

Master's in Asia Pacific Studies

ASSESSMENT REPORT
ACADEMIC YEAR 2017 – 2018
REPORT DUE DATE: 10/26/2018
(extension granted by Mark M. to 10/29)

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.

Note: Dear Colleagues: In an effort to produce a more streamlined and less repetitive assessment report format, we are piloting this modified template for the present annual assessment cycle. We are requesting an assessment report that would not exceed eight pages of text. Supporting materials may be appended. We will be soliciting your feedback on the report as we attempt to make it more user-friendly.

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
6. Ms. Corie Schwabenland, Academic Data & Assessment Specialist- ceschwabenland@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 & PROGRAM LEARNING OUTCOMES

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).

John Nelson, Academic Advisor, nelsonj@usfca.edu

2. Were any changes made to the program mission statement since the last assessment cycle in October 2017? 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.

No changes.

Our two-year, 28 unit program provides knowledge and analysis of the societies, history, literature, economies, and politics of the world's most dynamic region: the Asia Pacific. The 28 units typically consist of three core courses, a capstone project, and three elective courses.

3. 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.

No changes.

“Students completing the MAPS program will demonstrate...

1. ...an ability to apply research tools and methods to critically analyze topics within the interdisciplinary fields of Asia Pacific Studies.
2. ...an understanding of sociocultural histories and traditions, political and economic patterns of development, organizational practices and behaviors, and contemporary events as evidenced in the Asia Pacific region.
3. ...written and oral proficiency in an Asian language corresponding to the fourth semester of USF undergraduate courses, or the equivalent level in languages not taught at USF.
4. ...practical experience in Asia-Pacific related contexts via opportunities for academic and professional development such as internships, fieldwork, conferences, symposia, public programs and other types of experiential learning."

4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?

#4 (see above)

After assessing PO #2 for two years in a row, we decided to do #4 based on a variety of activities held last year. Responses from students were invited following the event because we did not want to qualify (or compromise!) the occasion beforehand as being "assessable".

II. METHODOLOGY

5. 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.

The methodology turned out to be pretty informal and loosely-structured. We were not assessing the events presented to our students when they were conducted but tried --rather modestly--to gather information afterwards. I know this is not ideal but we did not want to burden the events while they were running with data-gathering methodologies.

From a programmatic point of view, we were happy to have good participation for each of the events described below. From an assessment point of view, our efforts to gather information might be considered a failure since we have few direct emails or other documentation about student participation the events themselves.

We would be grateful to learn from Assessment Central HQ any tips for conducting feedback about the program-sponsored events that students attended.

Here are the events. I list them in general order so you can get a sense of the scope of the events, and how they supplement our students' educational experience:

1. Center for Asia Pacific Studies Public Programs

We have an ongoing and good relationship with the Center's public programs. While we are generally not consulted on content, we find that the mix of Chinese, Japanese, Korean, Indian, and SE Asian-related sessions coincide nicely with many themes and topics in our MAPS seminars.

Here is a partial listing of the Center's key public programs.

SEP 25: From Yoga to Video Games to the Japanese Emperor: Bridging Cultures through Public Programs

OCT 1: Graduate Students Sharpen their Cultural Competency Skills

OCT 12: Crazy Rich Asians: An Evening with Best-Selling Author Kevin Kwan

DEC 4: Researching Asian Masculinity in New and Inventive Ways

DEC 7: Waking Up in China to Find Monumental Change

MAR 21: Kiriya Professor Bridging Cultures Through Cross-Cultural Communication
APR 23: "Fashioning Asian Identities" Through Clothing, Bodies, and Beauty
MAY 2: From Best-Selling Authors to Award-Winning Documentaries: Asia Pacific Programs that Bridge Cultures
MAY 2: Creating a "University Without Walls"

The actual number of public programs and events sponsored and held by the Center is around 18 total. This is a very busy program run by Executive Director Melissa Dale, Program Manager Anny Crisp, and Program Assistant Annmarie Belda at the Center.

