alumni on: (i) the 5 SLOs; and (ii) satisfaction with AAS.				response to online surveys.	if there is improved satisfaction over time for both faculty and students, provided that we have made changes to improve conditions for faculty and students
A) Detail components of SLO#3. B) Create assessment instrument for SLO#3. C) Give SLO#1 test to all. D) Surveying faculty on: (i) student's skills regarding the 5 SLOs; and (ii) faculty satisfaction with AAS.	2014/15	B) Assessment of SLO#3. C) Core competence test to all students via surveymonkey or paper test. Dii, Eii) Surveys of faculty, graduating students and alumni on satisfaction.	Di) Faculty assessment of senior students on program SLOs. Ei) Self-assessment of senior students on program SLOs.	C) All AAS courses. D) Using faculty listserv to solicit response to faculty online survey. E) Using senior capstone course and advisor's list of majors and minors and alumni to solicit response to online	C) Compare across courses to see what students are learning from these different courses in terms of the detailed components of SLO#1. Di, Ei) Comparison between faculty's and students' assessments for correspondence and over time for improvement. Dii, Eii) Using the previous year as a baseline from which to compare to see if there is improved satisfaction over time for both faculty and students,

					surveys.	provided that we have made changes to improve conditions for faculty and students	
E) Surveying graduating seniors and alumni on: (i) the 5 SLOs; and (ii) satisfaction with AAS.							
A) Finalizing and passing a detailing of SLO#2 and revising SLO#3. B) Beginning to detail SLO#4 and SLO#5. C) Establishing course learning objectives for AAS210 and AAS350 and aligning them with GE SLOs and departmental SLOs. D) Surveying faculty on: (i) student's skills regarding the 5 SLOs; and (ii) faculty satisfaction with AAS. E) Surveying graduating seniors and alumni on: (i) the 5 SLOs; and (ii) satisfaction with AAS. F) Creating a core competence test and assessing senior students on SLO#1.	2015/16	Dii) Faculty online survey on satisfaction with AAS. Eii) Alumni online survey questions on satisfaction with AAS. Eii) Graduating seniors online survey on satisfaction with AAS. F) Test of senior students on core competence (SLO#1) via surveymonkey. Baseline data for future comparison and instrument-	Di) Faculty assessment of senior students on 5 SLOs from online survey. Ei) Self-assessment of graduating seniors and alumni on 5 SLOs from online survey.	D) Using faculty listserv to solicit response to faculty online survey. E, F) Using senior capstone course and advisor's list of majors and minors and alumni to solicit response to online surveys.	Di, Ei) Ideally, we would like for faculty and students to rate students' SLO skills as advanced. Above average can be considered success. We would like that all students at least reach the average level. Failure would be under average. The results here will be our baseline to compare to future surveys when we have made changes to improve our curriculum. Dii, Eii) The first survey is to establish a base line from which we would like to see improved satisfaction over time for both faculty and students as we implement suggested changes. F) For the core competence test, we are creating a baseline and would like to see the scores improve over time.	A,B,C) Done. D, E) Done. F) Still working on test for faculty approval. G) Done, but will be amended as needed.

G) Creating a new 5 –year Assessment plan.		improvement.				
A) Lifelong Learning GE Portfolio (AAS 230, 390). Establish agreed course learning objectives for these courses and to align them with program SLO. B) Working with details for SLO#5 and create an instrument to measure this SLO. C) Assess senior students on SLO#1. D) Surveying faculty on: (i) student's skills regarding the 5 SLOs; and (ii) faculty satisfaction with AAS. E) Surveying graduating seniors and alumni on: (i) the 5 SLOs; and (ii) satisfaction with AAS.	2016/17	B) Assessment of SLO #5. C) Test of senior students on core competence. Dii, Eii) Surveys of faculty, graduating students and alumni on satisfaction.	Di) Faculty assessment of senior students on program SLOs. Ei) Self-assessment of senior students on program SLOs.	B) AAS 390 or 497 D) Using faculty listserv to solicit response to faculty online survey. C, E) Using senior capstone course and advisor's list of majors and minors and alumni to solicit response to online surveys.	B) Assessment is dependent on rubric established. C) Compare previous year's baseline and expecting the scores to improve over time. Di, Ei) Comparison between faculty's and students' assessments for correspondence and over time for improvement. Dii, Eii) Using the previous year as a baseline from which to compare to see if there is improved satisfaction over time for both faculty and students, provided that we have made changes to improve conditions for faculty and students	
A) Examine past assessment data and discuss how to improve tests for SLO#1, 2, 3, 4 and 5. B) Discuss and develop senior	2017/18	B) Senior exit exam or guideline for senior portfolios.		B, E) Senior capstone and all seniors via list of graduating seniors.	B, E) Use both results to do qualitative analysis and compare to past accumulated quantitative analysis.	

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exit exam or portfolio based on past tests and assessment results. C) Examine past assessment data on faculty and student self-assessment of SLOs and discuss how to improve. D) Examine past satisfaction data of faculty and students and discuss how to improve. E) Surveying graduating seniors on satisfaction with AAS.					