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
Please make sure to fill out Page 1 – Questions 1 and 2

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:
Prof. Alexandra Amati, FDCD, Arts – adamati@usfca.edu
Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
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)

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).
Karina Hodoyan, Academic Director, kahodoyan@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.
Graduate: MA in Migration Studies

3. Please also indicate which report format are you submitting –Standard Report or Reflections Document
Alternative, Reflections Document

4. 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

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>**

No

2. Mission Statement (Major/Graduate/Certificate):

The Master in Migration Studies reflects the University's commitment to "distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor." The program meets a critical need to educate students and future professionals in the theoretical and practical bases for understanding, evaluating, creating, and implementing strategies that transform the realities of migrants, not only in the Americas, but throughout the world. The curriculum provides students the opportunity to analyze one of the most important social issues of the 21st century from multiple disciplinary perspectives and from direct experience with scholars, service providers, and migrants. The program will be of benefit to individuals hoping to develop migration policies, provide support services to migrant communities, lead NGOs and international agencies, and head governmental agencies.

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, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.
No

4. PLOs (Major/Graduate/Certificate):

MIMS Program Learning Outcomes

At the end of the program, students will be able to:

- Critically analyze the theories, concepts, and research findings in migration studies from an interdisciplinary perspective.
- Evaluate the role of governments and civil society organizations in community representation, policy creation, and resource allocation in relation to migration and mobility.
- Apply knowledge of the humane, legal, and political characteristics of migration as a social reality and create related social interventions.
  -Plan, generate, and interpret a research study on an important issue in migration studies.
  -Develop field studies among migrant communities to understand realities, dynamics and logics of migration.

III. REMOTE/DISTANCE LEARNING

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

The majority of the instructional elements for the MIMS program were adaptable to a remote/distance learning environment. All of our courses were held via Zoom in lieu of face-to-face class meetings. Our faculty took the required online training, followed by a MIMS the Fall teaching faculty meeting, where the group reviewed different teaching strategies based on the needs of our students under an online format. Since our classes are mostly seminar style, faculty took the most advantage of the breakout rooms in Zoom. Peer review and group work specifically benefitted from this Zoom option. It raised student participation and nurtured a student-led approach to learning. Our faculty used Google Docs and the Discussion Board feature in Canvas for writing activities both in and outside of the classroom. In order to connect with students outside the classroom, we held "Happy Hours" and "Game Night," as well as hosted webinars where guest speakers were invited to talk about current issues such as the upcoming elections and mental health, to name a few.

In regards to assessment, all assignments were submitted and corrected online via Canvas, Google Docs and email. Finally, our end of the year presentations were planned around a Zoom Symposium.

With regards to the administrative aspects related to the program, we held more office hours and group cohort meetings via zoom under this online format.

We have also used Zoom for new student orientation and advisory board meetings.

2. What elements of the program were not adaptable to a remote/distance learning environment?
Some programming and events were cancelled at the begnning of SIP. Also, while we tried to do "Writing Days" on Saturdays, after a couple of attempts, we realized that these mini-retreats were more effective in person. Receptions and celebratory get-togethers were mostly cancelled.

3. What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.
The majority of the course sessions were synchronous, with around 15% focused on offline individual and group projects and assignments.

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

Synchronous instruction was ideal for class discussion and reviews, as well as collaborative projects and exercises, such as report backs.

Asynchronous was most effective when students were required to work independently either individually or in a group. Such assignments covered reading and writing assignments.

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

The organization of our symposiums. A different structuring of classes, such as posting of lesson plans for students to follow during class and access to duties, additional PowerPoint presentations, Group assignments, the redesign of Canvas portals following the "Fall 2020 Faculty Remote Instruction Workshop."

The implementation of online office hours via Zoom, as well as additional weekly office hours.

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

N/A