Given everyone's busy schedules, students are generally not required to attend except when a program impacts a seminar topic directly *and* occurs on the same evening as the seminar.

2. "Pilgrimage" Tour of Angel Island

On Sat. Oct. 7, a group of MAPS students met at the Angel Island Ferry terminal for the morning boat to the various sites on the island. They were accompanied by a larger group of Chinese and Japanese-Americans who were participating in the annual "pilgrimage" to the historical sites on Angel Island where immigration authorities screened, separated, imprisoned, and passed into residence over 235,000 Chinese and Japanese individuals. The MAPS students walked from the main terminal to the museum, then decided to take advantage of the weather and hike to the top of the island before catching the last ferry home.



3. MAPS Asian Art museum Nite Out

The Asian Art Museum is one of San Francisco's top visitor attractions. The fall 2017 visit was especially significant because it marked the end of the year before construction starts at the museum in spring 2018.

The seven students that attended reported a festive atmosphere at the museum for the Korean clothing exhibition, with live music, food, and programs throughout the evening.



4. MAPS end-of-term reception

In early December on the last day of classes, MAPS holds an end-of-term reception for all its graduate students. We have an amazing meal ordered by our program assistant Annmarie Belda for 40+ students, faculty, and staff. My co-director Brian Komei Dempster and I make a short program to award second year fellowships and then hob-nob with our students & faculty for the rest of the time.



5. MAPS Nite-out at the California Academy of Sciences

On February 22, 2018, twelve MAPS students attended the “Nightlife” event at the California Academy of Science to experience science beyond the classroom. Dimmed lights, music, and interactive exhibits created an intimate atmosphere and engaged the visitors into dialogue with nature and with one another. The main theme of the event was coral reefs, which perfectly fit with the second-year cohort’s Capstone Seminar, which focuses on the impact of climate change on the Asia Pacific and on a global scale.

MAPS students had a chance to see a live show of the galaxy, incredible diversity found in coral reefs, and the efforts to take care of the aquarium through a diving exploration show. One of the remarkable sites of the Academy is the earthquake simulator “Shake House,” which offered a real kinetic journey through seismic phenomena. MAPS students experienced the tremors of San Francisco’s two biggest quakes—the 6.9-magnitude Loma Prieta earthquake in 1989 and the 7.9-magnitude Great San Francisco quake of 1906.

Moreover, this gathering allowed the first-year students to hang out with the second-year cohort outside of an academic setting and to learn about each other’s interests and field of studies. In return, this interaction strengthens the MAPS program through conversations about common subjects, interaction in a friendly environment, and bonding through a fun activity outside of the classroom. Finally, thanks to the MAPS program for funding this nighttime adventure at the California Academy of Sciences, which provided a perfect combination of education, entertainment, and engagement.

5. MAPS Facebook page

To help our students acclimate to all things Asia-Pacific, we started a Facebook page that advertises news, opportunities, and most importantly, local 'happenings' within the program. Moreover, we periodically post items to our university-run website. Due to its easy accessibility and frequent postings, the FB page (run and operated by Mr. John Ostermiller (2017-18) and Ms. Linh Le (2018-) makes a substantial difference in how students think about the overall program.

MAPS Night Out!
Thursday, Feb. 22, 6 - 10 p.m.

