

<NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR>

ASSESSMENT REPORT
ACADEMIC YEAR 2018 – 2019
REPORT DUE DATE: 11/01/2019

- Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences.
- Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections
- Undergraduate, Graduate and Certificate Programs must submit separate reports
- It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices
- Curriculum Map should be submitted along with Assessment Report

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – adamati@usfca.edu
2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – schakraborty2@usfca.edu

Academic Effectiveness Annual Assessment Resource Page:

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

Email to submit the report: assessment_cas@usfca.edu

Important: Please write the name of your program or department in the subject line.

For example: FineArts_Major (if you decide to submit a separate report for major and minor);

FineArts_Aggregate (when submitting an aggregate report)

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

James Zarsadiaz
YPSP Director
jzarsadiaz@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Minor

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?

No

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

Mission Statement (Major/Graduate/Certificate):

Mission Statement (Minor):

No

Founded in 2002 through a generous gift from Philippine diplomat and industrialist, Alfonso Yuchengco, the Yuchengco Philippine Studies Program (YPSP) is an interdisciplinary minor program that provides students the opportunity to learn about the global Filipino experience through history, sociology, politics, literature, modern and classical languages, art, and dance among others. The program is committed to providing a pragmatic yet critical education of Filipino culture and society.

The program’s foundational courses teach students important historical, cultural, and socio-political phenomena central to the transnational Filipino and Filipino American experience. In the classroom and through programming, students are introduced to provocative ideas and scholarly frameworks important when thinking about past and present challenges of the broader Filipino diaspora.

In addition, YPSP promotes student participation in social justice advocacy and engagement through service learning placements and immersion courses within communities and agencies that serve the needs of Filipinos locally and internationally. Students can obtain Filipino/Tagalog proficiency in basic and advanced language classes while courses centered on literature and the arts allow a critical examination of the creative expression of the Filipino cultural experience.

YPSP regularly holds events and hosts programming featuring recognized Filipino and Filipino American scholars, artists, philanthropists, entrepreneurs, and community leaders. It also supports student academic research and activities that benefit community partners within and outside the university. YPSP is an academic and community resource based in San Francisco, but with a desire to remain globally connected.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

PLOs (Major/Graduate/Certificate):

PLOs (Minor):

No

The Philippine Studies Minor seeks to train and educate students to:

- Understand the formation of Filipino history, culture, and society in the Philippines, the United States, and globally;
- Develop an empathy for the values, behaviors, ethics, and perspectives of Filipinos;
- Be able to identify and discuss social, political, economic, business, psychological, and environmental issues relevant to the Philippines and the Filipino diaspora;
- Obtain basic, intermediate, and advanced Filipino/Tagalog language proficiencies;
- Appreciate the literary, linguistic, philosophical, religious, and artistic contributions of Filipinos to the United States, Asia, and the world; and
- Apply knowledge for activism, advocacy, and social justice in the Philippines, the United States, the Asia Pacific, and the world.

3. State the particular Program Learning Outcome(s) you assessed for the academic year 2018-2019.

PLO(s) being assessed (Major/Graduate/Certificate):

PLO(s) being assessed (Minor):

- Be able to identify and discuss social, political, economic, business, psychological, and environmental issues relevant to the Philippines and the Filipino diaspora

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

Important Note – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a

multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Important: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

Methodology used (Major/Graduate/Certificate):

Methodology used (Minor):

YPSP assessed five students' short essays from YPSP 307 taught by Barbara Jane Reyes.

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

To address this, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

Results (Major/Graduate/Certificate):

Results (Minor):

The five students demonstrated a solid grasp and understanding of the course themes for YPSP 307. They read and analyzed several Filipino and Filipino American works of literature including the classic *America is in the Heart* by Carlos Bulosan. All students did a close reading of these texts and provided thoughtful reports that discussed literary and cultural topics/tropes ranging from identity to notions of “bayanihan”/community.

V. CLOSING THE LOOP

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Closing the Loop (Major/Graduate/Certificate):

Closing the Loop (Minor):

One thing we could do as a program to improve the student learning experience and how they engage with our wider program learning outcomes is to emphasize the diasporic part of Philippine Studies, rather than having Philippine Studies be understood as something contained within the national borders of the Philippines or in any given nation.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?

Suggestions (Major/Graduate/Certificate):

Suggestions (Minor):

N/A

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)