

7.0 THE STUDENT EXPERIENCE

7.1 Assessment of Student Learning

AAS piloted an AAS MA Thesis Evaluation Form in AY 2010-11 among all faculty who have worked with MA AAS students. The form is used to determine whether culminating experiences submitted are assessed as passing or not passing in accordance with the criteria agreed by the AAS Department. The form was distributed to all the faculty who have chaired or served on a thesis committee. Each thesis that has been completed since the inception of the program was evaluated by their committee members using this form. [See Appendix D]

Faculty who served on thesis committees rated the thesis jointly and submitted a single form or did the rating separately and submitted separate forms. These forms were then submitted to the MA Coordinator who has kept them as part of the cumulative record to be used for the annual AAS MA Program assessment report.

According to the form,

A thesis will be considered passing only if it is rated as passing in all criteria by all committee members. If the thesis does not pass, it may be returned for further revisions or rejected as having no prospect of sufficient improvement to pass.

Below are the student learning outcomes that are measured by faculty on a scale of 5, indicating passing at the PhD level, to 1, indicating barely passing. Theses may also be rejected with no opportunity for revision, or as requiring revision and resubmission. These objectives are evaluated through the review of the thesis. Currently, these objectives are only evaluated through assessment of the thesis.

SLO 1 – AAS Discipline: Knowledge Competency. The thesis addresses a relevant topic in Asian American Studies in an original, well-researched, factually accurate and theoretically-informed manner.

SLO 2 – Independent Production of Knowledge: Production of Knowledge. The thesis demonstrates the ability to produce knowledge independently, with critical judgment and professional style.

SLO 3 – Community Service: Civic Engagement. The thesis reflects or demonstrates growth in commitment and knowledge regarding service to Asian American communities and society.

SLO 4 – Diversity: Equity and Social Justice. The thesis demonstrates awareness of and sensitivity to multiple dimensions of oppression and difference, and the intersections of race, ethnicity, class, generation, gender, sexuality, and mixed heritage among others.

WEP II: In addition, the thesis is also evaluated according to WEP II rubrics:

- Coherence and Argumentation
- Mechanics and Style
- Documentation

Students are assessed along these measurements:

5 PhD level A	4 exceptio nal A	3 good A-	2 passing B+ to B	1 barely passing B-	revise & resubmit	thesis rejected
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The findings of our assessment are that our students are meeting the Student Learning Objectives at the following levels. We have used these findings to structure curricular improvement and enhance student learning especially when we do course development and conduct directed readings.

Table 7: Student Demographics

		FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
APPLIED	Asian Indian	1	0	0	0	0
	Black, non-Hispanic	1	0	0	0	0
	Cambodian	2	0	0	0	1
	Chinese	8	2	0	0	1
	Decline to State	2	0	0	0	0
	Filipino	8	7	3	0	4
	Japanese	1	1	1	0	0
	Korean	2	1	0	0	0
	Laotian	1	0	0	0	0
	No Response	3	1	14	7	12
	Other Asian	2	2	1	0	0
	Thai	3	1	0	0	0
	Vietnamese	1	1	0	0	2
White	3	0	0	0	1	

ADMITTED	Asian Indian	0	0	0	0	0
	Black, non-Hispanic	0	0	0	0	0
	Cambodian	1	0	0	0	1
	Chinese	3	1	0	0	1
	Decline to State	1	0	0	0	0
	Filipino	3	5	2	0	3
	Japanese	1	1	0	0	0
	Korean	1	1	0	0	0
	Laotian	1	0	0	0	0
	No Response	3	1	8	0	6
	Other Asian	0	2	1	0	0
	Thai	1	0	0	0	0
	Vietnamese	1	0	0	0	2
ENROLLED	Asian Indian	0	0	0	0	0
	Cambodian	0	0	0	0	1
	Chinese	2	0	0	0	1
	Decline to State	1	0	0	0	0
	Filipino	2	4	1	0	3
	Japanese	0	1	0	0	0
	Korean	1	0	0	0	0
	Laotian	0	0	0	0	0
	No Response	2	1	7	0	4
	Other Asian	0	2	1	0	0
	Thai	1	0	0	0	0
	Vietnamese	0	0	0	0	1

	GENDER					
	APPLIED		ADMITTED		ENROLLED	
	M	F	M	F	M	F
Fall 2007	15	22	10	5	6	3
Fall 2008	6	10	4	7	4	4
Fall 2009	8	11	5	6	4	5
Fall 2010	1	6	0	0	0	0
Fall 2011	6	15	3	10	2	8

Table 8: Curriculum Alignment Matrix/Curriculum Map

SLO 1 – AAS Discipline: Knowledge Competency.

SLO 2 – Independent Production of Knowledge: Production of Knowledge.

SLO 3 – Community Service: Civic Engagement.

SLO 4 – Diversity: Equity and Social Justice.

WEP II: Students are able to show the following skills

- Coherence and Argumentation
- Mechanics and Style
- Documentation

COURSE	SLO 1	SLO 2	SLO 3	SLO 4	WEP II
AAS 710	I	D	I	M	I
AAS 800	I	D	I	M	D
AAS 810	D	D		M	D
AAS 822	D	D		M	M
AAS 833	D	D	I	M	D
AAS 865	M	M	D	M	D
AAS 875	M	D	D	M	D
AAS 880	D	D		M	M
AAS 884	M	M	M	M	M

I = Introduced

D = Developed and Practiced with Feedback

M = Demonstrated at the Mastery Level Appropriate for Graduate Students

7.1 Recommendation

We suggest that the SLOs be purposefully incorporated into the graduate coursework and also evaluated through graduate course assignments. We recommend determining which skills and activities, and at which level each learning outcome should be addressed (introduced, applied, advanced). We also recommend using our assessment findings to structure curricular improvement and enhance student learning.

7.2 Advising

The AAS MA program holds high standards for advising that ensure students have clarity, direction, and support throughout their student experience. We provide our MA Coordinator with release time so that he/she can meet individually with students regularly in their first year. In the students' second year, the thesis chair advisor is expected to meet at least biweekly to review their progress and mentor them.