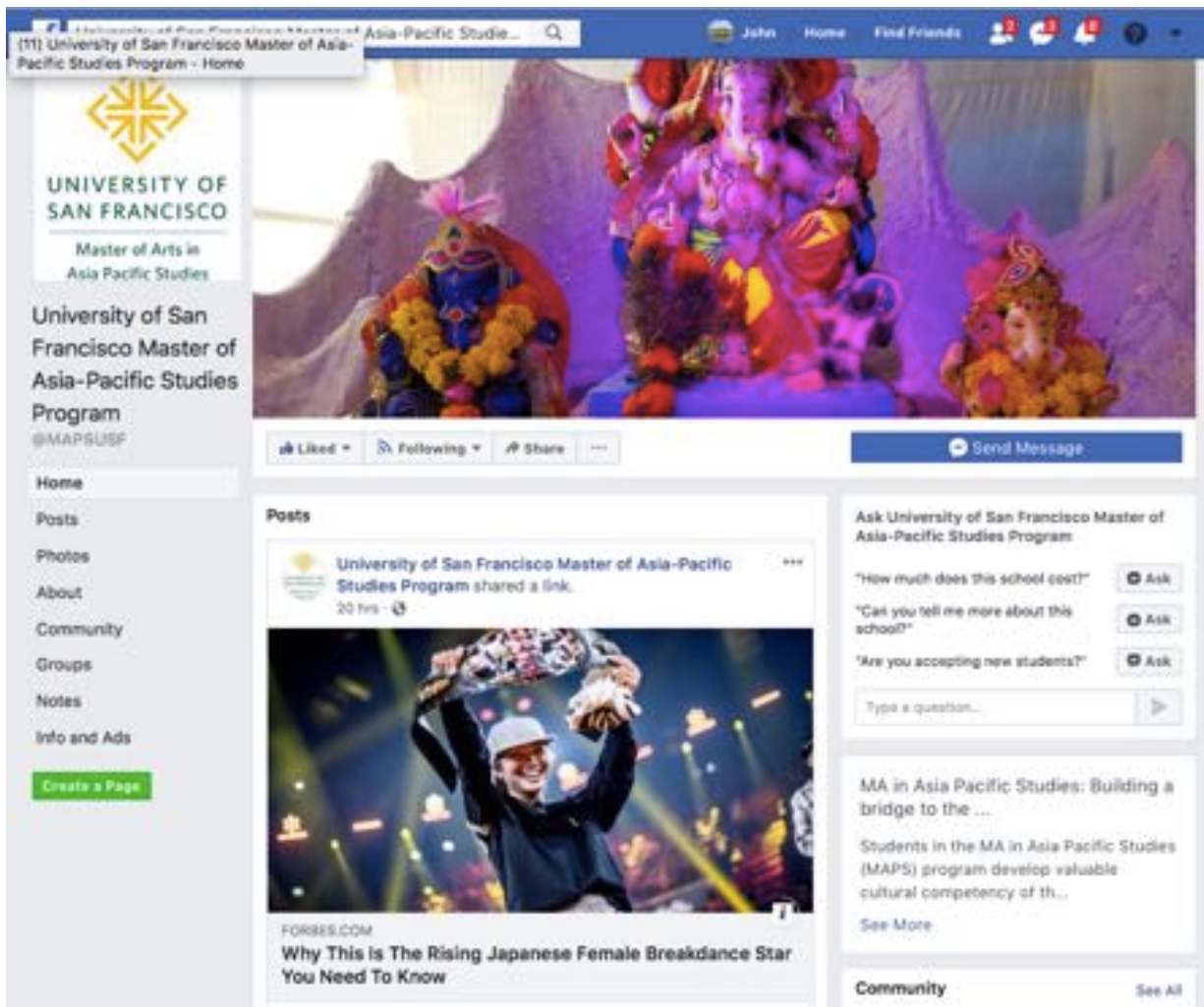
We're going to the California Academy of Sciences in Golden Gate Park for their awesome Thursday "NightLife" event featuring music, interactive exhibits, food & drink—all taking place within one of the world's top science museums!

MAPS will cover the cost of your ticket (\$15) and transportation from USF to the museum. The theme for the 22nd is "coral reefs" (which is highly relevant for the Capstone seminar).

RSVP to Annmarie* by Thursday, Feb. 15 by 5 p.m. to reserve your ticket. On Feb. 20, we will try to purchase one more group of tickets if they are still available. These events often sell out! We will send additional details to ticket-holders later about meeting up and transportation.

