

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

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:

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).

Oren Kroll-Zeldin, Interim Coordinator, omkrollzeldin@usfca.edu

Nora Fisher Onar, Incoming Coordinator, nfisheronar@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
Minor, 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.” 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 (Minor): No changes. No formal mission statement has been agreed upon by the faculty board. The website states:

Our program introduces students to the historical, religious, and political trends that have shaped the Middle East. Drawing upon diverse and comparative perspectives, the minor facilitates a broad understanding of the Middle East that takes into account the complexity and richness of the region. The minor enables students to understand the historical contributions of the Middle East to human civilization and the importance of the Middle East to international politics today.

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.

PLOs (Minor): No.

Upon completion of a minor or the BAIS Regional Concentration in Middle Eastern Studies, students will:

- 1) Demonstrate an understanding of the major issues and problems facing the greater Middle Eastern/North African region and be able to relate this knowledge to a broader global context.
- 2) Gain the conceptual and analytical tools to understand how politics, economics, history, international relations, and culture shape Middle Eastern national and regional dynamics.

III. REMOTE/DISTANCE LEARNING

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

Lecture and discussion via zoom; homework reading, films, papers and projects.

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

Field research projects, in-person interviews, study abroad.

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

70% synchronous, 30% asynchronous.

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

Face-to-face discussion and questions work best synchronously in zoom. Lectures can be given synchronously or asynchronously. Films and other multimedia learning materials can be assigned asynchronously and discussed synchronously. Online partner work can be accomplished outside of synchronous class meetings according to students' schedules.

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

The Middle Eastern Studies minor leaves instructional decisions to the discretion of the instructor, who is the expert in the topic, as appropriate. We are not currently advising for Study Abroad, but are planning for the reopening of Study Abroad programs in late 2021. We have reduced zoom programming, such as guest lectures or online events, to minimize zoom fatigue and focus on instruction and advising.

OPTIONAL ADDITIONAL MATERIALS

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

N/A.