

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- **2016-2017 Yearly Assessment Reports** for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

M.A. in Asia Pacific Studies

Type of Program *

Graduate Program ▼

College of Arts and Sciences Division *

Humanities ▼

Name/Title/E-mail Address of Submitter *John Nelson
.....**Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback**John Nelson, nelsonj@usfca.edu
.....

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

 Yes No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement 

Please type and/or copy-and-paste directly into the space below:

*

The USF Masters in Asia Pacific Studies (MAPS) Program provides education in the histories, cultures, contemporary politics, economies, and languages of the Asia Pacific region.

We accomplish our program goals through seminars, directed studies, public programs, and extracurricular opportunities such as internships, all of which draw upon and utilize resources in the San Francisco Bay Area.

The Program offers students “the knowledge and skills needed to succeed as persons and professionals” and promotes an awareness of social justice when appropriate.

Program Learning Outcomes (PLOs)



Please type and/or copy-and-paste directly into the space below:

*


“Students completing the MAPS program will be able to demonstrate...”

1. an ability to apply research tools and methods to analyze critically topics within classic disciplines and contemporary 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. oral and written 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, class excursions and other types of experiential learning.
-


Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

Please upload your PLOs to ILOs Curriculum map here *

**WARNING: This form currently cannot be saved once it is in-progress.
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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

#2

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations



Other:

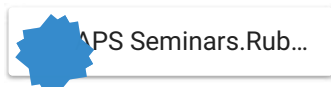
Brief description of student work products used to assess PLOs: *

These were standard research papers submitted at the conclusion of the seminar

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

rubrics

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").



Who evaluated the student work product? Check all that apply. *

FT faculty members who were not instructor(s) of the course(s)

FT faculty members who were instructor(s) of the course(s)

PT faculty members who were not instructor(s) of the course(s)

PT faculty members who were instructor(s) of the course(s)

Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

18. We did a test run where all raters independently evaluated three student papers to see how they reflected course learning outcomes. The scores were then discussed, debated, and adjusted when appropriate. The learning outcomes for each course were all charted on a rubric and then compared with program learning outcomes.

What indirect methods did you employ, if any?

- Student Survey
 - Student Interview
 - Focus Groups
 - Reflection Sessions
 - Reflection Essays
 - Faculty Survey
 - Exit (end of program) Survey
 - Exit (end of program) Interview
 - Alumni Survey
 - Employer Survey
 - Diaries or Journals
 - Data from Institutional Surveys
 - Curriculum/Syllabus Analysis
 - Other: N/A
-

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

The direct results indicated that a program-wide effort needs to be made to better align course and program learning outcomes.

What were the indirect data results? (If applicable)

N/A

How do you interpret these results? What do they mean? *

We expected there to be some slippage and disconnects between the assignment, course learning outcomes, and program learning outcomes. Faculty members are reminded about two-thirds through the semester that their major assignments need to reflect and embody the course learning outcomes, and that they should also reference the program learning outcomes in general.

Since the same issue emerged in the 2015-2016 assessment, it appears that we will have to have a way to track each seminar-in-progress to ensure that LO and PLO are aligned.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other:

Description of the Proposed Changes (as checked above): *

Instructors in the program have to do a better job of shaping course content so that students can meet the stated learning outcomes, or revise the outcomes accordingly. Rather than ask them to comply with top-down recommendations from the academic director, I think we will have to require some written commitment that demonstrates how learning outcomes are being met. Due to the size of the program and the diverse faculty involved, a bit more structure seems prudent.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

It's fine.

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Google Forms

Rubrics for APS 600, Research Methods, Fall 2016

The sample consists of 4 papers, ranging from A to C grades. Each paper has been given a number and charted below.

Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
1a. Produce writing appropriate for different audiences in Asia Pacific Studies	APS600C+/B-	MAPS600B	APS600A-	APS600-02A
2a. Identify and examine critically key theories, methods, debates and source materials relevant to academic research in Asia Pacific Studies		APS600C+/B- MAPS600B		APS600-02A APS600A-
3a. Demonstrate academic strategies of critical reading and thinking to successfully navigate the MAPS program		APS600C+/B- MAPS600B	APS600A-	APS600-02A
4a. Utilize library and other archival resources at USF and in the San Francisco Bay Area to engage in source work and data collection		APS600C+/B- MAPS600B		APS600-02A APS600A-
5a. Develop effective written and oral communication skills for a variety of audiences	APS600C+/B-	MAPS600B	APS600A-	APS600-02A

Rubrics for **APS 601, Histories and Modernities**, Fall 2016

The sample consists of 4 papers, ranging from A to B- grades. Each paper has been given a number and is charted below.

Learning Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
An understanding of the most prominent 'meta-narratives' and theoretical issues that provide the tools for contemporary analysis of East Asian history	P4	P2	P1 P3	
An understanding of how historical events and issues have shaped and continue to inform social, political and economic interactions in East Asia.	P2 P3 P4	P1		
An awareness of the complexities entailed by modernity and modernization– including cultural, gender, and environmental issues.	P2 P4		P1	P3

Rubrics for APS 605, SPRING 2017

The sample consists of 5 exams, ranging from A to B- grades. Each paper is given a number and charted below.

Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
show familiarity with classical texts (in English translation) and objects — with a special emphasis on philosophical, religious, and literary works —that reveal a number of key elements of the world of Chinese, Korean & Japanese history and culture.	P3, P5	P4	P1, P2	
demonstrate skill in using “analytical tools of the trade” that are specific to all disciplines in the humanities, including: <ul style="list-style-type: none"> • reading and writing critically while investigating historical and cultural contexts (including philosophical and religious frameworks); • formulating an informed interpretation of the meaning of a work; • presenting, discussing, and defending one’s interpretations 	P5+	P1, P3, P4-	P2	

Rubrics for APS 606, Quantitative Methods, SPRING 2017

The sample consists of 4 papers, ranging from A to B- grades. Each paper is given a number and charted below.

Learning Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
develop a conceptual framework of quantitative research		3	4	1, 2
locate and collect social science data; organize data for academic research		4	3	1, 2
perform and identify various statistical analyses		4	2 3	1
communicate the results of a research project	4	3	2	1

The sample consists of 4 papers, ranging from A to B- grades. Each paper is given a number and charted below.

Learning Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
apply the principles of critical thinking to problems and patterns specific to global business settings in the Asia Pacific and elsewhere.		1 2	3	4
examine key factors, resources, and actions of decision-making processes that lead to effective policy implementation.			1, 2, 3	4
understand where strategic information comes from, and how this information can work to validate or refute arguments, as well as how it can be used to develop their own arguments	1, 2	3,	4	

Learning Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
<p>Acquire skills of close reading and interpretation of both academic and popular texts, demonstrate a capacity to develop a clear and persuasive argument both orally and on paper, and acquire a capacity to critically assess the strengths and weakness of an author's argument;</p>		MP2	MP1, MP3 JP3	JP1, JP2	
<p>Critically engage in discussions of international relations theories as they relate to analyzing and interpreting international politics in the Asia Pacific;</p>	MP2	MP1, MP3 JP3, JP2	JP1		
<p>Demonstrate the ability to apply such theories of cooperation and conflict to contemporary political, economic, and social issues among Asia Pacific states</p>	MP2, MP3	MP1 JP2, JP3	JP1		

Rubrics for APS 635, Literatures of East Asia, Fall 2016

The sample consists of 3 papers, ranging from A to B- grades. Each paper is given a number and charted below.

Learning Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
Students should gain a familiarity with the basic features of literary expression in East Asia, and their transformations in modern China, Japan, and Korea	P3		P1, P2	
Students should understand the historical contexts that have nurtured the rise of modern Asian literatures	P3	P1, P2		
Students should develop the ability to analyze the themes and formal features of literary works, utilizing critical tools appropriate to the East Asian context	P3		P2	P1
Students should develop a sensitivity to the issues of class and gender equity, environmental destruction, changing ethical values, and other	P3	P2		P1

Rubrics for APS 646 Spring 2016

Learning Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
1 evaluate arguments linking governance institutions and political regimes to economic performance;		P1	P2, P4	P3
2 use different theoretical perspectives in political economy to analyze the interaction of political and economic development in East Asia;		P2, P4	P1, P3	
3 explain the deeper causes of a wide range of economic policies, institutions, and performance in East Asia.	P1	P4	P2	P3
develop original and coherent opinions on the politics of economic development in East Asia.		P1, P4	P2	P3

Produce a final paper that demonstrates their ability to not only apply theoretical concepts to empirical cases, but also formulate their own critical arguments.	MP2	JP3	MP1, MP3	JP1, JP2-	
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Rubrics for APS 620 Spring 2016

The sample consists of 4 papers, ranging from A to B- grades. Each paper is given a number and charted.

MAPS Program Outcomes 2016-2017								
“Students completing the MAPS program will demonstrate...”	Research Methods	Histories & Modernities	Cult of Asia: Rel and Phil	Quantitative Methods	Asia Business Environments	Int’l Politics Asia Pacific	Literatures of East Asia	Pol. Econ of Asia Pac
	APS 600	APS 601	APS 605	APS 606	APS 607	APS 620	APS 635	APS 646
1. an ability to apply research tools and methods to critically analyze topics within the interdisciplinary fields of Asia Pacific Studies.	x	x	x	x	x	x	x	x
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.		x	x	x	x	x	x	x
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, class excursions and other types of experiential learning.	x	x	x		x	x	x	x

Institutional Learning Outcomes and Program Learning Outcomes

MAPS Program Learning Outcomes “Students completing the MAPS program will be able to demonstrate...”	PLO 1	PLO 2	PLO 3	PLO 4
Institutional Learning Outcomes	an ability to apply research tools and methods to analyze critically topics within classic disciplines and contemporary interdisciplinary fields of Asia Pacific Studies.	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.	oral and written proficiency in an Asian language corresponding to the fourth semester of USF undergraduate courses, or the equivalent level in languages not taught at USF.	practical experience in Asia-Pacific related contexts via opportunities for academic and professional development... and other types of experiential learning
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	X	X		
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	X	X		X
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	X	X		X
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	X	X	X	X
5. Students use technology to access and communicate information in their personal and professional lives.	X	X	X	X
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.	X	X		X
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	X	X		X