UNIVERSITY OF SAN FRANCISCO | College of Arts and Sciences

ASSESSMENT REPORT REMOTE/DISTANCE LEARNING

ACADEMIC YEAR 2019 - 2020
REPORT DUE DATE: December 4, 2020

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).**

Steve Zavestoski (smzavestoski@usfca.edu)

2. **Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program.**
Please also indicate which report format are you submitting –Standard Report or Reflections Document

Aggregate

Alternative (i.e., reflections)

3. **Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.**

No

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting <u>an aggregate report, please provide the current mission statements of both the major and the minor program</u>

No changes

Mission Statement (Major/Graduate/Certificate):

The Environmental Studies Program is interdisciplinary in nature, reflects the current state of the field, recognizes the relationship between human behavior and nature in ecological issues, and responds to the Jesuit call to promote environmental justice and ethical stewardship of the natural world.

Mission Statement (Minor):

See above

3. **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 <u>an aggregate report, please provide the current PLOs for both the major and the minor programs.</u>**
   Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, <u>gamson@usfca.edu</u>). Minor editorial changes are not required to go through the College Curriculum Committee.

No changes

PLOs (Major/Graduate/Certificate):

- Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions
- Demonstrate an understanding of the range of environmental issues and the roles of humans and institutions in responding to them
- Analyze critically and develop socio-culturally appropriate strategies to resolve environmental problems
- Connect environmental problems to issues of social justice through study and community engagement
- Apply scientific principles to develop solutions for environmental problems

PLOs (Minor):

- Demonstrate an understanding of the roles of humans and institutions in creating and responding to environmental issues;

- Apply scientific principles to environmental problems; and

- Connect environmental problems to issues of social justice.

NOTE: In the process of preparing this report it was discovered that the ENVA Minor PLOs in the official course catalog and on the USF website appear to have been copied and pasted from the ENVS minor PLOs. The Minor PLOs listed above are correct and the catalog and website need to be updated to reflect these.

III. REMOTE/DISTANCE LEARNING

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

The majority of ENVA courses were able to be adapted to remote learning. Other elements of the ENVA Program, such as our "Sustainability Cafe" public event series, were also able to be adapted. Advising is another Program element that was able to be adapted.

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

While it would be inaccurate to say that they were not able to be adapted to remote learning, the Program's greatest challenge in adapting to online learning involved courses like Nature Immersion and our Urban Agriculture courses which are run outdoors the natural world. Our faculty were creative and innovative in adapting these courses to the online environment but reported that there were certain experiences and aspects of student learning that could not be replicated in the online environment.

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

80-85% of learning in the Program happened synchronously.

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

Instructors found synchronous learning to be essential in courses where a majority of learning takes place through the dynamic process of real-time conversation, dialogue and inquiry.

Course learning outcomes focused on acquisition of objective information or knowledge were found to be most conducive to asynchronous learning.

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

All faculty reported receiving feedback from students that despite the value of synchronous learning in certain circumstances, they felt worn down by the cumulative effect of online synchronous learning across multiple classes. We have each decided to experiment with

ways of reducing the synchronous learning requirements in order to give students more flexibility in managing their online time.

OPTIONAL ADDITIONAL MATERIALS

(Any relevant tables, charts and figures, if the program so chooses, could be included here)