

Asian Pacific American Studies (APAS) –2017 Assessment Report

Submitted by Evelyn I. Rodriguez (erodriguez4@usfca.edu), 2017-18 APAS Coordinator,

On behalf of the 2017-18 APAS College of Arts & Sciences (CAS) Faculty Board: Byron Au Yong (bauyong@usfca.edu), Hsiu-Cheng (hcheng13@usfca.edu), Violet Cheung (vcheung@usfca.edu), Kevin Chun (chunk@usfca.edu), Evelyn Ho (eyho@usfca.edu), David Kim (kim@usfca.edu), Noriko Milman (nmilman@usfca.edu), Wei Yang (wyang16@usfca.edu), James Zarsadiaz (jzarsadiaz@usfca.edu)

Asian Pacific American Studies has been a minor program in the University of San Francisco's College of Arts and Sciences Social Science Division since 2001, and has organized the APAS concentration for the Critical Diversity Studies (CDS) major, since CDS was formally established in 2014-15.

APAS' stated mission is "to broaden perspectives on class, gender, sexuality, religion, and other identities that comprise and intersect with APA [Asian Pacific American] communities." This mission is aligned with CDS' mission to "...engage... students in critical analyses of the social and historical construction of race, ethnicity, class, gender, sexualities, citizenship, religion, and other social categories... [especially to] explor[e] intersectionality and hybridities within and across these social categories as they constitute historical and contemporary U.S. culture as well as U.S.'s relationships with other countries." It is also aligned with USF's mission of offering "students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others."

APAS' submitted Program Learning Outcomes (PLOs) are:

1. **Comparatively analyze social, economic, and political forces shaping the historical and contemporary experiences of APA communities.**
2. Effectively communicate about and engage in APA issues in diverse settings (e.g., academic, personal, and professional communities).
3. Integrate interdisciplinary perspectives from other academic and co-curricular programs that engage with APAs and APA issues.

The APAS minor has never formally assessed its PLOs. For 2017, APAS has assessed **PLO1**, by collectively evaluating the essay response to the **Spring 2017 Midterm Examination for its required introductory course, SOC 228: "Asians and Pacific Islanders in US Society"**. To evaluate midterm essay responses, APAS Board members created the following **rubric**, which was then used by an Assessment Team composed of **30% of our FT Board members (including the course instructor)** during assessment:

APAS PLO1 Rubric				
Criteria	Performance Standards			
	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Below Expectations (1)
Identifies social, economic, and political forces and explains how these forces shape APA communities historically	Exceptionally identifies social AND economic AND political forces and how they shaped/affected APA communities historically.	Identifies social AND economic AND political forces and how they shaped/affected APA communities historically.	Identifies 2 out of 3 (social OR economic OR political) forces and how they shaped/affected APA communities historically.	Identifies 0-1 out of 3 (social OR economic OR political) forces and how they shaped/affected APA communities historically.
Identifies social, economic, and political forces and explains how these forces shape APA communities in contemporary times	Exceptionally identifies and reflects on social AND economic AND political forces and how they shape/affect APA communities in contemporary times.	Identifies social AND economic AND political forces and how they shape/affect APA communities in contemporary times.	Identifies 2 out of 3 (historical OR social OR economic OR political) forces and how they shape/affect APA communities in contemporary times.	Identifies 0-1 out of 3 (historical OR social OR economic OR political) forces and how they shape/affect APA communities in contemporary times.
Compares the historical and contemporary experiences of APA communities	Compares and reflects on the historical and contemporary experiences of APA communities	Compares the historical and contemporary experiences of APA communities	Attempts to compare the historical and contemporary experiences of APA communities with no evidence	Did not compare the historical and contemporary experiences of APA communities.

To assure that the PLO1 Assessment Team (Evelyn Ho, Noriko Milman, and Evelyn I. Rodriguez) could consistently apply the PLO1 rubric, we underwent the following **calibration procedure**:

- Each member of the PLO1 Assessment Team individually evaluated the same, randomly-selected five (5) final essay assignments from another foundational APAS course offered during 2016-17 (HIST 126: “Asian American History”).
- Afterwards, the assessment team held a norming session to compare and discuss individual scores, and establish clear methods for evaluating essay performance, so that we could apply the PLO1 Rubric uniformly.

To complete assessment, the Assessment Team:

- Randomly divided 30 of the SOC 228 midterm essay responses, then used the rubric to evaluate each response (ie, each team member individually reviewed 10 essays)
- Input reviewer scores for each PLO criteria, for each essay
- Tabulated the total number of Level 1 (“Below Expectations”), 2 (“Needs Improvement”), 3 (“Meets Expectations”), and 4 (“Exceed Expectations”) scores for each PLO criteria, for the entire class (see Table 1)
- Tabulated the total number of Level 1 (“Below Expectations”), 2 (“Needs Improvement”), 3 (“Meets Expectations”), and 4 (“Exceed Expectations”) scores for each PLO criteria, for APAS Minors and CDS Majors with an APAS Concentration (see Table 2)

Table 1: Number of Papers Scored at Each Level (for entire course)

