

**ASSESSMENT OF STUDENT LEARNING OUTCOMES
IN ASIAN AMERICAN STUDIES**

2007 - 2008

**Asian American Studies Department
San Francisco State University**

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file: Assessments Report TABLES 2008
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TABLES FOR ASSESSMENT SURVEY/TEST: GENERAL KNOWLEDGE SCORES (PART A)

Table 1. Number of Students Taking Survey Test by Program in Spring 2008

Count

		Segment III		Total
		Yes	No	
Program	Segment III only	63	0	63
Group	AAS Minor	8	5	13
	AAS Major non-terminal ^a	11	12	23
	AAS Major	0	23	23
Total		82	40	122

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a. A few AAS majors (7) enrolled in AAS 680 or ETHS 665 who checked "Yes" for Segment III (Q4) will be included in the "Segment III Only" group. Seven other AAS Majors checked "No" and were excluded from the data, as are all other students not enrolled in any of the assessed programs.

The Data:

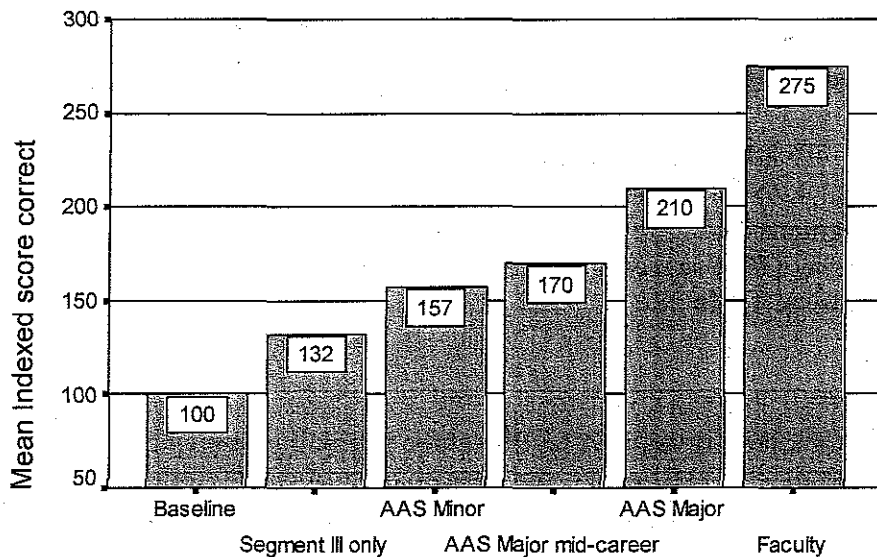
The General Knowledge and Perspectives Survey in AAS (ver. 5), with 20 Basic Knowledge questions, was carried out in two 600-level courses in the end of the Spring 2008 semester and AAS 697 Proseminar for the Majors (n = 24).

Assessment of Segment III AAS Cluster is based on all students taking AAS 680 as a G.E. requirement (n = 82). Assessment of the AAS Major is based only on Majors in AAS 697 (n = 23). [Table 1]. Assessment of the AAS Minor is based on all students identifying themselves as AAS Minors (n = 13). AAS Majors not yet completing the major were included for comparison purposes (n = 22). As in previous reports, it is unclear who the students who identify themselves as M.A.AAS.

Notes:

1. The category "Segment III only" excludes students who are also Minors or Majors and was created solely to resolve a double counting problem in the merged variables. The full "Segment III" variable is used for reporting in the tables below, as noted each time.
2. Of the AAS Majors, one student who checked both AAS Major and M.A. AAS was counted as an M.A. student, leaving n = 23.
3. Since it is unclear who the five students who checked "Yes" to the AAS M.A. question really are, aside from the one enrolled in AAS 697, they were dropped as a comparison group in the remainder of this report. The five respondents were reassigned to other program categories based on responses to the other program questions.

