

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Asian Studies

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2012 – 2013	SLO1. Students can identify factual knowledge of Asia in the following realms: cultural, religious, economic, political.	The following activity was utilized for assessing students' learning outcomes in ASST 490: Guided Peer Discussions and Peer Critiquing.	All students except two fully participated in the peer discussion and peer critiquing activities, clearly demonstrating factual knowledge of Asia in a variety of realms.	The results/evidence show that no action is necessary in regard to program improvement.
2013 – 2014	SLO 1 (reassessment). Students can demonstrate factual knowledge of Asia with respect to culture, religion, economy, and/or politics.	The following activity was utilized for assessing students' learning outcomes: embedded quiz on "Early Confucians and Their Rivals," comprising three questions and a total of 3.0 points possible.	Thirty-eight students of 42 enrolled, including 8 Asian Studies majors, successfully completed the assessment. The benchmark score was set at 2.5. Both majors and non-majors achieved the benchmark, with majors outscoring non-majors by a margin of about 10%.	Results were highly satisfactory. No corrective action is needed at this time.
2014 – 2015	SLO 2. Students can compare the handling of a particular cultural, religious, economic, or political problem in one part of Asia to that of another part.	Nine majors were enrolled in AAST 110-01 (Fall 2014), and the work from all majors was assessed. The following activity was utilized for assessing students' learning outcomes: Exam 2 item: <i>Describe the challenges of balancing</i>	All nine majors in the course successfully completed this assessment item. The benchmark score was set at 16.6/20. The actual achievement (17.34) exceeded the benchmarks by 4.23%.	Results were satisfactory. No corrective action is needed at this time.

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		<i>modernization with the preservation of tradition in Bhutan and Mongolia.</i>		
2015 – 2016	SLO3. Students can deliver a clear, intelligent presentation in both spoken and written English.	Students produced Power Point Presentations based on a chosen region. They provided information on different cultural practices and cultural products. This assignment included submitting a 15-page written research paper on which the students developed their PPT presentations.	All 12 students successfully completed this task. Students' oral and written performances were evaluated according to the following categories: Face Validity; Content Validity; Writing Style; Structural Integrity; and Syntactic Accuracy.	Results were satisfactory. No corrective action is needed at this time.
2016 – 2017	SLO3 (reassessment). Communication: Students can deliver a clear, intelligent presentation in both spoken and written English.	Because there was room in the assessment schedule to revisit SLOs during the 5-year cycle, it was determined that faculty would again assess SLO 3. Thus, student papers and presentations were assessed in ASST 490, the capstone course for the major. These activities were evaluated using previously established rubrics which focused on the development and organization of ideas, as well as linguistic mechanics (for written	Both written and oral communication were assessed on a 10-point scale for the different categories. 72% of students met the benchmark for "Development of Ideas" for Oral Communication, and 83% met the benchmark for this category in Written Communication. 100% of students met the benchmark for the "Organization of Ideas" (oral), while again 83% met the benchmark for this category for Written Communication. Finally, linguistic mechanics was also assessed for Written	Results were satisfactory overall, though faculty were somewhat concerned about the relatively lower scores in "Development of Ideas" for Oral Communication. It was determined that this could be addressed by expanding the pertinent part of the assignment instructions. For Written Communication, the picture that emerged was satisfactory performance overall with 3 significant exceptions -- 3 students failed to meet the benchmarks in each of the assessed categories, suggesting that these three students weren't adequately prepared for this course. Further analysis suggested the problem might be that ASST 110I, a preferred but not required course in the program, had not been taken by these

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		communication only). Data was gathered from 18 Asian Studies majors.	Communication, with 83% of students meeting the benchmark.	students. Faculty decided based on these assessment results that it was necessary to enforce that pre-requisite and will change the curriculum accordingly.