ALL STUDENTS	Criterion 1 Identify + explain historical	Criterion 2 Identify + explain contemporary	Criterion 3 Compare
Level 1	5	17	11
Level 2	17	10	12
Level 3	4	3	6
Level 4	4	0	1

Table 2: Number of Papers Scored at Each Level (for APAS students)

APAS STUDENTS	Criterion 1 Identify + explain historical	Criterion 2 Identify + explain contemporary	Criterion 3 Compare
Level 1	0	0	0
Level 2	1	2	0
Level 3	0	1	2
Level 4	2	0	1

Highlights of our **direct data results** include:

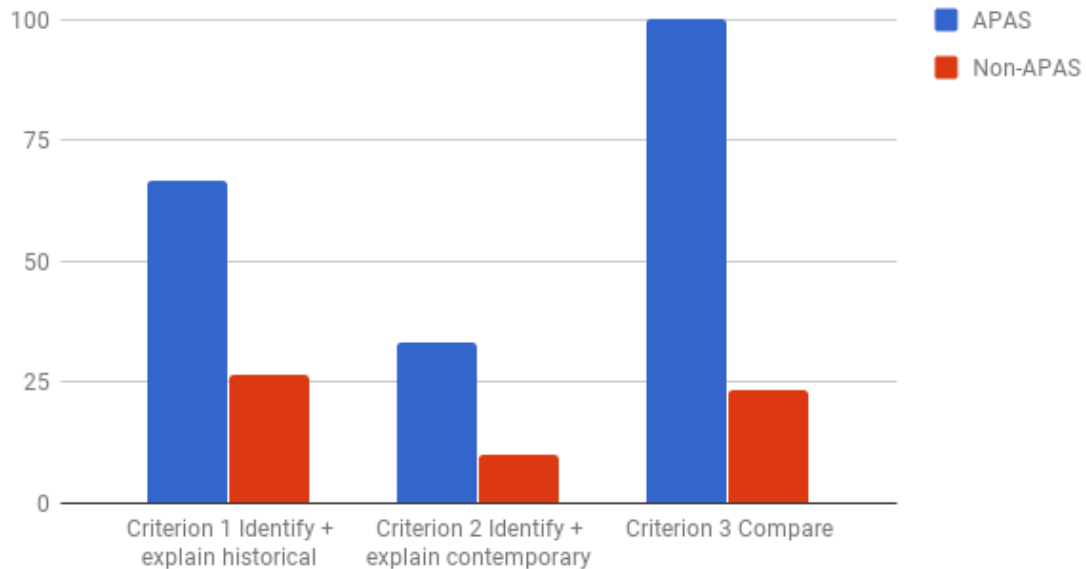
Of all students in our APAS courses:

- About a quarter (26%) are meeting and exceeding PLO1 Criteria 1.
- About 10% are meeting and exceeding PLO1 Criteria 2.
- Almost a quarter (23%) are meeting and exceeding PLO1 Criteria 3.

Meanwhile, of APAS students in our APAS courses:

- About two-thirds (66.67%) are meeting and exceeding PLO1 Criteria 1.
- About one-third (33.33%) are meeting and exceeding PLO1 Criteria 2.
- All (100%) are meeting and exceeding PLO1 Criteria 3.

APAS vs All Students Meeting/ Exceeding PLO1



The Assessment Team **interprets these results** to mean:

- APAS students are successfully meeting APAS PLO1. Our APAS students excel at identifying and comparing the social, economic, and political forces that have shaped the historical and contemporary experiences of APA communities. Notably, 100% of our APAS are able to compare the historical and contemporary experiences of APA communities. As well, three out of the five results that “exceed expectations” were earned by APAS students.
- For this assessment, *economic* forces were the most overlooked forces to be identified and explained by both APAS and other students. This outcome is likely a result of the essay prompt (ie, the prompt did not specifically ask students to identify economic forces and explain how they shape/d APA experiences).
- For this assessment, both APAS and our other students are least strong at articulating how various forces have shaped APA communities in *contemporary* times. This outcome is likely a result of the essay prompt (ie, the prompt directed students to recount historical experiences more extensively than contemporary ones).

To “close the loop” APAS will consider the following actions:

- Revising PLOs
- Modifying rubric
- Redesigning measurement tools more aptly suited for the task

To elaborate on above, the APAS PLO1 Assessment Team will be recommending the following specific courses of action to the APAS Board:

- Revise PLO1 to: “Identify social, economic, or political forces shaping the historical experiences of APA communities, and illustrate how such forces have influenced contemporary APA experiences or events.”
- Add a new PLO (PLO4): “Recognize how the construction of APAs as ‘the model minority’ affects APAs and APA relationships with other US racial and ethnic communities.”
- Revise the PLO1 rubric accordingly, and create a new rubric to assess PLO4.
- Advise course instructors to prepare clear assessment instruments (ie, examination and/ or essay prompts, survey questions, etc.), to ensure that students have sufficient opportunity to demonstrate how they are meeting PLOs in a course. Subsequently, this should provide the Assessment Team with a set of materials that are more appropriate for assessing PLOs.