UNIVERSITY OF SAN FRANCISCO | College of Arts and Sciences

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

ASSESSMENT REPORT REMOTE/DISTANCE LEARNING
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

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).**

Roberto G. Varea, Professor of Theater, Director, Latin American Studies Program (LAS) - varea@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

This is an aggregate report for the Latin American Studies Major and Minor. It is a 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.**

We are in the process of revising the curricular map, but no changes have become effective yet.

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):

There were no changes made to either mission statement since last assessment cycle.

LATIN AMERICAN STUDIES MAJOR MISSION STATEMENT:
The Latin American Studies Program embodies the University of San Francisco's mission to provide a rigorous, world-class education to a new generation of leaders, who will work to create a more humane and just world. The Latin American Studies major prepares students for a global and transnational "America" by providing sophisticated, hands-on, innovative courses. With its emphasis on interdisciplinary studies, immersion experiences,

and second-language proficiency, the Program enables students to understand the historical, cultural, economic, political and social conditions that shape contemporary Latin America.

Mission Statement (Minor):

LATIN AMERICAN STUDIES MINOR's STATEMENT (also covered by the MAJOR's/PROGRAM statement):
The Latin American Studies Minor is designed for students interested in combining an understanding and appreciation of Latin America with another discipline or major. The minor enhances students' professional training as it offers regional focus, direction, and coherence to complement their undergraduate education.

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

There were no changes to the MAJOR or MINOR PLOs since our last assessment cycle.

PLOs (Major):

LATIN AMERICAN STUDIES MAJOR PLOs:

1a. Students can describe and contrast patterns of geographic and sociocultural
     diversity in the region diversity in the region.

2a. Students can identify, classify and analyze the main historical periods of Latin American development.

2b. Students can define, differentiate and assess the central economic and political models that have been used in the region, including their impact on the social relations of power.

2c. Students can describe and analyze the complex relationships between the United States and Latin America, including how Latin Americans and Latin@s have influenced different aspects of American society and culture.

3a. Students can read advanced texts; write about daily activities; and communicate with native speakers about everyday topics and personal opinions.

3b. Students can describe, appraise and criticize major literary and other cultural works from the region, including how they reflect their historical period and illuminate systemic inequalities.

4a. Students can craft a well-organized and clearly written multi-page essay.

4b. Students can express themselves clearly, coherently and thoughtfully in discussions and presentations.

4c. Students can demonstrate the research skills necessary to make original contributions to the study of Latin America.

5a. Students can summarize and critically assess current social, political, and economic issues in the region.

5b. Students can describe and critically appraise their academic and extra-curricular experiences in Latin America.

5c. Students can promote understanding of Latin America in educational, service, social, or employment contexts.

PLOs (Minor):

LATIN AMERICAN STUDIES MINOR PLOs:

1. Students can describe and critically analyze the major historical, social, political, and economic processes that have shaped the lives of Latin Americans.

2. Students can individually and comparatively describe and analyze the diversity of the Latin American region and its peoples from at least two perspectives (social, **cultural**, historical, and/or religious and philosophical).

3. Students can read and write academic texts and express information in Spanish and/or Portuguese, and demonstrate familiarity with the region's cultural and/or literary production.

III. REMOTE/DISTANCE LEARNING

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

The great majority of courses offered by LAS are lecture-based. All of these were adaptable to a remote/distance learning environment. It should be noted that as an interdisciplinary program, LAS has no control over which courses will be offered by a given home-department. In that sense, all the vetting, changes/adaptations to a remote/distance learning environment are processes and approved by the original home-department of any given course.

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

There are a few courses, in particular in the performing arts, that were not adaptable to a remote/distance learning environment. An example of this would be DANC 222 Folklórico Danza & Culture, which requires students to learn dances together in a studio setting. Another example relates to the program's Regional Immersion Experience, LAS 330 Program in Latin America. The travel restrictions imposed by COVID safety regulations, and our university's compliance, made it impossible for our students to travel abroad. This is not a new issue, as travel abroad was also impossible for students due to financial issues or to their immigration status (DACA students, for example, while legally in the US, are barred or take high risks if they travel abroad). We addressed these issues before by allowing our students to do an immersive residence with a US-based, or Bay Area local organization that focuses on issues related to the Latin American / Latinx population, such as La Raza Centro Legal, supporting immigrants in a range of areas. This was not possible for a while, as many such organizations were shut down at first. Fortunately, many were allowed to reopen, and some students were able to work remotely as the rest of the staff. This requires creating a Directed Study course with me (Program Director). Three such courses are currently taking place during the Fall 2020 semester.

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

Approximately 60% synchronous, vs. 40% asynchronous.

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

An informal survey of the faculty indicates that direct, synchronous contact with the professor and peers still plays a critical and positive role in generating a sense of presence and belonging for students in the classroom. It does allow for a measure of semblance of a regular class environment for the professors as well. Many more spontaneous aspects relating to discussion of assignments and course content can still take place via zoom and CANVAS tools.

Asynchronous instruction proves really effective when dealing with material such as video, or the viewing of films, as well as group assignments, and discussion threads relating to course readings. In addition, it is a very helpful way to support students who, due to a variety of reasons, are not able to always have access to the internet, have difficult home environments, or live in time zones that make it very hard to attend class during our usual PST schedule of course slots. A fair and even access to technology and less than supportive home environments (many families are under much stress during these times) is the most common reported hurdle overall.

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

We have instituted a robust zoom/online presence regarding student contact such as advising, as well as for program's events and faculty meetings. We have had to postpone studio courses, but fortunately found alternatives with similar attributes to the original course with relative ease. Transforming the Regional Immersion Experience into Directed Studies with remote learning formats as mentioned above, has been another way to cope.

OPTIONAL ADDITIONAL MATERIALS

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

N/A-