Précis

Program Performance Review

Asian American Studies, BA

College of Humanities and Social Sciences

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Background

The Asian American Studies Program conducted a program performance review during the 2010-11 academic year. This is the second program performance review for the program which was established in 1998. A Self-study was completed and reviewed by the Visiting Team. The Visiting Team included Yen Le Espiritu, Ethnic Studies, UC San Diego; Grace J. Yoo, Asian American Studies, San Francisco State University and Jesse Battan, American Studies, CSU, Fullerton. The Visiting Team reviewed the Self-study, interviewed the Dean of the College, Program Coordinator, and faculty members, the Asian American Studies program council, Asian American Pacific Islander Community Resource Center committee and students including majors and minors. The Visiting Team issued a report of findings and recommendations. The review process also included the Dean's Summary Report and Recommendations and the Program Coordinator's response to the Visiting Team Report. While commending the overall comprehensive detail of the Self-study the Dean's report, however, identified several misstatements in Section I *Department/Program Mission, Goals and Environment* of the Self-study.

Key Data

The Asian American Studies Program (ASAM) is a relatively small program; there are five tenured/tenure track professors including two associate and three assistant professors. Program course offerings reflect faculty specializations that represent a range of interdisciplinary fields. There is a Program Coordinator and a Program Council composed of members from various departments and programs. It is not clear as to the role of the Program Council in the operations of the program. The program teaches approximately 500 students per semester most of whom are upper-division general education students. In 2003-4 2 degrees were awarded in 2009-10 5 degrees were awarded. The number of majors in the programs has been static in 2004-5 there were 13 primary and secondary ASAM majors. By 2010-11 the number had increased only to 15. The program has evidenced growth in 2004-5 FTES was 73.3 and in 2010-11 FTES was

120.7 which represents a 64% increase in achieved FTES as compared to the College FTES which increased by 9% for the same period.

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Key Issues

The program should identify ways to increase the number of majors to maintain and sustain viability. At present there is an over-reliance on general education courses for enrollment. ASAM is a program in the Department of Ethnic Studies also included in the department is Afro-Ethnic Studies and Chicana/o Studies. Presently, there is no common core of classes shared by the three options in the Ethnic Studies degree. The Asian American Studies Program should review its degree structure in collaboration with Afro-Ethnic Studies and Chicana/o Studies. In addition it is recommended that a common core be established for the Ethnic Studies Department and that a cross listed 400 level course be developed and be required for students in all three options.   Inadequate support for staff and resource center has been cited as an issue for the program. The Asian American Pacific Islander Resource Center is an integral part of the program it is a place used by students, faculty, staff and community organizations for meetings. The program should explore ways to more adequately support the center including acquisition of external funding. The documentation of student academic achievement and assessment of student learning looms as a major issue for the program. (See below)

Outcomes Assessment

The Asian American Studies program has developed learning goals and student learning outcomes that are posted on the University website. The Self-study lists the learning goals and offers an array of student testimonials about learning experiences under each learning goal: knowledge, critical thinking and communicating and social awareness and civic engagement. While illuminating and interesting such indirect measures of assessment of learning are not adequate in comprehensively assessing student learning outcomes. Fundamentally, the program needs to move to align (map) learning outcomes to the curriculum, develop assessment strategies/measures and then develop an assessment plan (timeline for assessing each learning goal). Eventually, the program will use assessment data to improve/change teaching and learning and to improve overall program effectiveness. Because the program is part of an entity that includes two other programs it is recommended that in collaboration with the other two programs create a senior level course (culmination/capstone) where departmental learning goals can be assessed. The course should be populated with students across the Ethnic Studies Department. Also, the program should work with the other two programs to establish department-wide learning goals and outcomes linked to program learning goals and outcomes.

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Outlook

The Visiting Team concluded that in their overall assessment the Asian American Studies Program is an exemplary unit that produces strong empirically-based research, engages in outstanding student-centered teaching and participates in creative collaborations with local Asian American communities. It has also been noted that the faculty of the program are energetic and highly engaged in both teaching and research. The program understands that a major concern is enrollment growth for the major in order to sustain the viability of the program. Also, there is a need to develop a comprehensive assessment plan as a program and in collaboration with the broader Ethnic Studies department.   Importantly, the program has used the program review process not only to take stock of its present state but chart a course for its future. In a planning retreat the program identified core values, program goals, developed strategies and established a timeline for moving forward during financially difficult times.

Gerald W. Patton

Director of Assessment and Educational Effectiveness