Limited to the first 25 MAPS students who sign up!

* belda@usfca.edu



6. Academic Conferences in Honolulu

We sent around six students to a couple Honolulu conferences this past spring. The first was the East/West Center's conference for graduate students, and the second was sponsored by the School of Pacific Asian Studies. We've found that these two conferences are very user-friendly and accommodating for our students, so we encourage them to submit a proposal and get support--from our own Student Travel Fund and the College of Arts and Sciences Travel Fund--in order to go.

All MAPS students!



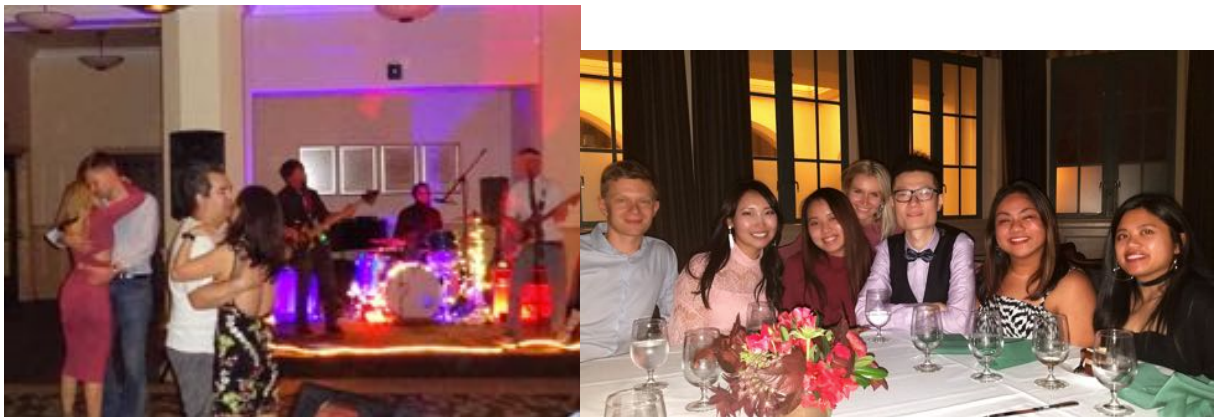
Most students take four days for the trip, with the first three days all conference all of the time, and the final day a bit of sightseeing and tourist-like activities.





7. MAPS Live Band Dance

MAPS organized its first-ever, live-band DANCE! party on Saturday, May 12th at Lone Mountain. While the crowd was a bit smaller than anticipated, we nonetheless had a fine dinner (ordered by Annmarie) and then whooped it up to the tunes of Jimmy Duvet and the Comforters. Depending on our program budget for next year, we will try to do this again as we celebrate our 25th year at USF.



III. RESULTS & MAJOR FINDINGS

6. 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%

We were pleased at the student participation in our various activities and events. It may seem odd to not have a plan of attack for assessment, but I wanted this first-time-around to be the events themselves so you could see what we're trying to do in gathering interest and encouraging participation. We believe that a general assessment rubric would be good to have but did not fashion one in time for this report. Also, I might mention that last October I broke my foot and so healing and teaching seminars has taken precedent over submitting a report like this. We would like to try again for Spring 2019, so any ideas you might have would be appreciated.

IV. CLOSING THE LOOP

7. **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.**

We had an excellent extra-and-co-curricular series of events in AY 2017-2018. You can see from the photos and descriptions the range of topics covered and general participation. Even with this demonstrated success, we could not arrange a system for obtaining feedback. We look forward to working with Assessment to determine a course of action for future efforts. We plan to try again in the spring semester of 2019 to obtain feedback data on extra-and-co-curricular activities in MAPS.

8. **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?**
- 9.
- 10.
11. I'm still looking for the report sent earlier this year! If you could please resend your comments on last-year's assessment report, that would be most appreciated.

ADDITIONAL MATERIALS

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