Asian Studies
Assessment Report 2004-2005

Undergraduate Assessment by Degree/Certificate Program

1. List in detail your Student Learning Outcomes (SLOs) for each undergraduate degree/certificate offered.

   a. Students should possess basic skills in at least 1 Asian language.

      i. Demonstrate college-level fluency in reading, writing, speaking at basic (101/102) and intermediate (201/202) levels.

   b. Students can demonstrate a basic understanding of the interrelationship of policies, economy, politics, literature, religion, the arts, history of all Asian countries.

      i. Demonstrate an understanding of major themes in East Asian history and cultural development.

      ii. Be able to explain how “Asian Studies” is constituted in the West.

      iii. Be able to discuss major themes in South and Southeast Asia history, religion, art and literature.

      iv. Be able to explain the ways in which global forces have interacted with the Asian regional context in shaping the character and course of societies in Asia today.

   c. Students can demonstrate an advanced understanding of two Asian countries or regions (example Southeast Asia)

      i. Be able to apply appropriate methodology to analysis of problems, question of Asian societies and economies.

      ii. Be able to use the appropriate terminology of a discipline

      iii. Be able to explain “Asian world views”

      iv. Be able to critically assess their own culture through the lens of another

      v. Be able to explain intra-Asian differences as well as Asia vs. West differences

      vi. Make students open to different and creative ways of seeing the world.

      vii. Foster a spirit of inquiry so that mainstream knowledge is never accepted uncritically.
2. Where are these SLOs published (e.g., department web pages)

On the Asian Studies web page, on the undergraduate information sheet, in the University catalog.

3. Explain how your SLOs map onto your curriculum, i.e., how does your curriculum produce the specific SLOs in your students.

a. SLO 1
i. Classes in LANG 101/102, 201/202 required of all BAs.

b. SLO 2
i. ASAN 201/202
ii. ASAN 310 or 312

c. SLO 3
i. 12 hours course work in major discipline/country.

There are no particular courses. Students are encouraged to follow their own interests in the humanities or social sciences.

ii. 9 hours course work in secondary discipline/country

There are no particular courses. Students are encouraged to follow their own interests in the humanities or social sciences.

4. What specific methodologies were used to collect data? In developing your response, consider the following questions:

a. What was the nature of the instruments or methods used? e.g., “Paper/pencil” survey; essay/writings; recording (video, audio); Capstone class, course, or project;

i. Class work
ii. Class evaluations
iii. Recordings
iv. Interviews
v. Undergraduate discussions

b. What was the nature of the data obtained in your assessment? There are a variety of forms of data you might get from or about your students, including:
i. Perceptual/attitudinal indicators that tell us about students' perceptions of the program/department; their experience in the program/department; their attitude toward the program/department; their attitude toward the faculty;

ii. Performance indicators that tell us about the level of competence with skills or content that students attained as a result of going through your program. Both perceptual and performance (grades and papers)

c. When were the data collected? e.g., end of semester; multiple points in the semester (for time-based comparisons);

Class evaluations are done at the end of the semester.

The recordings, interviews and undergraduate discussions were held at various points during the semester.

d. What population(s) is covered by your assessment(s)?

General undergraduate population.

e. Who were your actual subjects and how were they used in the assessment?

For the class work and class evaluations, subjects included major, minors and the general undergraduate students taking the courses.

The interviews and undergraduate discussions were held with Asian Studies majors. These proved to be the most fruitful.

f. What is the size of your assessment sample relative to the possible student population you are drawing from (e.g., you sampled 30 majors out of a population of 100 majors)?

About 25 out of 100 majors.

g. How many students were actually sampled? The whole population? a subset of the population?

25%

h. How many students provided data vs. how many were solicited for data (i.e., What was your response rate?) For example, you might have asked all 20 graduating seniors to complete a survey, but only 12 did so.

25%

i. Who examined or assessed the data? e.g., were the rater/assessors/coders/graders used? Were the raters graduate students (if so, how many were used? Was reliability established?); Were the
raters faculty members? (if so, how many were used? Was reliability established?); Were ratings provided by internship supervisors?

NA

j. Where were the data collected? e.g., in class settings; scheduled outside of class; off campus.

Class evaluations done in class. Student interviews and undergraduate discussions done outside of class.

5. How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?

a. Was pedagogy changed?

Yes, thematic courses developed, an internet applications developer was hired, courses were cross-listed

b. Did you make administrative changes?

Yes, undergraduate advising restructured.

c. Were there changes in interactions with students? Advising, counseling, etc?

Yes, undergraduate association (Asian Culture Club) formed. Also individual counseling.

d. Were degree requirements changed?

No

e. Were courses changed?

Yes, new courses developed.

6. General Education Assessment within the Major

Manoa's General Education Program includes the following requirements of majors. All students who graduate with the major: are proficient in the primary information-accessing and information processing methods of the field; by either integrating such skills within courses or research projects or by recommending an appropriate course offered in another department (computer/info sciences, etc.); are proficient in the problem-solving and oral communication methods of the field; have had training and experience in the modes of inquiry and analysis appropriate to the field. The purpose is to have all students actively engaged in scholarship at a high level, and to avoid having students completing their degrees by means of passive learning alone.
Graduate Assessment by Degree/Certificate Program

1. List in detail your Student Learning Outcomes (SLOs) for each graduate degree/certificate offered.

a. Students should possess an advanced understanding of at least 1 Asian language
Demonstrate college-level fluency in reading, writing, speaking at advanced level. At 5th year level of Japanese, 4th year level for Chinese and Korean, and 3rd year level of Southeast and South Asian languages.

b. Students can demonstrate advanced understanding of topics in arts, humanities and social sciences, as related to Asia.

c. Demonstrate ability to understand research methodology.

d. Demonstrate ability to integrate interdisciplinary courses into major research paper.

2. Where are these SLOs published (e.g., department web pages)
On Asian Studies web page, on graduate information sheet

3. Explain how your SLOs map onto your curriculum, i.e., how does your curriculum produce the specific SLOs in your students.

a. SLO 1
Classes in {LANG} JPN 407B/C/D/E, CHN 401/402, KOR 401/402, THAI 301/302, INDO 301/302, VIET 301/302, CAM 301/302, FIL 301/302, ILO 301/302

b. SLO 2
1 course required in each area. In addition 4 more courses may be added as electives.

c. SLO 3
ASAN 600x core seminar, required

d. SLO 4
ASAN 750x core seminar, required

4. What population(s) is covered by your assessment(s)?

Majors

5. Please list/describe all the assessment events and devices used to monitor graduate student progress through the program. Consider the following questions:

a. How are written exams used to assess graduate students?
In lecture courses

b. How are independent and/or culminating projects (theses, dissertations, performances, capstone courses, etc.) used to assess graduate students?

Each MA student, both thesis and non-thesis must defend work before a panel of 3 professors. This is in addition to any grade received for the papers.

c. How are oral presentations/reports/performances used to assess graduate students?

All students must make a presentation before faculty in order to graduate. Seminars usually require 1 or more presentations.

6. Please list/describe how your graduate students contribute to your discipline/academic area. Consider the following questions:

a. To what extent do your graduate students present their work at professional conferences?

Presentation is limited to the SHAPS Graduate Student Conference and the East-West Center student conference.

b. To what extent do your graduate students publish their work?

Some papers have been published in the Southeast Asia student journal.

7. What attempts are made to monitor student post-graduate professional activities?

None