Figure 1. Knowledge Scores by Program in 2008



Program Group

*Segment III here does not include AAS Majors and Minors

Table 2. Mean General Knowledge Scores by Program in 2008

			mean	s.e. of mean	n
Program Group	Baseline ^a	Score correct	6.2	.2	121
		Percent correct	25.9%	1.0	
		Indexed score correct	100	3.8	
Segment III ^b	Segment III ^b	Score correct	8.7	0	82
		Percent correct	36.3%	1.7	
		Indexed score correct	140	6	
AAS Minor	AAS Minor	Score correct	9.8	1	13
		Percent correct	40.7%	4.6	
		Indexed score correct	157	18	
AAS Major mid-career	AAS Major mid-career	Score correct	10.5	1	23
		Percent correct	43.9%	4.2	
		Indexed score correct	170	16	
AAS Major	AAS Major	Score correct	13.0	1	23
		Percent correct	54.3%	2.7	
		Indexed score correct	210	10	
Faculty	Faculty	Score correct	17.1	1.1	8
		Percent correct	71.4%	4.7	
		Indexed score correct	275	18.0	

Spring 2008

a. Updated Baseline and Faculty data from Fall 2006 round.

b. Segment III was adjusted to include the AAS Minor or Major students doing Segment III also. Therefore total of n's is greater than sample n = 122.

Results on General Knowledge Test in AAS (Learning Objectives 1, 4)

Mean General Knowledge Scores by Program (Table 2) shows mean score, mean percent correct, and indexed score relative to the updated Fall 2006 Baseline students on twenty four knowledge items.

The results show that our more advanced students score higher in a general knowledge survey in AAS than the others. The 23 AAS Major students scored highest (210), closest to the level of the AAS Faculty (275). The Segment III students (140), AAS Minors (157), and mid-career AAS Majors in the 600-level courses (170) scored progressively higher and significantly better than the Baseline students (100). [Fig. 1, Table 2].

Definitions:

"Baseline (200, 220)" students took the Survey in AAS 200 at the beginning of the Fall 2006 semester, checked "Other" for Course Number (Question 1), and took no other Asian American courses besides Introductory Level courses. This version of the survey had twenty-four knowledge-based questions compared to the earlier version with twenty questions. .

"Segment III" group includes all students in the 600-level courses who checked off "Yes" on the fulfilling G.E. Segment III requirement question (Q4). This includes Majors and Minors who were taking AAS 680 or ETHS 665 for Segment III GE credit.

"AAS Major" group includes only students completing the Major who took the Survey in AAS 697, the senior seminar. Other AAS Majors (n = 23) taking the Survey in other courses are not included here. SEE note above about double counting of AAS Majors.

Table 3. Mean Number of Course Areas Covered by Program

Program Group		mean	s.e. of mean	n
Baseline	^a	0	.0	121
Segment III	^b	4.0	.2	82
AAS Minor		4.7	.4	13
AAS Major mid-career		6.3	.6	23
AAS Major		9.0	.2	23
Faculty		na	na	

Spring 2008

a. Updated Baseline and Faculty data from Fall 2006 round.

b. Segment III was adjusted to include the AAS Minor or Major students doing Segment III also. Therefore total of n's is greater than sample n = 86.

Table 3 confirms that the progressive improvement in the level of general knowledge in AAS across programs from Segment III to the AAS Major corresponds to the amount of exposure to courses in AAS. The Assessments Survey/Test asks students how many course areas they have covered, that is to say, taken at least one course in (e.g., Introductory level, Chinese American, etc.). On average, AAS Majors have covered 9.0 of the eleven course areas offered compared with AAS Minors who have covered 4.7 and Segment III students at 4.0.

Detailed breakdown of General Knowledge Test (Tables 4-5)

The results on the Introductory Level questions (Table 4) are based on the six questions out of the twenty in the General Knowledge Test that were drawn from the 200-level introductory courses in AAS. Each question is drawn from a different course and written at a level that faculty expect any student who has taken the course can answer, but one who hasn't will likely miss. Table 4 shows progressive improvement in general knowledge of the material at an introductory level when AAS Majors (greatest exposure) are compared to other program levels down to Segment III students who have the exposure.

