

Assurance of Student Learning Report 2024-2025	
PCAL	History
Asian Studies (615)	
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Is this an online program? ☐ Yes ☒ No

<i>Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.</i>			
Student Learning Outcome 1: Students will be able to effectively collect and analyze evidence in support of a position.			
Instrument 1	Direct: Final Paper for Senior Seminar		
Based on your results, check whether the program met the goal Student Learning Outcome 1.			☐ Met ☒ Not Met
Student Learning Outcome 2: Students will be able to demonstrate effective written communication skills appropriate to the field of Asian religions and cultures.			
Instrument 1	Direct: Final Paper for Senior Seminar		
Based on your results, check whether the program met the goal Student Learning Outcome 2.			☐ Met ☒ Not Met
Student Learning Outcome 3: Students will demonstrate global and/or intercultural learning in their written communication.			
Instrument 1	Direct: Final Paper for Senior Seminar		
Based on your results, check whether the program met the goal Student Learning Outcome 3.			☐ Met ☒ Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
In AY 2024-25, the Asian Studies major did not meet its targets for student learning. However, this assessment is statistically questionable due to the very small size of the sample ($n=3$). The assessment involved two full-time faculty reviewers who used a 0-3 point scale to assess the artifacts in the sample. The review team consisted of two religious studies faculty members. The ARC major has faced challenges of low enrollment and high turnover in the program coordinator position. However, a substantial curriculum revision was implemented in Fall 2024, which included changing the name of the major to “Asian Studies” to highlight its interdisciplinary design, strengthening Senior Seminar by converting it into a 3-credit class, balancing the three core disciplinary clusters (Religion, Language, and History & Politics), and developing a recruitment plan that can strengthen with groups on campus such as the Asian American Student Association. These changes will take time to appear in program assessment.			

Student Learning Outcome 1

Student Learning Outcome	Students will be able to effectively collect and analyze evidence in support of a position.		
Measurement Instrument 1	Direct: Final Paper for Senior Seminar As the capstone course for this interdisciplinary degree program, RELS 496: Senior Seminar, should be able to measure student learning for the major as a whole.		
Criteria for Student Success	Students should achieve at least a score of 2 ("Pass") or 3 ("High Pass") on a scale of 0-3 based on the attached rubric.		
Program Success Target for this Measurement	75% of students earn a 2 ("Pass") or 3 ("High Pass") on a scale of 0-3.	Percent of Program Achieving Target	33% (1 of 3) of students met the target threshold for student success.
Methods	Papers from three graduating majors were included in the sample ($n=3$). These three students completed RELS 496: Senior Seminar, and their final papers constituted the artifacts for this sample. All papers in the sample were assessed by two full-time faculty members (both in religious studies) using the rubric appended to this assessment. The scores of both reviewers were averaged for this report.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		☐ Met	☒ Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
In AY 2024-25, 1 out of 3 artifacts in the sample achieved at least a 2 in SLO 1, which missed the program's goal of 75%. The average for SLO 1 was 2.17, an improvement over the 1.84 for SLO 1 in the ASL report for AY 2023-24. The statistical significance of this result is questionable due to the very small sample size.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
A significant curriculum revision was implemented in Fall 2024. The more robust 3-credit senior seminar requirement should provide greater visibility into student learning in this interdisciplinary degree program. This revision will take time to become visible in the ASL report.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2025-26 will be carried out using the same methods as AY 2024-25.			

Student Learning Outcome 2				
Student Learning Outcome	Students will be able to demonstrate effective written communication skills appropriate to the field of Asian religions and cultures.			
Measurement Instrument 1	Direct: Final Paper for Senior Seminar As the capstone course for this interdisciplinary degree program, RELS 496: Senior Seminar should be able to measure student learning for the major as a whole.			
Criteria for Student Success	Students should achieve at least a score of 2 (“Pass”) or 3 (“High Pass”) on a scale of 0-3 based on the attached rubric.			
Program Success Target for this Measurement	75% of students earn a 2 (“Pass”) or 3 (“High Pass”) on a scale of 0-3.	Percent of Program Achieving Target	66% (2 of 3) of students met the target threshold for student success.	
Methods	Papers from three graduating majors were included in the sample ($n=3$). These three students completed RELS 496: Senior Seminar, and their final papers constituted the artifacts for this sample. All papers in the sample were assessed by two full-time faculty members (both in religious studies) using the rubric appended to this assessment. The scores of both reviewers were averaged for this report.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			☐ Met	☒ Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
In AY 2024-25, 2 out of 3 artifacts in the sample achieved at least a 2 in SLO 2, which missed the program’s goal of 75%. The average for SLO 2 was 2.17, an improvement over the 1.67 average for SLO 2 in the ASL report for AY 2023-24. The statistical significance of this result is questionable due to the very small sample size.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
A significant curriculum revision was implemented in Fall 2024. The more robust 3-credit senior seminar requirement should provide greater visibility into student learning in this interdisciplinary degree program. This revision will take time to become visible in the ASL report.				
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)				
The assessment for AY 2025-26 will be carried out using the same methods as AY 2024-25.				

