

Critical Diversity Studies-Major

ASSESSMENT REPORT

ACADEMIC YEAR 2019 – 2020

REPORT DUE DATE: December 4, 2020

This is an alternative 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 attached template OR

(b) Alternative assessment reflections on distance learning pivot based on this template

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

- Who should submit the report? – All majors, minors (including interdisciplinary minors), as well as 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 each assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices.
- A curricular map should be submitted along with each assessment report (we suggest that the curricular map should be informed by recent assessment outcomes).

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

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

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).

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2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Major-reflections document

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

Yes

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? 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 programs. **No**

- **Mission Statement (Minor):**

CDS’ stated mission is to “engage students in critical analyses of the social and historical construction of race, ethnicity, class, gender, sexualities, citizenship, religion, and other social categories and to [especially to] explor[e] intersectionality and hybridities within and across these social categories as they constitute historical and contemporary U.S. culture as well as U.S.’s relationships with other countries.” This mission is exceptionally aligned with USF’s mission of offering “students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.”

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.

Yes

PLOs:

1. Analyze social, economic, and/or political forces that have shaped historically marginalized and underrepresented communities.

2. Articulate responses and/or solutions to systemic injustice
3. Compare the histories and experiences of multiple historically marginalized and underrepresented US groups, and appraise how these have influenced inter-group relationships

III Remote/Distance Learning

1. **What elements of the program were adaptable to a remote/distance learning environment?**

Most assignments and content, i.e. videos, lectures, discussions, student presentations, were adaptable to a remote learning environment. Zoom was reported as an effective tool for student meetings/classes for CDS. Though, at least one faculty member did mention that student engagement in the COVID era requires additional pedagogical consideration; while students can complete and submit their coursework effectively, tailoring teaching practices to specific student needs in a comprehensive manner merits additional consideration.

2. **What elements of the program were not adaptable to a remote/distance learning environment?**

While content, for example theory and the historical struggle for racial justice, can be effectively taught in the remote environment, the sharing of lived experiences are more difficult to communicate in this environment, as those precious moments before and after class between a student and teacher may not be as frequent. Another professor reported that mentorship was made more difficult, due to the loss of face-to-face interaction, which is particularly desired among our student body, especially students of color. Courses with off-campus objectives were also negatively impacted, as those objectives had to be eliminated or severely altered. Students doing research with community organization had to find another way to complete their work. Professors who typically use the blackboard in class found whiteboard less than ideal. Lastly, students' participation was in some cases decreased, due to wifi issues as well as the awkwardness of zoom, and some of the community building elements of the classes, such as table groups, were lost in the transition.

3. **What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.**

Though there was a wide variation between classes, the average came down to roughly 62% synchronous and 38% asynchronous.

4. **For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?**

Professors reported that synchronous instruction as most effective for class discussion of core concepts, readings, and theories, particularly since it enables a back and forth between students/instructor and helps with community building. Synchronous instruction was also reported as key for student presentations.

Asynchronous learning was reported as most useful for reading assignments, canvas responses, research papers, videos, and media explorations, as well as writing, peer-

reviewing, and student/teacher conferences. However, one faculty member reported that synchronous was effective for all aspects of instructions that would normally be done in person (in class), including peer-review and in-class writing exercises, because it aids community building.

5. As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?

Faculty have built in more time for mentorship, such as one on one meetings with students, and expanded office hours, to help them feel more connected and cared for. This was seen as one way to “bridge the divide” that emerges amid remote learning environments. Further, faculty reported utilizing canvas discussion boards as an additional (synchronous) method of building community, by having students respond to each other’s posts. In terms of synchronous class time, faculty reported building in more time in which students are being directly engaged, i.e. through writing, group/partner work, media, etc. Finally, faculty reported building in more flexibility and understanding, i.e. extended deadlines, paper lengths, increased flexibility around attendance, and accommodation of students initial challenges, particularly in the spring semester, but continuing into fall where needed. This care for student needs was also built in by dedicating some time at the beginning of classes to checking-in to see how students are doing.