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| **Assurance of Student Learning Report**  **2021-2022** | |
| *PCAL* | *History* |
| *Asian Religions and Cultures (615)* | |
| *James Barker* | |

***Is this an online program***?  Yes  No

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:** | | | |
| **Instrument 1** | **Direct: Papers from upper-level coursework including Senior Seminar** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** | | | |
| **Instrument 1** | **Direct: Papers from upper-level coursework including Senior Seminar** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** | | | |
| **Instrument 1** | **Direct: Papers from upper-level coursework including 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.)** | | | |
| The assessment from AY 2020–2021 lauded the restructuring of Senior Seminar (ARC 499), and the assessment from 2021–2022 remains satisfied with the restructured Senior Seminar. In turn, this year’s assessment benefited from widening the scope of artifacts beyond the Senior Seminar to include papers from courses in the program’s “Religions” category. Whereas last year’s assessment questioned whether the SLOs themselves should be revised, this year’s assessment has found it advantageous to keep them in place. In particular, the Asian Religions and Cultures program and the Religious Studies program have transitioned into the History department. We know of no students who choose both of these majors, and yet several faculty members contribute to both programs. There are thus practical advantages to keeping the respective programs’ learning outcomes closely aligned: the assessment process itself is streamlined, and faculty members benefit from gathering comparative data of students’ strengths and weaknesses across programs. Since the Asian Religions and Cultures program has met all three SLOs for the past two academic years, we have determined not to disrupt the gathering of longitudinal data by rewriting SLOs that are clearly functioning well as is. | | | |

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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | Students will be able to effectively collect and analyze evidence in the field of Asian religions and cultures in support of a position. | | | | |
| **Measurement Instrument 1** | **Direct: Senior Seminar final paper and papers written in upper-level “Religions” course, viz. Confucianism**  As the capstone course for the major, Senior Seminar (ARC 499) should be able to measure students’ ability to collect and analyze evidence. The same applies to intensive courses in one Asian religion (e.g., Confucianism). | | | | |
| **Criteria for Student Success** | Drawing from AAC&U VALUES rubric for Inquiry and analysis, successful students will have achieved capstone level (4/4) or upper milestone level (3/4) with respect to topic selection; existing knowledge, research, and/or views; analysis; and conclusion. | | | | |
| **Program Success Target for this Measurement** | | **75%** of students will have earned a 3/4 or 4/4 on the rubric for collecting and analyzing evidence. | **Percent of Program Achieving Target** | **80%** of students earned a 3/4 or 4/4 on the rubric for collecting and analyzing evidence. | |
| **Methods** | Artifacts from the Senior Seminar as well as the upper-level course in Confucianism were collected. All seniors who were majors were included in the sample (*n=5;* >20% of students enrolled in the program). All papers were then anonymized and independently assessed by two full-time faculty members, whose figures were averaged. There were no substantial differences between the two, so a third reviewer was not needed. | | | | |
| **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 recent years we have focused almost exclusively on Senior Seminar papers for assessment. While these remain important artifacts, this year we broadened our scope to papers written in upper-level coursework. The diversity among artifacts proved beneficial to the assessment process. In AY 2021–2022, 80% of Asian Religions and Cultures seniors achieved a 3 or 4 in each subcategory of SLO 1, thereby surpassing the program’s goal of 75%. The average for SLO 1 was 3.34 with a range of 2.59–3.91. Students excelled in the subcategory of topic selection, but there is slight room for improvement in the analysis subcategory, as we aspire to equip more students attain the “synthesis” capstone criterion. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| Next year’s assessment will continue collecting artifacts from a wider range of upper-level courses in the program. Faculty members will assess whether students maintained achievement in collecting and analyzing evidence, particularly the ability to organize and synthesize data by identifying themes and making connections that run throughout the semester—rather than focusing so narrowly on a single assignment, as was the case in some of this year’s artifacts. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| We plan to conduct assessment again at the end of the Spring 2023 semester. The current program coordinator, James Barker, will be on sabbatical. Therefore, the new program coordinator, Sophia Arjana, will be responsible for collecting and providing data and information. We plan to use Senior Seminar papers when possible, but we plan to continue using papers from upper-level courses, particularly those in our “Religions” category (e.g., Islam, Confucianism, and Daoism). | | | | | |

**Rubric for Student Learning Outcome 1:** Students will be able to effectively collect and analyze evidence in the field of Asian religions and cultures in support of a position.

