



ASSESSMENT REPORT REMOTE/DISTANCE LEARNING

M.A. in Asia Pacific Studies (MAPS)

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

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- **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).**

Genevieve Leung, Master's in Asia Pacific Studies (MAPS) Academic Director
gleung2@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

(d) 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.**

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.”

No.

Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

Mission Statement (Major/Graduate/Certificate):

The Master's in Asia Pacific Studies (MAPS) program helps students develop valuable cultural competency and expertise. Reflecting the diversity and innovative spirit of San Francisco, the program offers a wide range of courses in the history, literature, politics, business, and culture of the Asia Pacific.

The interdisciplinary curriculum offers students the flexibility and independence to pursue their passions. Separate concentrations — humanities/social sciences and business — allow students to take courses that align with their academic and professional goals.

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.

No.

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.

PLOs (Major/Graduate/Certificate):

Students completing the MAPS Program will be able to demonstrate:

- An ability to apply research tools and methods to analyze critically topics within class disciplines and contemporary interdisciplinary fields of Asia Pacific Studies
- An understanding of sociocultural histories and traditions, political and economic patterns of development, organizational practices and behaviors, and contemporary events as evidenced in the Asia Pacific region.
- Oral and written proficiency in an Asian language corresponding to the fourth semester of USF undergraduate courses, or the equivalent level in languages not taught at USF
- Practical experience in Asia-Pacific related contexts via opportunities for academic and professional development such as internships, fieldwork, conferences, symposia, public programs, class excursions and other types of experiential learning

III. REMOTE/DISTANCE LEARNING

We sent out a survey with the following questions to our 6 faculty members teaching in Fall 2020 for the MAPS program. We gave them 2 weeks to complete the survey, with reminders to complete the survey days before the deadline. By the deadline, 5 of 6 completed the survey (=83.3%). Given these multiple outreach efforts—and the stresses and demands of this particular semester—we did not make any additional requests to the final faculty member who did not complete the survey. Below we report on the main themes from the five responses we received.

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

Faculty reported that most elements were adaptable to remote/distance learning, including micro lectures, online discussions, discussion posts, Google Slides/PPTs, peer review via Google Docs, share screen, etc. They also said that Canvas proved to be an amenable tool in the online adaption process.

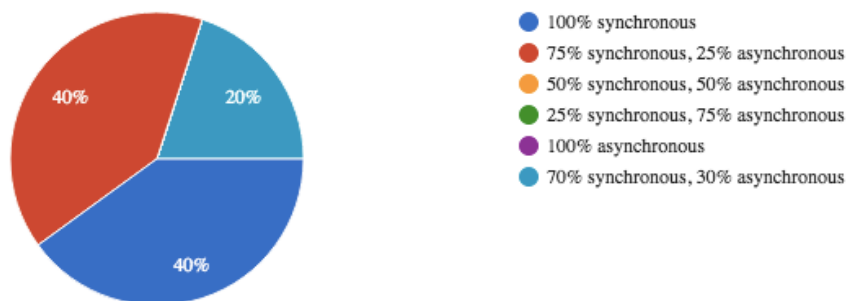
2. What elements of the program were not adaptable to a remote/distance learning environment?

One respondent said that there everything was quite adaptable, though three other faculty members mentioned that remote/distance learning certainly was no substitution for in-person work. In-class discussions were difficult, especially in terms of drawing out comments from more quiet students and ensuring equal voices in participation.

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

The breakdown of our five faculty respondents' responses are below:

5 responses



40% (n=2) were 100% synchronous, 40% (n=2) were 50% synchronous/50% asynchronous, and the remaining 20% (n=1) was 70% synchronous/30% asynchronous. In other words, the majority of respondents were teaching mostly synchronous courses for MAPS.

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

Faculty respondents reported that synchronous classes were most effective for discussions and teaching grammar points and practice (for language classes). One respondent mentioned that discussion done synchronously was more effective than through a Forum or Slack-style feature (i.e., channel-based messaging platforms). Asynchronous classes were most effective for micro-lectures, student presentations (e.g., when students posted recordings of their presentations), online discussion boards. Some complications arose for hybrid courses that were required for some international students, which MAPS ran as directed studies. One of our faculty members—who was teaching an independent study to meet the international student visa requirements (at least one in-person meeting)—stated, “This meeting is not necessary.”

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

Our faculty offered very insightful comments and important considerations that will be useful as we move forward with online/remote instruction. Faculty mentioned thinking

through what other platforms students were using in their other classes (e.g., Microsoft Teams, Webex) so that there is continuity across the program. Faculty also mentioned increasing the number of presentations and decreasing written reflections/assignments because presentations help to spark meaningful participation and leadership opportunities among students. Faculty also expressed how much their workload and prep time increased due to the overhauling of their courses that was required to create effective online curricula. While this was a considerable amount of work, the results were beneficial. As one particular faculty member stated: “Adequate preparation takes considerable time, but does seem to produce good pedagogical results and overall positive student satisfaction.” We feel this positive sentiment captures the overall dedication of our MAPS faculty collectively towards our students.

One ongoing issue is that of academic freedom and censorship in the virtual world. Faculty and students have expressed legitimate concerns about discussing particular subject matter due to governmental oversight of online platforms. Because our course content sometimes touches on sensitive political, social issues relating to the Asia Pacific, this is a particular pressing issue for our program. As such, we in MAPS have subsidized costs for faculty members who want to use Zoom alternatives. Moving forward, we will continue to let students/faculty members know that there are alternative options to Zoom while also ensuring we keep continuity across classes and properly train ourselves and our students to navigate alternative platforms. With that said, it is still unclear whether such platforms are subject to less monitoring and oversight. This is a process that will require dialogue with our faculty as they experiment with these other modes.

All in all, our goal is to continue supporting faculty in their professional development endeavors. Most importantly, since many of our faculty are adjunct professors, we want to continue (if not increase efforts) to make sure we fairly and equitably compensate our faculty for their time and preparation as they deliver excellent courses to our students. Towards this end, we hold periodic meetings where faculty discuss their courses, provide input about the program, and build a strong community. In addition, we make an effort to

respond to faculty concerns in a timely manner—and to give positive feedback and recognition to our faculty for their valiant efforts during this challenging time.