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. 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. 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. Ability to analyze historical and contemporary events connected with East Asia
4. Development of 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. 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 Mid-way presentation and Final Student Colloquium Presentation</td>
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<td>We 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 improved their delivery and 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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<td>Student survey</td>
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<td>We conducted a 6-question survey among students and asked to provide feedback with respect to the midway report and the newly introduced panel format. On a scale from 0 (strongly disagree) to 5 (strongly agree), out of 16 respondents, question #3 (The midway report helped me to prepare for the oral presentation on the colloquium panel) received an average score of 4.13. The average score to question #4 (The panel format, rather than an individual presentation format, helped me to feel more comfortable in presenting my research in front of my peers) was 4.0.</td>
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**BACKGROUND INFORMATION:**
Historically, EAST 302 had been offered during Winter. Students would receive their grade at the end of the quarter; however, they would have until the end of Spring to revise their paper before presenting it at the annual East Asian Studies Student Colloquium in late May. Because students had already received their grades, it was sometimes difficult to enforce attendance and presentation at the Student Colloquium. Beginning in 2012-13, it was decided that EAST 302 would be offered in Spring quarter and that the Student Colloquium, now a formal requirement for the course, would be held during the same quarter. We introduced a Midway report to be held during Scholars’ Week with the goal of helping students improve their oral skills/delivery. We also changed the Colloquium from an individual paper presentation to a panel presentation format in order to reduce individual stress and facilitate peer discussion.

**Changes based on assessment findings:**
Presentation of one’s research findings at appropriate forums is a critical component of scholarly research. Peer review and feedback are essential steps in the process of research dissemination. For these reasons, the annual East Asian Studies Student Colloquium is central to the “development of 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.”
The results of the student survey are consistent with our evaluation of students’ presentations. Both the midway report and the panel format have improved students’ effectiveness in presenting their research. Some students indicated that stricter time management would have been beneficial. We will continue to monitor students’ progress in this area, and follow students’ recommendations with respect to time issues.