Table 4. Mean Index Correct for Introductory Level Questions by Program

		Program Group			
		Baseline ^a	Segment III ^b	AAS Minor	AAS Major mid-career
Introductory Level questions	mean percent correct	24.4%	33.1%	37.2%	38.4%
	s.e. of mean	1.7	2.2	4.7	5.2
	mean indexed correct ^c	100	136	152	157
	n	121	82	13	23

Spring 2008

Table 4. Mean Index Correct for Introductory Level Questions by Program

		Program Group	
		AAS Major	Faculty
Introductory Level questions	mean percent correct	51.4%	68.8%
	s.e. of mean	4.4	11.1
	mean indexed correct ^c	211	282
	n	23	8

Spring 2008

- a. Updated Baseline and Faculty data from Fall 2006 round.
- b. Segment III was adjusted to include the AAS Minor or Major students doing Segment III also. Therefore total of n's is greater than sample N.
- c. "Mean indexed correct" is the mean over all respondents of their individually indexed scores.

Table 5. Mean Index Correct for Panethnic and Ethnic Specific Questions by Program

		Program Group			
		Baseline ^a	Segment III ^b	AAS Minor	AAS Major mid-career
Panethnic questions	mean percent correct	15.0	39.0	40.7	46.9
	s.e. of mean	.9	1.8	4.5	4.5
	mean indexed correct ^c	100	133	139	160
	n	121	82	13	23
Ethnic Specific questions	mean percent correct	21.3	32.4	40.8	39.7
	s.e. of mean	1.4	2.1	6.7	4.5
	mean indexed correct	100	152	191	186
	n	121	82	13	23

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Table 5. Mean Index Correct for Panethnic and Ethnic Specific Questions by Program

		Program Group	
		AAS Major	Faculty
Panethnic questions	mean percent correct	55.0	48.2
	s.e. of mean	3.3	5.2
	mean indexed correct ^c	188	322
	n	23	8
Ethnic Specific questions	mean percent correct	53.5	67.5
	s.e. of mean	3.1	7.3
	mean indexed correct	251	317
	n	23	8

Spring 2008

a. Updated Baseline and Faculty data from Fall 2006 round.

b. Segment III was adjusted to include the AAS Minor or Major students doing Segment III also. Therefore total of n's is greater than sample N.

c. "Mean indexed correct" is the mean over all respondents of their individually indexed scores.

The General Knowledge questions can be split into fourteen Panethnic (*Learning Objective 1*) and ten Ethnic Specific questions (*Learning Objective 4*). In the three undergraduate programs, AAS Majors, AAS Minors, and Segment III students show the same clear pattern of gain in knowledge with respect to both learning objectives.

TABLES FOR ASSESSMENT SURVEY/TEST: ASIAN AMERICAN PERSPECTIVES (PART B)

Table 6. Asian American Perspectives (Identity) by Program

		Program Group		
		Baseline ^a	Segment III ^b	AAS Minor
Q44 Belong to an ethnic organization?	Yes	34.8% 40	37.8% 31	53.8% 7
	No	65.2% 75	62.2% 51	46.2% 6
Q45 Belong to an AA organization?	Yes	24.6% 28	29.3% 24	53.8% 7
	No	75.4% 86	70.7% 58	46.2% 6
Q46 How do you identify?	Asian American	14.8% 16	34.2% 27	25.0% 3
	by ethnic American group	15.7% 17	29.1% 23	33.3% 4
	Asian	15.7% 17	6.3% 5	
	by ethnic group	49.1% 53	29.1% 23	41.7% 5
	Asian/Pacific Islander		1.3% 1	

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Table 6. Asian American Perspectives (Identity) by Program