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|  | Capstone (4) | Upper Milestone (3) | Lower Milestone (2) | Benchmark (1) |
| Topic selection | Identifies a creative, focused, and manageable topic within the study of Asian religions and cultures that addresses potentially significant aspects of the topic. | Identifies a focused and manageable/doable topic within the study of Asian religions and cultures that appropriately addresses relevant aspects of the topic. | Identifies a topic within the study of Asian religions and cultures that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. | Identifies a topic within the study of Asian religions and cultures that is far too general and wide-ranging as to be manageable and doable. |
| Existing Knowledge, Research, and/or Views | Synthesizes in-depth information from relevant sources representing various points of view/approaches. | Presents in-depth information from relevant sources representing various points of view/approaches. | Presents information from relevant sources representing limited points of view/approaches. | Presents information from irrelevant sources representing limited points of view/approaches. |
| Analysis | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. | Organizes evidence to reveal important patterns, differences, or similarities related to focus. | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. | Lists evidence, but it is not organized and/or is unrelated to focus. |
| Conclusion | States a conclusion that is a logical extrapolation from the inquiry findings. | The conclusion arises specifically from and responds specifically to the inquiry findings. | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. | States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. |

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| **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: Senior Seminar final paper and papers written in upper-level “Religions” course, viz. Confucianism**  As the capstone course for the major, Senior Seminar (ARC 499) should be able to measure students’ ability to collect and analyze evidence. The same applies to intensive courses in one Asian religion (e.g., Confucianism). | | | | |
| **Criteria for Student Success** | Drawing from AAC&U VALUES rubric for Inquiry and analysis, successful students will have achieved capstone level (4/4) or upper milestone level (3/4) with respect to content development; sources and evidence; and control of syntax and mechanics. | | | | |
| **Program Success Target for this Measurement** | | **75%** of students will have earned a 3/4 or 4/4 on the rubric for written communication | **Percent of Program Achieving Target** | **80%** of students earned a 3/4 or 4/4 on the rubric for written communication. | |
| **Methods** | Artifacts from the Senior Seminar as well as the upper-level course in Confucianism were collected. All seniors who were majors were included in the sample (*n=5;* >20% of students enrolled in the program). All papers were then anonymized and independently assessed by two full-time faculty members, whose figures were averaged. There were no substantial differences between the two, so a third reviewer was not needed. | | | | |
| **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 2021–2022, 80% of Asian Religions and Cultures majors achieved a 3 or 4 in each subcategory of SLO 2, thereby surpassing the program’s goal of 75%. The average for SLO 2 was 3.44 with a range of 2.88–4.0. In this year’s assessment, students were remarkably consistent in the subcategories of SLO 2. In other words, variation within this SLO simply reflected students’ overall writing ability. This is not too surprising, given the relatively 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.) | | | | | |
| Next year’s assessment will continue gathering artifacts from a wider scope of upper-level coursework. While students commendably continue to surpass the written communication SLO, some artifacts would benefit from peer-review with a student or from receiving feedback from the instructor in advance of the due date. We are confident that our colleagues are offering these options to students and that some students are taking advantage of these options, and yet additional reminders or incentives may benefit a small portion of our majors. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| We plan to conduct assessment again at the end of the Spring 2023 semester. The current program coordinator, James Barker, will be on sabbatical. Therefore, the new program coordinator, Sophia Arjana, will be responsible for collecting and providing data and information. We plan to use Senior Seminar papers when possible, but we plan to continue using papers from upper-level courses, particularly those in our “Religions” category (e.g., Islam, Confucianism, and Daoism). | | | | | |

**Rubric for Student Learning Outcome 2:** Students will be able to demonstrate effective written communication skills appropriate to the field of Asian religions and cultures.

