



2015-16 Academic Program Assessment Report

Reports must be uploaded into the Assessment Portal (<https://uoeee.asu.edu/assessment-portal>) and approved by the college no later than September 30, 2016.

College: LC_UG

Academic Unit:

Program: LAAPABA

Program Background

Please provide your program mission statement.

List the names and titles of those participating in the assessment planning, analysis and reporting activities for this program.

Karen J. Leong, Head of Faculty

Please describe your program's assessment process and specific assessment activities during the 2015-16 academic year. Please include [who](#) was involved and [how](#) they were engaged in assessment activities.

We asked faculty who had APAS majors in their classes to provide evaluation of the measures outlined in our program assessment plan.

If [no data](#) were collected for this program during 2015-16, please use the space below to note the reason and describe the strategies in place to ensure that data collection will occur during 2016-17, and then continue to the last page of this report and provide any changes to your current assessment plan.

I have created a chart and distributed the names of APAS majors for 2016-2017 to the APAS faculty. I have asked them to complete the chart if they have taught any of the students in the 200-, 300- and capstone/internship courses that are part of the assessments. They will turn in their assessments at the end of Fall semester and the end of Spring semester.

During the 2015-16 academic year, what changes have been made to the program, curriculum, and/or instruction? Why were these changes made? Please discuss how those changes were implemented and their intended impact on student learning.

We are in the process of developing a research methods 400-level course. The major did not clearly offer applicable skills in ways that majors could articulate to employers. To remedy this, we are developing a mixed methods research course that will be required to accompany the 450 capstone and/or the required internship. We believe that mixed methods skills will allow students to not only show they have demonstrated knowledge of diversity in the United States, but to show they have training in skills that are transferrable from ethnic studies and community engaged scholarship to the workplace. We won't need this course until next year, 2017-2018.

Program Assessment Results

Outcome 1: Will perform critical analysis of a historical or contemporary issue affecting the Asian Pacific American population drawing upon key concepts in the field of Asian Pacific American Studies.	
What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 1? How do your results support this conclusion? Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.	
The results demonstrate that APAS majors are able to conduct critical analyses of social structures, inequality and power, and racial formations as they have developed in US history and specifically effect Asian Americans and Pacific Islanders.	Outcome 1 met? Yes

Measure 1.1	An essay assessment or paper in an APA 300 level course administered at the end of the course.		
Performance Criterion 1.1	Essays will be scored on a rubric for demonstration of understanding of key Asian Pacific American Studies concepts. Scores will range from 1-5, with scores of 3 or above indicating competency. At least 80% of APAS major students enrolled in a 300 level course will meet or exceed the rubric requirements for competency.	Was the Performance Criterion Met?	Yes
Results	100% of the APAS major students exceeded the requirement of 3.		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	4	Proportion of <u>Target Population</u> Assessed	100%
Data Collection Challenges or Issues [if applicable]	NA		

Measure 1.2	Paper or presentation connecting capstone internship or research experience with critical APAS concepts.		
Performance Criterion 1.2	A paper or presentation at the end of a research or internship course will be assessed on a 5-point rubric for synthesis and analysis of APAS concepts in relation to research/internship experiences. Scores of 3 or above indicate satisfactory skills. 80% of APAS BA students completing the internship or research course will be judged as satisfactory.	Was the Performance Criterion Met?	
Results	NA. None of the APAS major students enrolled in the capstone or internship in 2016-2016.		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)		Proportion of <u>Target Population</u> Assessed	
Data Collection Challenges or Issues [if applicable]	Most of the majors just declared in Spring 2016 so we do not anticipate this assessment until Spring 2017 at the very earliest. However, it's more likely to be in the 2017-2018.		

*Ideally, the eligible population includes only students enrolled in your program. In cases where vital courses have students from various programs, specify when the population may include non-majors. The measure may be targeting, graduating students, alumni, students in junior level or capstone courses. The measure should be specific and the proportion should be of that group.

Outcome 2: Students will be able to summarize a range of Asian American and Pacific Islander experiences and communities within local, national and global contexts.	
What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 2? How do your results support this conclusion? Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.	
The APAS major students have demonstrated the ability to identify and summarize specific Asian American and Pacific Islander ethnic communities and their diverse experiences at local, national and global scales.	Outcome 2 met? Yes

Measure 2.1	Multiple-choice or essay exam on Asian American or Pacific Islander experiences, completed in APA 200 core course.		
Performance Criterion 2.1	80% of APAS major students completing APA 200 course will pass the exam at a level of 75% or above.	Was the Performance Criterion Met? Yes	
Results	Two APAS majors each took the APA 200. They each passed the final exam above 75%.		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	2	Proportion of <u>Target Population</u> Assessed	100%
Data Collection Challenges or Issues [if applicable]			

Measure 2.2	Final essay paper in APA 450 (a core course), scored by rubric for content knowledge.		
Performance Criterion 2.2	A 5-point rubric will be used for assessing the essay, with scores of 3 or above indicating ability to summarize and discuss AAPI experiences in a wider context. 80% of APAS BA students completing the program will be judged as meeting or exceeding ability to summarize and discuss AAPI issues according to rubric guidelines.	Was the Performance Criterion Met?	
Results	None of the APAS majors took APA 450 this year.		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)		Proportion of <u>Target Population</u> Assessed	
Data Collection Challenges or Issues [if applicable]			

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Program Self-Assessment

Please summarize how the assessment results for the 2015-16 academic year will impact your academic program in the coming year. Consider what the assessment data indicate are programmatic strengths or weaknesses and areas of possible development.

The assessment results were not as indicative as anecdotal responses from the APAS majors that the revised APA 200 and 210 were more structured and consistent (across different faculty instructors) in providing foundational knowledge about APAS. The major students excelled in the 300-level courses, suggesting that their interest in the subject matter was a key factor in their commitment to excellence in the courses.

Please summarize how the assessment results for the 2015-16 academic year will impact your assessment process for the coming year. Please consider revisions to your plan, sampling strategies, data collection, or any other areas.

Having the faculty aware of the need to assess the students at the beginning of each semester may be helpful, but our numbers right now are small enough that it will not significantly affect our data collection. Once we do offer the 400 methods course, we will add that as part of the assessment.