

**USF Center for the Pacific Rim  
Master of Arts in Asia Pacific Studies  
PROGRAM ASSESSMENT PLAN**

**OVERVIEW**

The **Master's in Asia Pacific Studies** (MAPS), now in its 17th year, prepares graduate students to engage in work, research, and/or further exploration of the Asia Pacific region through an interdisciplinary, humanities and social sciences-based approach focused primarily on East Asia (China, Japan, and Korea) but also including where appropriate so-called “greater China”, Southeast and South Asia, Austral-Asia, and Pacific South, Central, and North America.

The MAPS program, operated by the USF Center for the Pacific Rim for the College of Arts and Sciences, attracts both domestic and international (roughly 35%) students, and explicitly reaches out to qualified USF seniors through its “BA-MAPS 4+1 Program.”

Consistent with the University's mission, the MAPS program offers students not only a broad and rigorous examination of the cultures, languages, history, economies, and political systems of this increasingly significant region, but does so in such a way that many students must also engage with the local Bay Area influences and implications of what they learn in the seminars via an active internship program focused on volunteer work in local Asia-related non-profit organizations. In conjunction with the Center's extensive schedule of public affairs programming throughout the academic year, students are introduced to important scholars, writers, government officials, and business people working throughout the Asia Pacific, many of whom visit the seminars after their public talks conclude.

The fixed core of the program consists of six single-discipline seminars; history, religion/philosophy, literature, culture and society, politics, and economics as well as twelve units of Asian language study. Students with advanced or native language competence may choose to supplement the six seminar core with directed research, study in other USF graduate programs for which they qualify, or internships for credit.

The program is overseen by an administrative director and an academic director (full-time faculty) who cooperate with the full-time and adjunct instructors of the seminars and language courses in order to advance the goals of the program, College, and University.

The following program goals reflect a desire both to maintain and to improve the program through the assessment tools.

**‘GOAL 1: TO MASTER THE ANALYTICAL TOOLS AND STRATEGIES NEEDED FOR A GRADUATE-LEVEL APPROACH TO THE INTERDISCIPLINARY STUDY OF THE ASIA PACIFIC.**

***Learning Outcomes and Rubrics:***

*Students will be able to demonstrate their understanding of methods of reading, discussing, researching, and writing that transcend simple polarities and conventional wisdom about the seminar topic, that interrogate agendas and reveal the limits of existing academic and other discourse, and that seek to consider all available views on the way to drawing conclusions.*

*EXEMPLARY PERFORMANCE: Students consistently apply a nuanced approach to their reading, writing, and discussion, incorporating the target standards and methods; they eschew the superficial and the one-dimensional.*

*NOMINAL PERFORMANCE: Students demonstrate a real understanding of the differences between cursory and nuanced reading, writing, and argumentation, but they do not always incorporate this understanding in their work.*

*UNSATISFACTORY PERFORMANCE: Students are unable to move beyond a superficial reading of course materials and cannot successfully incorporate the graduate-level approach being taught into their work.*

#### **Assessment Methods**

Outcome, in appropriate form, will become an explicit part of the individual seminar syllabi; interim and final course projects from each seminar, and in-class discussions and presentations will be evaluated against the rubric. Students will be asked in end-of-course anonymous online survey (conducted by the Program office) how they rate achievement of this goal.

#### **Time Frame**

Ongoing throughout the semester for each seminar, and focused particularly on the final research product in each course.

#### **Who Assesses**

Individual instructors; students.

#### **How data will be used to improve program or revise curricula**

Assessment results will be incorporated into ongoing syllabus construction and revision, and curriculum review.

**GOAL 2: TO GAIN AN UNDERSTANDING OF AND ABILITY TO ARTICULATE FUNDAMENTAL ISSUES AND THEMES IN THE STUDY OF THE ASIA PACIFIC AT THE GRADUATE LEVEL WITHIN THE SIX SEMINAR DISCIPLINES, AND ENCOMPASSING AT LEAST THE CORE CULTURAL, LINGUISTIC, POLITICAL, AND ECONOMIC AREAS OF CHINA, JAPAN, AND KOREA.**

***Learning Outcomes and Rubrics:***

*Students will be able to demonstrate in their writing and discussions an understanding of the key issues and concerns of the six seminar disciplines as they relate to graduate-level study of East Asia.*

*EXEMPLARY PERFORMANCE: Students incorporate knowledge of key themes and concerns within the discipline of each seminar into their writing and discussion and research product as appropriate.*

*NOMINAL PERFORMANCE: Students show awareness of the key themes and concerns within the discipline of each seminar but rarely incorporate them into their thinking or class work.*

*UNSATISFACTORY PERFORMANCE: Students are unable to articulate the key themes and concerns within the discipline of each seminar.*

**Assessment Methods**

Outcome, in appropriate form, will become an explicit part of the individual seminar syllabi; interim and final course projects from each seminar, and in-class discussions and presentations will be evaluated against the rubric. Students will be asked in end-of-course anonymous online survey (conducted by the Program office) how they rate achievement of this goal.

**Time Frame**

Ongoing throughout the semester for each seminar.

**Who Assesses**

Individual instructors; students.

**How data will be used to improve program or revise curricula**

Assessment results will be incorporated into ongoing syllabus construction and revision, and curriculum review.

**GOAL 3: TO INTEGRATE AN UNDERSTANDING OF RELEVANT ETHICAL, GENDER, AND ENVIRONMENTAL CONCERNS INTO THE EXAMINATION OF CRITICAL ISSUES AND THEMES WITHIN THE PROGRAM CURRICULUM.**

***Learning Outcomes and Rubrics:***

*Students will be able to demonstrate in their engagement with the course material an understanding of the role played by discourses of rights, race, gender, and the environment within the study of the Asia Pacific.*

*EXEMPLARY PERFORMANCE: Students are able to articulate their understanding of Asia-related rights, race, gender, and environmental issues and can incorporate this awareness in their thinking and work where appropriate.*

*NOMINAL PERFORMANCE: Students are aware that there are ethical, gender, and environmental dimensions of the topics under discussion but rarely incorporate this awareness into their thinking or work.*

*UNSATISFACTORY PERFORMANCE: Students are mostly unaware of the ethical, gender, and environmental dimensions of the class material.*

### **Assessment Methods**

Outcome, in appropriate form, will become an explicit part of the individual seminar syllabi; interim and final course projects from each seminar, and in-class discussions and presentations will be evaluated against the rubric. Students will be asked in end-of-course anonymous online survey (conducted by the Program office) how they rate achievement of this goal.

### **Time Frame**

Ongoing throughout the semester for each seminar.

### **Who Assesses**

Individual instructors; students.

### **How data will be used to improve program or revise curricula**

Assessment results will be incorporated into ongoing syllabus construction and revision, and curriculum review.