		Program Group		
		AAS Major mid-career	AAS Major	Faculty
Q44 Belong to an ethnic organization?	Yes	60.9% 14	65.2% 15	100.0% 7
	No	39.1% 9	34.8% 8	
Q45 Belong to an AA organization?	Yes	56.5% 13	60.9% 14	83.3% 5
	No	43.5% 10	39.1% 9	16.7% 1
Q46 How do you identify?	Asian American	18.2% 4	22.7% 5	40.0% 2
	by ethnic American group	63.6% 14	45.5% 10	40.0% 2
	Asian	4.5% 1		
	by ethnic group	13.6% 3	27.3% 6	20.0% 1
	Asian/Pacific Islander		4.5% 1	

Spring 2008

a. Updated Baseline and Faculty data from Fall 2006 round.

b. Segment III was adjusted to include the AAS Minor or Major students doing Segment III also. Therefore total of n's is greater than sample N.

Table 7. Asian American Perspectives (Community) by Program

		Program Group			
		Baseline ^a	Segment III ^b	AAS Minor	AAS Major mid-career
Q47 Future plans?	Job in private sector	11.1%	23.2%	7.7%	18.2%
		13	19	1	4
	Job in public sector	25.6%	26.8%	46.2%	13.6%
		30	22	6	3
	Graduate school	30.8%	31.7%	30.8%	31.8%
		36	26	4	7
	Teaching credential	5.1%	6.1%	7.7%	18.2%
	6	5	1	4	
	Other	27.4%	12.2%	7.7%	18.2%
		32	10	1	4
Q48 Will seek employment in AA community?	Yes	8.8%	14.6%	30.8%	26.1%
		10	12	4	6
	No	41.2%	28.0%	38.5%	
		47	23	5	
	Unsure	50.0%	57.3%	30.8%	73.9%
		57	47	4	17
Q49 Will volunteer in AA community?	Yes	28.1%	34.1%	46.2%	56.5%
		32	28	6	13
	No	36.8%	18.3%	30.8%	8.7%
		42	15	4	2
	Unsure	35.1%	47.6%	23.1%	34.8%
		40	39	3	8

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Table 7. Asian American Perspectives (Community) by Program

		Program Group	
		AAS Major	Faculty
Q47 Future plans?	Job in private sector	8.7%	na
		2	
	Job in public sector	13.0%	
		3	
	Graduate school	26.1%	
		6	
	Teaching credential	21.7%	
	5		
	Other	30.4%	
		7	
Q48 Will seek employment in AA community?	Yes	26.1%	na
		6	
	No	17.4%	
		4	
	Unsure	56.5%	
		13	
Q49 Will volunteer in AA community?	Yes	69.6%	80.0%
		16	4
	No	13.0%	
		3	
	Unsure	17.4%	20.0%
		4	1

Spring 2008

a. Updated Baseline and Faculty data from Fall 2006 round.

b. Segment III was adjusted to include the AAS Minor or Major students doing Segment III also. Therefore total of n's is greater than sample N.

Table 8. Rating Personal Importance of Asian American Community by Program

		Program Group			
		Baseline ^b	Segment III ^c	AAS Minor	AAS Major mid-career
Q50 AA community important personally? (rate 1 to 5)	mean ^a	2.3	1.9	1.7	1.8
	s.e. of mean		.1	.3	.2
	n	121	82	13	23

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Table 8. Rating Personal Importance of Asian American Community by Program

		Program Group	
		AAS Major	Faculty
Q50 AA community important personally? (rate 1 to 5)	mean ^a	1.6	1.2
	s.e. of mean	.2	.
	n	23	8

Spring 2008

a. Rating scale: 1 = very important, 5 = not important.

b. Baseline data based on 200-level students in Fall 2000.

c. Segment III was adjusted to include the AAS Minor or Major students doing Segment III also. Therefore total of n's is greater than sample N.

