

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).

Angela Mae (“Mayo”) Buenafe-Ze, Co-Director of Cultural Anthropology Program

Email: ambuenafeze@usfca.edu

You may also contact Dr. George Gmelch who is the other Co-Director of the program

Email: gjgmelch@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

Submitting Reflections Document for the Cultural Anthropology Minor

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.

None that I know of (since I was only hired this Fall 2020 semester as the Co-Director of the Program). Based on previous Assessment Reports, no Curricular Map document has been submitted because it was not necessary. Please contact Dr. George Gmelch if there are any concerns about that.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

Mission Statement (Cultural Anthropology Minor):

[Awaiting information from George and Sharon Gmelch (previous Co-Directors of Cultural Anthropology Program and are on leave of absence)]

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.

No changes were made to the PLOs in AY 2019-2020. [Awaiting information from George and Sharon Gmelch (previous Co-Directors of Cultural Anthropology Program and are on leave of absence) regarding the current PLOs]

III. REMOTE/DISTANCE LEARNING

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

- Asynchronous assignments were conducted so that the synchronous classes could prioritize class discussion and live feedback for lecture slides, films, and readings which were assigned asynchronously.
- Conducting “virtual” fieldwork where students could attend events hosted online that were in other parts of the country or internationally, based on their schedule availability.
- Students located in other time zones or internationally had the choice to attend the synchronous class or watch recordings of the live classes and submit comments to the discussions offline and within 24 hours of the live classes

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

- Conducting live/in-person interviews for major projects and attending fieldwork events in-person. Also, even when students attended virtual events, their questions were not always addressed by the speakers nor followed up with in emails.
- Conducting workshops like cooking demos and gardening, and other major hands-on activities which are major parts of the students learning experience were just not possible. Watching videos of people doing this themselves was not the same as us doing these activities as a class together.
- Having all students be present in the class at any given day was an ongoing challenge. On average, I only had a 50-60% attendance rate for my live classes. This was especially difficult during group presentations and students who had unforeseen challenges which prevented them from coming to class when they planned to. We had to adjust with students’ absences by having them submit videos of themselves doing presentations, and sometimes because of the

challenges these students experienced, they had to submit the video late and it was no longer following the agenda/schedule of the class that day.

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

- A rough estimate would be that our synchronous classes were 70-80% and asynchronous was 20-30%. Next semester, I am hoping to bring this to a 50% synchronous and 50% asynchronous ratio, by only meeting for live classes for half of the scheduled time. For example, when I teach my Tuesday and Thursday class from 12:45-2:30pm, we will only meet for a live class on Tuesdays from 12:45-2:30pm, and on Thursday the students will work on an Asynchronous assignment which would equate to the same amount of time it would take for us to conduct this if we had met in class that day.

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

- As mentioned earlier, synchronous instruction is most effective for class discussion, group activities conducted in Breakout Rooms, and answering questions and concerns students have about projects, lectures, assignments, etc. Students also appreciate guest speakers joining our live class, conducting workshops and showing demo videos which teach students how to make/do things which they can follow along to.
- Asynchronous instruction is more effective for assignments which students can do on their own pace; such as watching videos, listening to podcasts, reading, etc. – then answering guide questions on the material. I have also shared lecture slides with my students to review which have short videos and links to references embedded in them. Students are assigned to review the lecture slides, watch the videos and read some materials embedded in the slides, and answer at least 3 guide questions from the lecture slides as part of their asynchronous assignment. This is helpful as preparation for the synchronous class where we go over the slides much more quickly, because students have already reviewed it, and we can focus on answering the guide questions as our class discussion in the synchronous class.

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

- I personally have given a lot more leeway and flexibility in terms of students' attendance grades and handing in late assignments. I have also increased the points/percentage of the Class Participation grade to encourage students to engage with the material and our class discussions, since that has been one of the most difficult things to encourage students to do in an online format.
- I no longer have Attendance be part of the students' final grades because so many of the students are unable to attend the class synchronously/live due to their various circumstances (e.g. in one of my Intro to Anthro courses this Fall 2020 semester I have 11 students who are based in another country, making the time zone difference difficult for them to attend live classes every time). Instead of an Attendance grade, I have students answer a "Check-In" question via Canvas Discussions for each class meeting and those who are accessing our class offline have 24 hours to reply to the Discussion. I award students who reply to the Discussion by giving them Class Participation points instead of an Attendance grade.
- I have also been very lenient with my Late Assignment policy because so many students have been encountering unforeseen challenges which are not always within their control – physical and mental health concerns, responsibilities with their families, technology issues with internet bandwidth, unemployment and employment, etc. I have allowed my students to submit work late (the last day of classes is the last day they can submit any late work), as long as they write in the comments section of the Assignment the reason they are submitting the work late. This has been an accommodation which has not only helped the students tremendously, it has also allowed them time to do their very best on each assignment because they are able to work on it on their own pace and what is feasible for them to do based on the set of circumstances they are in. Though most people would assume that students would take advantage of this accommodation, I would say only about 20-30% of the class has needed to do this which somewhat reveals that students who really need the accommodation are using it, while the rest are doing their very best to submit things on time. I have found that this has actually helped students be more responsible, accountable, and honest in their communication with me.

