

ASSESSMENT REPORTING FORM

Complete this form if your program already has results from a program assessment activity.

Name: Pattie Dunn

Program Name: Asian Studies Program

Unit: School of Pacific & Asian Studies

UH User Name: pdunn

Phone: 956-7814

1. List the program's student learning outcomes.

The Program expects the following outcomes of Asian Studies Majors:

- a. To be able to explain what Asian Studies is and why study it.
- b. To demonstrate an appreciation for the interdisciplinary character of Area Studies and the field of Asian Studies.
- c. To demonstrate a basic understanding of the geography, economics, politics, literatures, religions, arts, "cultures", and histories of South, Southeast, and East Asia and be able to use this knowledge as a basis for a reflective analysis of Asia.
- d. To show some understanding of the major themes and patterns in both pre-modern and modern Asian history and culture.
- e. To be able to explain the broader (global) context which has helped shape the character of Asia.
- f. To demonstrate a sound understanding of at least two Asian countries or of one major region (such as Southeast Asia) in greater depth.
- g. To demonstrate an appreciation for the similarities and differences between Asia and the West, Asia and non-Asia regions, and within Asia itself.
- h. To show a familiarity with the achievements of some of Asia's exemplary leaders, scholars, thinkers, along with their works, within one's particular region of study.
- i. If possible, to have visited Asia in any capacity at least once, and preferably to have lived there for a significant length of time.
- k. To demonstrate college-level fluency in reading, writing, and speaking in at least 1 Asian language.

2. Where are your program's student learning outcomes published?

(Mark all that apply and include URLs when appropriate)

Website. URL: <http://www.hawaii.edu/shaps/asia/slos.html>

Student Handbook. URL, if available online:

Information Sheet, Flyer, or Brochure. URL, if available online:

UHM Catalog. Page Number:

Other:

Other:

3. Provide the program's activity map or other graphic that illustrates how program activities/services align with program student learning outcomes.

To make the annual reports more meaningful and useful, please base your responses to questions 4-13 on assessment activities that took place between **June 2009 and September 2010**.

4. State the assessment question(s) and/or goals of the assessment activity. Include the student learning outcomes that were targeted, if applicable.

What did the program want to find out? See attached questionnaire given to graduating undergraduates and graduate students

5. State the type(s) of evidence gathered

To assess the student learning outcome(s) or answer the assessment question, what evidence was collected?

Students appreciated the multi disciplinary approach to the program. Undergraduates often exceeded UH language requirement of 4 semesters and took advantage of International Exchange and Study Abroad programs to supplement study experience. Students who took advantage of the mandatory advising tended to graduate on a more timely basis including adding minors and concurrent degrees. The more successful students took advantage of free departmental lectures offered by the various area centers, film festivals and performances.

Success of our program also evidenced in the number of Phi Beta Kappa nominees each year...typically between 6 to 8 nominees each year.

6. List the person/people who interpreted or analyzed the evidence that was collected.

Examples: program staff; faculty committee; advisory board; graduate students; external organization/evaluators

Evidence reviewed by both graduate and undergraduate advisors and departmental chair

7. How did he/she/they evaluate, analyze, or interpret the evidence?

What method was used to evaluate, analyze, or interpret the evidence?

Examples: Compiled survey results; used qualitative methods to compile interview, focus group, or other open-ended response data; used a rubric or scoring criteria; used a scoring key on exams; used their professional judgment (no rubric or scoring key used); external organization/person analyzed data.

Student responses reviewed and criticisms discussed in departmental meetings and program examined to see where improvements were possible. Since our program is multi-disciplinary, some criticisms that did not involve courses or practices in our own department were discussed and forwarded to the appropriate departments.

8. State how many persons (e.g., students, clients) submitted evidence that was evaluated (e.g., state the sample size).

If applicable, please include the sampling technique used.

Questionnaires are given to graduating undergraduates and graduate students. Typically per semester, there are between 12 to 15 undergraduates completing the program and between 10 and 15

graduates completing the program. Each of these students does a one on one graduation check with the respective advisors and there is a 100% completion of the questionnaire.

9. Summarize the actual results.

Student responses show that in many ways, as a program, we are exceeding our SLO expectations. Students appreciate the individualized attention they receive which is vital to our program since each student builds their own program within a specific guideline. Mandatory advising particularly for the undergraduate student improves a students chances of graduating on a timely basis without comprising academic standards and expectations. Asian Studies professors habitually notify academic advisors of under performing students in their classes. If these are Asian Studies majors, they are called in for counseling particularly if the class is one needed to fulfill graduation requirements.

10. What was learned from the results?

See above

11. Use of results/program modifications:

State how the program used the results

Student responses particularly regarding class offerings help to identify weak points in course offerings. Due to the multi disciplinary nature of our program, it also encourages the program to look at course collaboration with other departments to take advantage of expertise in other fields.

Explain planned use of results

Please be specific. Program reached out to other departments to make student concerns and wishes known particularly in language studies and specific area course offerings. Working with other departments allowed us to avoid potential problems as well as address anticipated shortfalls in course offerings in light of sabbaticals and so forth.

12. Reflect on the assessment process.

*Is there anything related to assessment procedures your program would do differently next time?
What went well?*

13. Other important information

Exit Questionnaire – BA Program Asian Studies – page 1 (ADMINISTERED ORALLY)

Name:

Banner ID:

1. What do you plan to do after you graduate with the BA?
2. How has the BA program prepared you for this next career stage?
3. Which course or activity do you feel has been the most beneficial for you?
4. You completed the program in (#)_____ semesters and (#) _____ summers.
Do you feel this was satisfactory? Too short? Too long?
5. To “sell” our Program to future students, what would be its strongest feature from your point of view?
6. Did you get adequate financial support for your study? How?

Exit Interview – BA Program Asian Studies – page 2 (pls answer at your leisure and email to pdunn@hawaii.edu by the end of the semester, please!)

Name:

Banner ID:

1. What are the strong points of the BA program from your experience?
2. What are weak points or lacks of the BA program from your experience?
3. Which features or requirements would you suggest we change, add, or eliminate?
4. Any other comments would be greatly appreciated!

Exit Questionnaire – MA Program Asian Studies – page 1 (ADMINISTERED ORALLY)

Name:

Banner ID:

1. What do you plan to do after you graduate with the MA?
2. How has the MA program prepared you for this next career stage?
3. Which course or activity do you feel has been the most beneficial for you?
4. You completed the program in (#)_____ semesters and (#) _____ summers.
Do you feel this was satisfactory? Too short? Too long?
5. To “sell” our Program to future students, what would be its strongest feature from your point of view?
6. Did you get adequate financial support for your study? How?

Exit Interview – MA Program Asian Studies – page 2 (pls answer at your leisure and email to rtrimil@hawaii.edu by the end of the semester, please!)

Name:

Banner ID:

1. What are the strong points of the MA program from your experience?
2. What are weak points or lacks of the MA program from your experience?
3. Which features or requirements would you suggest we change, add, or eliminate?
4. Any other comments would be greatly appreciated!