

May 24, 2002

TO: Elaine M. Klein, Associate Academic Planner; Eden Inoway-Ronnie
FROM: Heather Sonntag, PA for Departmental Assessment Project
RE: 2001-2002 Assessment Report for Languages and Cultures of Asia
CC: Ellen Rafferty, Chair; Uli Schamiloglu, Chair of the Curriculum Committee; Terri Wipperfurth, Project Supervisor

In response to Dean Certain's request of March 8th, the following report of assessment activities for 2001-2002 and future-based plans is provided.

- I. **Assessment Activities for 2001-2002.** Based on the initial proposal submitted by Department Chair, Ellen Rafferty, to the University Assessment Council Funds, assistance by the Office of Quality Information for assessment project implementation made the following possible during the 2001-2002 academic year:
 - A. **Undergraduate Curriculum Revision.** Funds facilitated assessment activities aimed towards student learning outcomes for the undergraduate major (see attached). In May 2001, LCA faculty met with the chair of the Religious Studies Program, as well as one member from each of the following centers -- South Asia, Southeast Asia, and Russia, East Europe and Central Asia -- at a retreat facilitated by Kathleen Paris, Sr. Consultant in Services for Planning & Improvement of the OQI. Faculty and outside review contributed to discerning the goals of the department and identifying the student learning outcomes. These outcomes served as signposts in web-based benchmarking of 27 peer programs from fifteen North American departments -- state, private and small liberal arts institutes. Benchmarking results were presented to all departmental faculty in October 2001, followed by an all-course audit, conducted by Kathleen Paris. At this juncture, the Curriculum Committee commenced meeting on a monthly basis to discuss possible changes to the undergraduate curriculum and outlined specific course requirements. The entire faculty convened in at least one meeting devoted to an intensive review of submitted curriculum proposals. Three proposals were outlined in April 2002; subsequently, a final curricular revision, guided by the student learning outcomes, was approved May 2002, to become effective by the target date of Fall 2003. The new curriculum requires: two years of a language taught in the department; a 100-level introductory course (to be newly designed and taught by LCA faculty); at least two 200-level civilization courses for comparison to be taught by LCA faculty; and at least five electives from the department, of which third year language courses may count. The new curriculum addresses concerns about the current curriculum, namely that there is no introductory or core course and that the core civilization/history requirement consists mostly of courses offered and staffed by outside departments.
 - B. **Data Collection and Surveys.** In tandem to peer program benchmarking, considerations on data collection concluded with drafting three surveys: one to be disseminated to *all* past degree holders via summer 2002 newsletter; one exit survey for newly degreed majors; and, an exit survey for newly degreed MA's or PhD's (see attached). (The first survey mentioned will be phased out immediately, serving merely to update the department with students of former departmental structures.) All surveys will be made available on the web. A database will be designed Summer 2002 to collect data for further assessment of the outcomes, as well as serve the departmental community -- faculty and students -- for anticipated networking purposes.
 - C. **Timetable and Course Changes.**
 1. **Restructuring Timetable:** Upon the recommendation of the Curriculum Committee, the LCA faculty voted to unify the current Lang Asia and CenAsia timetable entities in order to strengthen cohesion in the department. Awaiting approval by the Dean and newly assigned timetable entity, the new numerical departmental code will permit standardization among language courses and create new free numbers for newly designed introductory undergraduate courses.
 2. **Clarifying Numbering Guidelines:** Upon the recommendation of the Curriculum Committee, the LCA faculty voted upon a new set of guidelines for the course-numbering system to standardize LCA Content Courses. This is needed as the faculty design new courses aimed at undergraduate students and new requirements for the major, as well as standardization of courses for the timetable.

3. **Benchmarking Language Program and Standardizing Titles and Descriptions of LCA Language Courses:** Upon recommendation from the Chair, further web-based benchmarking of two peer institutes for their respective language programs contributed to LCA faculty voting on departmental standardization of language course titles and descriptions. Additionally, preliminary meetings consisting of LCA language course supervisors, instructors and teaching assistants convened to discuss pedagogy and language proficiency among the Less Commonly Taught Languages within the department. A follow-up workshop held May 13th, conducted by world-renown pedagogy specialist, David Hiple of UH-Manoa, brought that community together to highlight and discuss challenges of teaching spoken languages.
4. **LCA All-Course Self Audit:** Implemented by Terri Wipperfurth, LCA graduate coordinator and assessment project supervisor, every faculty member was provided with self-audit materials compiled for respective courses. Compiled information on those courses simultaneously aids the restructuring project of the new Timetable and surveys faculty on their sources with regards to student learning outcomes. It will also be used to update the Bulletin and department web site.

D. Undergraduate Outreach to Increase Majors and Enrollment:

A new pamphlet was designed and released before Spring 2002 registration, intended to boost enrollments and raise general awareness of the department (see attached). It currently features requirements for the major, languages offered by the Department, LCA Fall 2002 course listing, and departmental undergraduate advisory contact. Changes will reflect the new requirements and semester-by-semester course offerings to be administered by the graduate advisor. Additionally, and coincidentally, the Department was assigned the first-floor display case in Van Hise for awareness; the space was also used to attract new students and raise interest to the department.

II. Future Plans and Subsequent Tasks.

A. Assessments Activities Targeted for Summer 2002

1. **Newsletter:** To be drafted and mailed by the end of June, the departmental newsletter will serve to disseminate surveys and communicate recent changes within the department among the community.
2. **Building Database:** To be executed by the end of summer, the graduate advisor will be assigned to building the database to house data, retrieved from student surveys and faculty course self-audits.
3. **Compiling Surveys:** Anticipated date of August/September 2002, retrieved surveys will be entered into a database for assessment of outcomes, based on past and future departmental structuring.
4. **Revise Course Exit-Evaluations:** The PA will consult LCA graduate student society this summer to amend the current course exit-evaluations for better feedback on student learning outcomes.

B. Works-in-Progress for Upcoming Terms

1. **Restructure Timetable:** Pending the Dean's approval and assigned departmental code for numbering system.
2. **Implement New Undergraduate Curriculum:** Target date Fall 2003. Of this newly approved curriculum, language course requirements are already in place and at least three civilization courses are already being offered. Numerical changes will need to be altered to coincide with the Timetable.
3. **Capstone Discussion per Undergraduate Curriculum:** The discussion on a capstone for undergraduates will be revisited, considerations for a student portfolio.
4. **Instituting a 3-Year Course Grid:** This grid will ensure that required courses are taught regularly, to guarantee full implementation of new undergraduate curriculum course offerings.
5. **Language Course Standardization:** This discussion of the Less Commonly Taught Languages will continue to facilitate standardization of curriculum among the introductory, intermediate, and advanced levels of modern languages taught within the department.
6. **Revise Graduate Curriculum:** Benchmarking nine peer institutes and fifteen programs took place last Fall. Discussion has begun within the Curriculum Committee about revising the MA curriculum to make a more cohesive program. A workshop for dissertators has already been instituted.