**2019-2020 Annual Program Assessment Report Guide**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form, and be sure to check that your report is ADA accessible.**

**College: Humanities**

**Department: Asian American Studies**

**Program: Undergraduate B.A.**

**Assessment liaison:**

1. **Please check off whichever is applicable:**

**A. \_\_\_\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_X\_\_\_ Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

**3. Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

**2019-2020 Annual Program Assessment Report**

**Overview of Annual Assessment Project(s).** The focus of the 2019-20 assessment activities was on General Education Section D: Social Sciences and U.S. History and Government student learning outcomes in the Asian American Studies (AAS) Department.

**AAS 347: Asian American Politics and the Law (3)** is a central General Education course in Social Sciences and U.S. History and Government in the AAS Major.

**Process:** During the fall of 2020, the final essays in Dr. Phil Hutchison’s AAS 347: Asian American Politics and the Law were assessed based on General Education (GE) Section D: Social Sciences and U.S. History and Government Student Learning Objective (SLO) #4:

Describe and examine the histories and development of political institutions as related to diverse peoples in the United States and California.

**Signature Assignment:** Research Paper: A 7-9-page final research paper with five academic sources.

**Assessment Tool:** The rubric addressed five criteria with letter grade scoring from A to F. The five criteria addressed were ideas, organization and coherence, support, style, and mechanics.

**Findings:** N=35 papers. Scoring by one faculty member. Average grade of final essays was B (83%).

Specific observations:

A range: 10 essays (A = 7, A- = 3)

B range: 14 essays (B+ = 7, B = 2, B- = 5)

C range: 9 essays (C+ = 3, C = 5, C- = 1)

D range: 2 essays (D- = 2)

**Discussion:** The healthy range of grades from A to C reflects a careful process of grading on Dr. Hutchison’s part.

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**3. Preview of planned assessment activities for next year.** Include a brief description and explanation of how next year’s assessment will contribute to a continuous program of ongoing assessment.

Next year’s assessment will be administered centrally by the college and will contribute to a continuous program of ongoing assessment in an online format.