



ASSESSMENT REPORT REMOTE/DISTANCE LEARNING

URBAN AGRICULTURE MINOR

ACADEMIC YEAR 2019 - 2020

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).

Rachel Brand (brand5@usfca.edu, Program Coordinator)

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

Submitted for a (b) a Minor. This is the Alternative Assessment Report (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.

New curricular map on next page:

URBAN AG PLO Course Grid 2020				
PLOs	Integrate diverse perspectives to understand today's complex food systems.	Demonstrate an understanding of the food and environmental movements within San Francisco and the Bay Area.	Master advanced skills in organic gardening and urban homesteading.	Collaborate and network with others within USF's community garden and in community gardens and kitchens within our immediate neighborhood and across the Bay Area.
Required Courses (12)				
ENVA 245 Community Garden Outreach	I	I	I	I
ENVA 230 Urban Agriculture: Fall	M	M	M	M
ENVA 233 Urban Agriculture: Spring	A	A	A	A
Elective Courses (8 total reqd)				
ENVA 390: Storytelling	I	I	I	I
ANTH 235: Anthropology of Food	I	I	I	I
ENVA 390: Race, gender, and Food Justice	A	A	A	A

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 (Major/Graduate/Certificate):

Mission Statement (Minor):

“No”

Our students learn about corporate food systems, alternative and more equitable models of urban-based agriculture, and larger food and environmental justice movements. That’s when they aren’t getting their hands dirty in the USF's Community Garden and with organizations around the Bay Area, learning advanced skills in organic gardening, permaculture, urban homesteading, sustainable living and local food production and distribution.

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 (Major/Graduate/Certificate):

PLOs (Minor):

“No”

- Integrate diverse perspectives to understand today’s complex food systems
- Demonstrate an understanding of the food and environmental movements and contribute to various efforts taking place within San Francisco and the Bay Area
- Master advanced skills in organic gardening and urban homesteading, and demonstrate an ability to grow, harvest, prepare, and preserve food grown in San Francisco
- Work collaboratively and network with others within USF’s Community Garden and in community gardens and kitchens across the Bay Area.

III. REMOTE/DISTANCE LEARNING

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

Many aspects of the Urban Agriculture program were adaptable to remote/distance learning. For example, students were still able to learn about food systems, food security, food sovereignty and food justice through academic studies, conversations and guest lecturers. Students learned about the diversity of U.S. food systems and looked at the efforts being made towards an equitable food system in the Bay Area and beyond. Students also analyzed how Covid-19 has impacted both food access and production and what populations have been most adversely affected by the rise of food insecurity due to Covid-19.

In addition, a large part of our program is hands-on learning. With the help of the USF Gleeson Seed Library, we were still able to get seeds to students and stay connected to our librarians. With the guidance of Novella Carpenter, our Garden Manager, we were able to hold virtual planting workshops. Students also learned about crop planning using google sheets and scanned copies of Golden Gate Gardening, watched and discussed a recorded beehive inspection, used UC Davis's Integrated Pest Management website to identify weeds and plant diseases and pests. Students did hands-on classes virtually such as jam making and pickling. They also learned various preservation techniques by purchasing their own ingredients and working virtually with guest lecturers.

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

The elements of the program that were not adaptable to remote/distance learning included the hands-on gardening work specifically at the USF garden; volunteer work at other San Francisco community gardens; and our food security work such as volunteering with Project Open Hand or cooking meals at St. Cyprian's Church. The USF garden is usually central to our classes, where students work together in the garden—learning how to use tools properly, build garden beds, make compost piles, and harvest produce. These elements are not transferable into a remote learning environment. In addition, students were not able to share meals together or with the greater USF/SF community.

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

When courses moved online our course became 70% synchronous, 30% asynchronous. The class is held in a 3 hour and 35 minute block, so the time together synchronously online was around 2 + hours.

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

Synchronous instruction works best in order to create a class community and replicate the community building process we would do in person. Some of the tools that have worked well synchronously include the use of breakout rooms, working on shared google docs and working with the application jamboard. In addition, synchronous activities like our preservation workshops help to foster a group dynamic that is similar to in-person classes. Synchronous learning is most effective for discussions, guest speakers, watching and analyzing short films, student presentations, group brainstorming, small and large group conversations and check-ins.

Asynchronous learning is effective in order to watch longer films, to do independent reading and for online conversations using the canvas conversation tool. Asynchronous learning is also effective for independent projects.

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

The Urban Agriculture program has changed to adapt to online/remote learning through innovative approaches to continue to work with our greater community. We have remained connected to the greater community by bringing in guest lecturers, and, as mentioned earlier, Gleeson Librarians have sent students seeds from the USF seed library so that students can do asynchronous planting from home. In addition, rather than visiting garden sites in SF, students are doing much more research, creating environmental maps, and reading articles to look at the landscape of food access and food systems in their current locations. The Urban Agriculture program has adapted to include more virtual guest speakers and webinars that host discussions about a broader range of issues in the U.S. food system.

OPTIONAL ADDITIONAL MATERIALS

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