ASSESSMENT REPORT REMOTE/DISTANCE LEARNING

NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR/CERTIFICATE <INSERT HERE>

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 report formats to submit

<u>Please make sure to fill out Page 1 – Questions 1 and 2</u>

- **Who should submit the report? – All majors, minors (including interdisciplinary minors), 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. If you choose to submit a remote learning reflections document, it should also have separate segments for major and minor**
- **Undergraduate, Graduate and Certificate Programs must submit separate reports. An aggregate report is allowed only for major and minor of the same program**
- **It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices**
- **Curriculum Map should be submitted along with Assessment Report**

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).**

    Maggie Winslow or
    John Callaway (interim director)

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

    Graduate Program
    Reflections Document

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.**

    There have been no changes to the curriculum this past academic year but we may have revised the PLO/Curriculum map so I am attacting that document.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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>**

   Mission Statement (Major/Graduate/Certificate):

   The MS in Energy Systems Management provides students with the knowledge, skills and networks to be leaders in the transition to a clean energy future.

   Mission Statement (Minor):

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.

   PLOs (Major/Graduate/Certificate):

   PLOs (Minor):

III. REMOTE/DISTANCE LEARNING

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

    All of the courses were adapted to be delived remotely. For some courses, this meant adding new times to break up the long evenings. For other courses, recorded lectures were added.
    In addition, we added social meetups via Zoom to help the students get to know each other and build community, an essential part of the program.
    We also converted our speaker series to webinars and found that, although in-person events are better, we were easily able to get top-notch speakers to participate as they didn't need to travel.
    We also changed the office hours to remote. I actually found that more students came to my office hours when they were on Zoom

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

    I think everything needed to change.

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

    About 90% of the teaching was synchronous. The only asynchronous learning was in the Energy Economics course where some lectures were recorded.

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

    Since most of our teaching was synchronous, I don't want to make generalizations relevant to other programs. From my personal experience with the economics course, recording lectures that covered technical skills like Excel tools seemed to be the most effective. Students could pause the lecture at will, watch it repeatedly, and there was not really a missed opportunity for discussion. I did find that students preferred the synchronous learning so, by the end of the semester, we had switched to all synchronous.

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

    One of the changes has been to split some of the classes over two evenings to avoid having 3.5 hour Zoom sessions. This was not really possible when we met in person due to room availability at 101 Howard and students not wanting to commute to campus more than two nights per week.

OPTIONAL ADDITIONAL MATERIALS

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