Student Learning Outcome 3				
Student Learning Outcome	Students will demonstrate global and/or intercultural learning in their written communication.			
Measurement Instrument 1	Direct: Final Paper for Senior Seminar As the capstone course for this interdisciplinary degree program, RELS 496: Senior Seminar should be able to measure student learning for the major as a whole.			
Criteria for Student Success	Students should achieve at least a score of 2 (“Pass”) or 3 (“High Pass”) on a scale of 0-3 based on the attached rubric.			
Program Success Target for this Measurement	75% of students earn a 2 (“Pass”) or 3 (“High Pass”) on a scale of 0-3.	Percent of Program Achieving Target	66% (2 of 3) of students met the target threshold for student success.	
Methods	Papers from three graduating majors were included in the sample ($n=3$). These three students completed RELS 496: Senior Seminar, and their final papers constituted the artifacts for this sample. All papers in the sample were assessed by two full-time faculty members (both in religious studies) using the rubric appended to this assessment. The scores of both reviewers were averaged for this report.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			☐ Met	☒ Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)				
In AY 2024-25, 2 out of 3 artifacts in the sample achieved at least a 2 in SLO 3, which missed the program’s goal of 75%. The average for SLO 3 was 2.33, a large improvement over the 1.34 average for SLO 3 in the ASL report for AY 2023-24. The statistical significance of this result is questionable due to the very small sample size.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
A significant curriculum revision was implemented in Fall 2024. The more robust 3-credit senior seminar requirement should provide greater visibility into student learning in this interdisciplinary degree program. This revision will take time to become visible in the ASL report.				
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)				
The assessment for AY 2025-26 will be carried out using the same methods as AY 2024-25.				

Rubric for Assessment – Asian Studies B.A.

	High Pass (3)	Pass (2)	Low Pass (1)	Does not meet standards (0)
Student Learning Outcome 1: Students will be able to effectively collect and analyze evidence in support of a position.	Identifies a creative, focused, and manageable topic that addresses potentially significant aspects of the topic. Synthesizes in-depth information from relevant sources representing various points of view/approaches. Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic. Presents in-depth information from relevant sources representing various points of view/approaches. Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. Presents information from relevant sources representing limited points of view/approaches. Organizes evidence, but the organization is ineffective.	Identifies a topic that is too general to be manageable and doable. Presents information from irrelevant sources representing limited points of view/approaches. Lists evidence, but it is not organized and/or is unrelated to focus.
Student Learning Outcome 2: Students will be able to demonstrate effective written communication skills appropriate to the field of Asian Studies.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and this shapes the whole work. Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate to philosophy and genre of the writing. Uses language that skillfully communicates meaning to readers with clarity and fluency.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and this shapes the whole work. Demonstrates consistent use of credible, relevant sources to support ideas that are situated within philosophy and genre of the writing. Uses straightforward language that generally conveys meaning to readers.	Uses appropriate and relevant content to develop and explore ideas through most of the work. Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for philosophy and genre of the writing. Uses language that generally conveys meaning to readers with clarity.	Uses content that may not be appropriate and relevant. Demonstrates an attempt to use sources to support ideas. Uses language that sometimes impedes meaning because of errors in usage.
Student Learning Outcome 3: Students will demonstrate global and/or intercultural learning in their written communication.	Evaluates and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions. Demonstrates sophisticated understanding of the complexity of elements important to other cultures and contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Synthesizes other perspectives (such as cultural, disciplinary, and ethical). Demonstrates adequate understanding of the complexity of elements important to other cultures and contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical). Demonstrates partial understanding of the complexity of elements important to other cultures and contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Identifies multiple perspectives while maintaining a value preference for own positioning. Demonstrates surface understanding of the elements of other cultures and contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices. Reflects minimal interest in learning more about other cultures and contexts.