Program: East Asian Studies

Assessment Coordinator: Massimiliano Tomasi

Departmental Mission

The Center for East Asian Studies offers rigorous, multidisciplinary training in the study of East Asia and Inner Asia, providing an arena for vibrant intellectual cross-pollination from a variety of disciplines. Students of the Center acquire the language competencies, the research skills and the academic knowledge that are required to be able to critically analyze and comprehend past and contemporary realities of East Asia. Graduates will have the necessary qualifications to be engaged leaders and effective professionals with strong expertise in the history, politics, religions, arts and literatures of China, Japan, Korea and/or Inner Asia.

Department Student Learning Outcomes

Upon graduation, (department or program) majors will be able to:

1. Demonstrate competency in an East Asian language: fluency in speaking, writing, reading and comprehension in an East Asian language at the intermediate level (primarily Chinese or Japanese, but also Korean or Mongolian by special arrangement).

2. Demonstrate cultural literacy in an East Asian country: familiarity with history, politics, arts and literatures of China, Japan, Korean and/or Inner Asia, with strong academic expertise in at least one of those areas.

3. Analyze historical and contemporary events connected with East Asia

4. Demonstrate skills needed to use primary source documents, library resources, and other sources of information to complete a full-length research paper on an original topic of inquiry, within the field of East Asian Studies.

5. Demonstrate general sensitivity to cultural differences and realities in the East Asian world.
Student Learning Outcomes Assessed This Year:

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<th>Assessment Measures</th>
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<td>Assessment/Evaluation of Midway presentation and Final Student Colloquium Presentation</td>
<td>4</td>
<td>EAS</td>
<td>This year we once again evaluated students’ oral presentation of research findings at the annual East Asian Studies Colloquium and compared them to previous years. We found that the vast majority of students were able to present their research more effectively within the time allotted. We also found that the panel format reduced individual stress and allowed for increased engagement between faculty respondents, student presenters and the audience.</td>
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<tr>
<td>Student survey</td>
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<td>EAS</td>
<td>We administered the same 6 question survey as last year and asked students to provide feedback with respect to the midway report and the newly introduced panel format. Results were very similar to last year’s survey: students agreed that the midway report helped them prepare for the oral presentation on the colloquium panel, that the panel format, rather than an individual presentation format, helped them feel more comfortable in presenting their research, and that both the midway report and the panel were important to their research.</td>
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