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|  | Capstone (4) | Upper Milestone (3) | Lower Milestone (2) | Benchmark (1) |
| Content Development | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and this shapes the whole work. | Uses appropriate, relevent, and compelling content to explore ideas within the context of the discipline and this shapes the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| Sources and Evidence | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate to philosophy and genre of the writing. | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within philosophy and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for philosophy and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| Control of Syntax and Mechanics | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The writing has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

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| **Student Learning Outcome 3** | | | | | |
| **Student Learning Outcome** | Students will be able to demonstrate global and/or intercultural learning in their written communication. | | | | |
| **Measurement Instrument 1** | **Direct: Senior Seminar final paper and papers written in upper-level “Religions” course, viz. Confucianism**  As the capstone course for the major, Senior Seminar (ARC 499) should be able to measure students’ ability to demonstrate global and/or intercultural learning. The same applies to intensive courses in one Asian religion (e.g., Confucianism). | | | | |
| **Criteria for Student Success** | Drawing from AAC&U VALUES rubric for Inquiry and analysis, successful students will have achieved capstone level (4/4) or upper milestone level (3/4) with respect to perspective taking; knowledge of cultural frameworks; and intellectual curiosity. | | | | |
| **Program Success Target for this Measurement** | | **75%** of students will have earned a 3/4 or 4/4 on the rubric for global and/or intercultural learning. | **Percent of Program Achieving Target** | **80%** of students earned a 3/4 or 4/4 on the rubric for global and/or intercultural learning. | |
| **Methods** | Artifacts from the Senior Seminar as well as the upper-level course in Confucianism were collected. All seniors who were majors were included in the sample (*n=5;* >20% of students enrolled in the program). All papers were then anonymized and independently assessed by two full-time faculty members, whose figures were averaged. There were no substantial differences between the two, so a third reviewer was not needed. | | | | |
| **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 2021–2022, 80% of Asian Religions and Cultures majors achieved a 3 or 4 in each subcategory of SLO 3, thereby surpassing the program’s goal of 75%. The average for SLO 3 was 3.38 with a range of 2.75–3.83. As in SLO 2, the artifacts showed remarkable consistency across each subcategory of SLO 3. In other words, there is a great deal of precision, as each artifact clusters around the same milestone—even though the milestone may be higher or lower. Overall, we are satisfied that the learning outcome is being attained. Nevertheless, we continualy aim to strike a balance between asking deep enough questions without overcomplicating a given assignment. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| Next year’s assessment will continue gathering artifacts from a wider scope of upper-level coursework. If artifacts from some courses consistently yield slightly higher milestones compared to other courses, then faculty will convene to share best practices. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| We plan to conduct assessment again at the end of the Spring 2023 semester. The current program coordinator, James Barker, will be on sabbatical. Therefore, the new program coordinator, Sophia Arjana, will be responsible for collecting and providing data and information. We plan to use Senior Seminar papers when possible, but we plan to continue using papers from upper-level courses, particularly those in our “Religions” category (e.g., Islam, Confucianism, and Daoism). | | | | | |

**Rubric for Student Learning Outcome 3:** Students will demonstrate global and/or intercultural learning in thier written communication.

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|  | Capstone (4) | Upper Milestone (3) | Lower Milestone (2) | Benchmark (1) |
| Perspective Taking | Evaluates and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions. | Synthesizes other perspectives (such as cultural, disciplinary, and ethical). | Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical). | Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical). |
| Knowledge of cultural frameworks | 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. | 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. | 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. | Demonstrates surface 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. |
| Curiosity | Writing asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect an understanding of different cultural or global perspectives. | Writing asks deeper questions about other cultures and contexts and seeks out answers to these questions. | Writing asks simple or surface questions about other cultures and contexts. | Writing reflects minimal interest in learning more about other cultures and contexts. |

