

**Assurance of Student Learning  
2019-2020**

Potter College of Arts and Letters

Department of Philosophy and Religious Studies

615 – Asian Religions and Cultures

Merrall Price, Interim Dept. Head

*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:** Students will be able to effectively collect and analyze evidence in the field of Asian religions and cultures in support of a position.

**Instrument 1** Direct: Analysis of Senior Seminar papers

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>	<b>Met</b>	<b>Not Met</b>
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**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: Analysis of Senior Seminar papers

**Instrument 2** Direct: Analysis of senior papers written in upper-level seminars.

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 3:** Students will demonstrate global and/or intercultural learning in thier written communication.

**Instrument 1** Direct: Analysis of Senior Seminar papers

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>	<b>Met</b>	<b>Not Met</b>
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

During the 2018-2019 academic year, the same assessment action resulted in the program failing to meet 75% of the Student Learning Outcomes. After analyzing the data, the faculty determined that the reason for the difference between that year and the 2019-2020 academic year was how the senior seminar was taught. As this is a course that generally rotates among faculty members, a decision was reached to implement changes in the course overall so that it is taught in a more uniform manner and in a way that it was taught during spring 2020. As it is important to keep the assessment criteria the same while the transformation takes place, the same student learning outcomes with the same targets will remain unchanged.

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	Students will be able to effectively collect and analyze evidence in the field of Asian religions and cultures in support of a position.		
<b>Measurement Instrument 1</b>	Direct: Analysis of Senior Seminar papers		
<b>Criteria for Student Success</b>	Drawing from AAC&U VALUES rubric for Inquiry and Analysis, criteria for student success is capstone level or upper milestone level with respect to topic selection, existing knowledge, research, and/or views, analysis, and conclusion.		
<b>Program Success Target for this Measurement</b>	90% of students at capstone (4) or upper milestone (3) level	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Direct: Artifacts from the senior seminar capstone course final paper were collected from all students in the course ( $N = 4$ ) and all identifiers removed. All papers were assessed. The papers were split among two full-time faculty so that each paper was read twice by two different reviewers. In the event there was a notable difference in the score between the two faculty members, a third faculty member read the paper and the score of all three readers was averaged. The rubric used for scoring was drawn from the Written Communication Leap VALUE Rubrics from AAC&U. Of the four papers assessed for this learning outcome, all four achieved a score of 4, or capstone level.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b>			
<p>After the assessment process, the two faculty members met to discuss the results, particularly in light of the previous year's assessment where 75% of the student learning outcomes were not met.</p> <p>After careful analysis, the faculty members concluding that the manner in which the senior seminars are structured makes an important difference. As this is a course that generally rotates among faculty members, a decision was reached to implement changes.</p>			
<b>Follow-Up</b>			
<ol style="list-style-type: none"> <li>1. We have restructured ARC 499 to focus on the necessary skills required for graduating students entering graduate program and professional careers in Asian Studies and in Asian countries.</li> <li>2. The revised version of ARC 499 will include units on citation styles, research methods, academic publishing, theories and methods in graduate academic study, and writing for the professional and academic market.</li> <li>3. The course will conclude with a capstone-style assignment, e.g., a conference paper, which will be used as evidence for the changes we have made and their evaluation.</li> </ol>			
<b>Next Assessment Cycle Plan</b>			
More than likely, a different faculty member will be teaching the senior seminar in spring 2021. The ARC faculty member teaching it will implement the changes listed above. As it is important to keep the assessment criteria the same while the transformation takes place, the same student learning outcomes with the same targets will remain unchanged.			

**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.

	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 unsupported conclusion from inquiry findings.

