

**ASSESSMENT REPORT (REGULAR TEMPLATE)****Asian Pacific American Studies (APAS) minor****ACADEMIC YEAR 2019 - 2020****REPORT DUE DATE: December 4, 2020**

This is our regular assessment template.

Given the unusual circumstances of the 2019-2020 academic year, each program/department/major/minor/certificate has two options of assessment:

- (a) Usual assessment report based on this template OR
- (b) Alternative assessment reflections on distance learning pivot based on the alternative attached template

Every program/department/major/minor/certificate can choose ONE of the two alternative reports to submit

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- **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](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto: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](mailto: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

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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).

Genevieve Leung, Asian Pacific American Studies Program Director

[gleung2@usfca.edu](mailto:gleung2@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  
(b) a Minor

3. Please note that a Curricular Map should accompany every assessment report.  
Has there been any revisions to the Curricular Map since October 2019?

No.

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state "Yes" or "No."

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 (Minor):**

The program highlights the Asian Pacific American legacy of struggle and their ongoing contributions to American culture and democracy. Represented disciplines include psychology, sociology, literature, philosophy, and religious studies, among others. The program also administers internships and requires service-learning courses that provide access to numerous Asian Pacific American organizations in the region.

- 2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? 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.**

No.

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

- 3. State the particular Program Learning Outcome(s) you assessed for the academic year 2019-2020.**

### **PLO(s) being assessed (Minor):**

As an interdisciplinary minor program with fewer than 3 minors graduating a year, we will assess every third year. The third year and time for assessment will be next AY.

## **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 (Minor):**

As listed in our previous year’s assessment report, we will assess PLO1 (comparatively analyze social, economic, and political forces shaping the historical and contemporary experiences of APA communities) by examining the capstone papers for each graduating APAS minor, collected over three years. At present we have 6 papers. By next year we (hopefully) will expect another three more. As mentioned in the comments from last year, despite the N-size we will work on analyzing the documents as best we can.

We will use the following rubric to assess. We will consider any paper scoring a 3 or 4 to be meeting expectations of our PLO1. Papers will be scored by three APAS faculty members. Scoring will be first calibrated across faculty members.

APAS PLO1 Rubric				
Criteria	Performance Standards			
	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Below Expectations (1)
<b>Comparatively analyze social, economic, and political forces shaping the historical and contemporary experiences of APA communities</b>	Comparatively analyzes social, economic, and political forces with exceptional specificity and accuracy.	Comparatively analyzes social, economic, and political forces with acceptable specificity and accuracy.	Comparatively analyzes some social, economic, and political forces with limited specificity or accuracy.	Did not comparatively analyze social, economic, and political forces, or articulates content with excessive errors.

	PLO1	PLO2	PLO3
Institutional Learning Outcomes X Program Learning Outcomes	<b>Comparatively analyze social, economic, and political forces shaping the historical and contemporary experiences of APA communities.</b>	<b>Effectively communicate about and engage in APA issues in diverse settings (e.g., academic, personal, and professional communities).</b>	<b>Integrate interdisciplinary perspectives from other academic and co-curricular programs that engage with APAs and APA issues.</b>
Institutional Learning Outcomes			
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	M: Student is fully able to connect and analyze APA experiences and their own connections to these experiences; D: student is moderately able to connect; I: student focuses mostly on own experiences/self	M: Student is able to successfully navigate experiences related to APAS both academically and in professional communities; I: student is able to navigate with moderate success; D: student is only somewhat successful	M: Student connects various coursework that relate to APAs/APA issues together across disciplines and semesters; I: student is moderately able to connect coursework; D: student largely sticks to content one course at a time
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	M: Student is fully able to articulate complex social issues across classes; D: student is moderately able to articulate; I: student can begin to articulate	M: Student interacts successfully across various professional/internship settings on issues related to APAs; I: student moderately interacts; D: student limited to one setting	M: Student regularly connects material learned in various courses to current course material; I: student moderately connects; D: student seldom connects
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	M: Student is fully able to utilize library/researched sources to construct complex arguments; D: student is moderately able to utilize; I: student can begin to utilize	M: Student fully utilizes a range of interdisciplinary sources to explore diverse topics related to APAS; I: student moderately utilizes diverse sources; D: student limits to certain sources in certain fields	M: Student coalesces material from a variety of sources across coursework; I: student moderately coalesces; D: student sticks to certain types of sources and course material

	PLO1	PLO2	PLO3
Institutional Learning Outcomes X Program Learning Outcomes	<b>Comparatively analyze social, economic, and political forces shaping the historical and contemporary experiences of APA communities.</b>	<b>Effectively communicate about and engage in APA issues in diverse settings (e.g., academic, personal, and professional communities).</b>	<b>Integrate interdisciplinary perspectives from other academic and co-curricular programs that engage with APAs and APA issues.</b>
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	M: Student actively participates in university and local venues to present what is learned in class; D: student moderately participates in university or local venues; I: student work is limited to just university context	M: Student successfully presents orally and in written texts to community and university stakeholders about APA/interdisciplinary concerns; D: student moderately engages in these presentations; I: student begins to engage	M: Student has consistent record of presenting orally and in written format across courses on topics related to APAs/APA related issues; I: student has less consistent record; D: student beginning to develop presenting skills
5. Students use technology to access and communicate information in their personal and professional lives.	M: Student fully utilizes technology through research or knowledge production to understand complex social issues; D: student moderately uses technology; I: student only begins to use technology	M: Student fully grasps and deploys technology and engages in diverse professional/internship settings; I: student moderately engages; D: student begins to engage	M: Student fully uses technology consistently across coursework to communicate; I: student moderately uses technology; I: student beginning to use or uses it limitedly
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.	M: Student fully engages with community and university resources to look at complex social issues; D: student moderately engages; I: student only begins to engage with various resources	M: Student actively uses intersectional and interdisciplinary methods (learned from both coursework, interpersonal, professional settings) to explore complex social issues; D: student moderately uses intersectional/interdisciplinary methods; I: student is limited to certain methods	M: Student fully adapts methodology from various courses to answer questions about complex social issues related to APAs and APA issues; I: student moderately deploys various methodology; D: student limited to certain methods from certain courses



	PLO1	PLO2	PLO3
Institutional Learning Outcomes X Program Learning Outcomes	<b>Comparatively analyze social, economic, and political forces shaping the historical and contemporary experiences of APA communities.</b>	<b>Effectively communicate about and engage in APA issues in diverse settings (e.g., academic, personal, and professional communities).</b>	<b>Integrate interdisciplinary perspectives from other academic and co-curricular programs that engage with APAs and APA issues.</b>
	Key:		
	I = Introductory		
	D = Developing		
	M = Mastery		