Table 9. Rating Importance of Asian American Community Generally by Program

		Program Group			
		Baseline ^b	Segment III ^c	AAS Minor	AAS Major mid-career
Q51 AA community important generally? (rate 1 to 5)	mean ^a	2.2	1.9	1.7	1.7
	s.e. of mean	.	.1	.3	.2
	n	121	82	13	23

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Table 9. Rating Importance of Asian American Community Generally by Program

		Program Group	
		AAS Major	Faculty
Q51 AA community important generally? (rate 1 to 5)	mean ^a	1.7	1.4
	s.e. of mean	.2	.
	n	23	8

Spring 2008

a. Rating scale: 1 = very important, 5 = not important.

b. Updated Baseline and Faculty data from Fall 2006 round.

c. Segment III was adjusted to include the AAS Minor or Major students doing Segment III also. Therefore total of n's is greater than sample N.

Results on Asian American Perspectives (Learning Objectives 2, 3)

Identity-related (S.L.O. 2): All three AAS programs show an effect on the students in raising the tendency toward participation in both ethnic American and pan-Asian American organizations as well as adoption of either ethnic American or pan-Asian American identity labels (in contrast to identifying by ethnic group only or as Asian only).

Participating in ethnic organizations. The effect is strongest among the AAS Majors with 65.2%

participating in ethnic American organizations while 60.9% participate in panethnic Asian American organizations compared about 1/3 and 1/4 of the Baseline of students with little or no exposure to Asian American Studies. The rates of participation for the Majors compares favorably with the AAS faculty, who all belong to an ethnic specific organization (100%) and almost all to a panethnic Asian American organization (83.3%).

Terms of identity. Similarly, two-thirds of AAS Majors (68.2%) have American-oriented identities, with ethnic specific American ones predominating (45.5%). There is a marked shift toward the pan-Asian American and Ethnic American identities, such as "Chinese American," "Filipino American," etc., among the AAS Majors and to a lesser extent among Segment III students. This trend clearly reflects the orientation and influence of the 4 out of 5 faculty (80%) who responded to the question.* In contrast, a large majority of Baseline students (64.8%) identify themselves by ethnicity or race alone.

*Some faculty may have rejected the question as too restrictive. SEE note next paragraph re: situational and multiple identities.

Impact of assessments on department. After discussion within the department in 2006 concerning the unexpected finding of a shift among the Majors away from identifying as panethnic "Asian American" (only 16.7%) toward ethnic specific American identities (50%), the data in 2008 shows a small shift back toward the panethnic choice (22.0%), which may reflect an increase in the percentage of the Majors who belong to an panethnic Asian American organization (60.9% in 2008 compared to 44.4% in 2006). In any case, it was noted by some faculty that the format of the test itself, which forces students to pick only one choice among the terms of identity, obscures the fact that most people identify themselves racially and ethnically in multiple ways depending on the situation. If anything, the test question elicits the most salient term of identity. Therefore, the significant fact over the years for this assessment of student learning outcomes is the predominance of American-oriented identities (68.2%) among our students compared to students with little or no previous exposure to Asian American Studies (30.5%). [Table 6]

Community-oriented (S.L.O. 3): Students in all three AAS programs also score consistently higher in community-orientedness in comparison with the Baseline 200-level students.

Community service. The tendency is stronger for future volunteer work (69.6%) than for future employment (26.1%) in the Asian American community. However, the fact that a quarter of the Majors express an intention to work in the Asian American community seems like a significant reflection of the mission of Asian American Studies to promote commitment to community service, all the more so in light of a fifth (21.7%) of the Majors planning to go into teaching. [Table 7]

Importance of community. The results are consistent with the higher ratings that students in the AAS programs give to the importance of the Asian American community for themselves personally [Table 8] and in general. The Majors rate its importance personally and in general (1.6, 1.7) about midway between the Baseline (2.3, 2.2) and the faculty (1.2, 1.4). [Table 9].