**Student Learning Outcome 2**

<b>Student Learning Outcome</b>	Students will be able to demonstrate effective written communication skills appropriate to the field of Asian religions and cultures.		
<b>Measurement Instrument 1</b>	Direct: Analysis of Senior Seminar papers		
<b>Criteria for Student Success</b>	Drawing from AAC&U VALUES rubric for Written Communication, criteria for student success is capstone level or upper milestone level with respect to content development, sources and evidence, and control of syntax and mechanics.		
<b>Program Success Target for this Measurement</b>	90%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Direct: Artifacts from the senior seminar capstone course final paper were collected from all students in the course ( $N = 4$ ) and all identifiers removed. All papers were assessed. The papers were split among two full-time faculty so that each paper was read twice by two different reviewers. In the event there was a notable difference in the score between the two faculty members, a third faculty member read the paper and the score of all three readers was averaged. The rubric used for scoring was drawn from the Critical Thinking, Information Literacy, and Written Communication Leap VALUE Rubrics from AAC&U. Of the four papers assessed for this learning outcome, two achieved a score of 4, or capstone level, one achieved a score of 3, or upper milestone level, and another scored an average of 3.5.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b>			
After the assessment process, the two faculty members met to discuss the results, particularly in light of the previous year's assessment where 75% of the student learning outcomes were not met.			
After careful analysis, the faculty members concluding that the manner in which the senior seminars are structured makes an important difference. As this is a course that generally rotates among faculty members, a decision was reached to implement changes.			
<b>Follow-Up</b>			
<ol style="list-style-type: none"> <li>1. We have restructured ARC 499 to focus on the necessary skills required for graduating students entering graduate program and professional careers in Asian Studies and in Asian countries.</li> <li>2. The revised version of ARC 499 will include units on citation styles, research methods, academic publishing, theories and methods in graduate academic study, and writing for the professional and academic market.</li> <li>3. The course will conclude with a capstone-style assignment, e.g., a conference paper, which will be used as evidence for the changes we have made and their evaluation.</li> </ol>			

**Next Assessment Cycle Plan**

More than likely, a different faculty member will be teaching the senior seminar in spring 2021. The ARC faculty member teaching it will implement the changes listed above. As it is important to keep the assessment criteria the same while the transformation takes place, the same student learning outcomes with the same targets will remain unchanged.

**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.

	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, relevant, 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.

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	Students will demonstrate global and/or intercultural learning in their written communication.		
<b>Measurement Instrument 1</b>	Direct: Analysis of Senior Seminar papers		
<b>Criteria for Student Success</b>	Drawing from AAC&U VALUES rubric for intercultural knowledge and competence and global learning, criteria for student success is capstone level or upper milestone level with respect to knowledge of cultural worldview frameworks, perspective taking, and curiosity.		
<b>Program Success Target for this Measurement</b>	<b>90%</b>	<b>Percent of Program Achieving Target</b>	<b>100%</b>
<b>Methods</b>	Direct: Artifacts from the senior seminar capstone course final paper were collected from all students in the course ( $N = 4$ ) and all identifiers removed. All papers were assessed. The papers were split among two full-time faculty so that each paper was read twice by two different reviewers. In the event there was a notable difference in the score between the two faculty members, a third faculty member read the paper and the score of all three readers was averaged. The rubric used for scoring was drawn from the Information Literacy and Written Communication Leap VALUE Rubrics from AAC&U. Of the four papers assessed for this learning outcome, all four achieved a score of 4, or capstone level..		
<b>Actions</b>			
<p>After the assessment process, the two faculty members met to discuss the results, particularly in light of the previous year's assessment where 75% of the student learning outcomes were not met.</p> <p>After careful analysis, the faculty members concluding that the manner in which the senior seminars are structured makes an important difference. As this is a course that generally rotates among faculty members, a decision was reached to implement changes.</p>			
<b>Follow-Up</b>			
<ol style="list-style-type: none"> <li>1. We have restructured ARC 499 to focus on the necessary skills required for graduating students entering graduate program and professional careers in Asian Studies and in Asian countries.</li> <li>2. The revised version of ARC 499 will include units on citation styles, research methods, academic publishing, theories and methods in graduate academic study, and writing for the professional and academic market.</li> <li>3. The course will conclude with a capstone-style assignment, e.g., a conference paper, which will be used as evidence for the changes we have made and their evaluation.</li> </ol>			
<b>Next Assessment Cycle Plan</b>			
More than likely, a different faculty member will be teaching the senior seminar in spring 2021. The ARC faculty member teaching it will implement the changes listed above. As it is important to keep the assessment criteria the same while the transformation takes place, the same student learning outcomes with the same targets will remain unchanged.			

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

	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.