

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

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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).

Leslie Dennen. Writing Center Director. dennenl@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.

This is a reflections document for the Writing Center, which is not a major, minor or certificate program. It is an academic support organization.

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.

We don't have a curricular map. We are not part of the curriculum.

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 No

Mission Statement (Major/Graduate/Certificate):

Here is our Philosophy statement from our website:

The primary goal of the Writing Center is to help students develop their writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences with faculty and student consultants.

We believe that writing is a recursive activity involving several steps that include generating ideas, organizing thoughts, developing a first draft, rewriting, and editing.

The work of writing consultants is to engage in a conversation with students about how to conceptualize and develop an idea, how to write persuasively and with sophistication, and how to correct their own errors at the level demanded by college courses. We don't edit or copy-edit the work of students, but instead, we work with students so that they can learn to edit for themselves.

The work of learning to write better requires the absorption of knowledge and then the practice of what has been learned. For this reason, conferences are limited to 25 minutes. Students are encouraged to revise their papers after a session and to sign up for additional sessions on subsequent days.

Because the idea of the writing conference is a collaboration between the writer and the consultant, students should be active participants in the session, and should learn to identify what types of writing issues with which they need help. Consultants will help the student to identify areas of the paper that need work. Together they move forward towards the improvement of the student's writing within the context of a specific written assignment. The writing conference works through the interaction of both student and consultant.

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):

The following are a list of the writing center goals. We are not a program that offers any kind of major or minor, but rather our "goal" is to assist students across the curriculum with their writing projects.

Goal 1. assist students in reaching their learning potential

Goal 2. promote awareness of University expectations and opportunities

Goal 3. nurture the development of students' confidence as learners

Goal 4. encourage students to take ownership for their educational experiences

Goal 5. support learning needs of students at all skill levels and with all learning styles

III. REMOTE/DISTANCE LEARNING

1. **What elements of the program were adaptable to a remote/distance learning environment?** We were able to migrate all of our services online over the Spring Break without any lapse in service Spring 2020. Writing Center consultants had already been doing remote sessions by Zoom with our off campus students, so we just extended this service to all students. We needed to adjust the Salesforce schedule to eliminate “in-person” as an option on the appointment page. We also added a chat box at the bottom of all the LSWC pages. Students have access to a live person from 9-6 Monday through Friday. Outside of these hours, we have the front desk telephone and email posted where students can leave a message and someone will get back to them.

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

Obviously, the in-person conferences were not possible after Spring break. This had little effect on the services we offered, other than the psychological effect of being physically in the library and the atmosphere of student community it represents.

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

100% synchronous

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

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

While our overall numbers after Spring Break went down as students were immediately moving back home and adjusting to an unforeseen situation, our Zoom numbers went up. Many students, who were experiencing uncertainty and anxiety during that time,

expressed gratitude for having our service available to them. We provided not only academic feedback, but also psychological reassurance. At least for our Writing Center session, it was business as usual. Knowing we were there to support them gave students something they could count on. In addition, for the Fall semester, we extended our nighttime hours till 9:00 in order to accommodate students in other countries and night birds.

When we all come back on campus, I think it would be advantageous to continue to let some consultants work from home as Zoom consultants. There are several advantages to working remotely. First, we can provide the same level of service to students not on campus, (as we already have been doing). Off-campus students don't have to drive into campus and park. Second, consultants don't have to drive to campus and park, which has been a challenge in the past. Third, we can offer extended night-time hours and hire consultants who would normally not be willing to be on campus that late. Fourth, allowing consultants to work from home broadens our available consultant pool. In the past, we have lost some excellent people simply because it was not cost-effective or convenient for them to commute all the way to campus for a 2-3 hour shift (some coming from East Bay or other areas outside SF). Last, and tangentially related, decreasing commuters cuts down on air pollution and frees up more parking spaces at USF.

OPTIONAL ADDITIONAL MATERIALS

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

WC Spring 2020	1/20/20-5/15/20
Total Appointments	1176
Total Sessions Completed	789
in Person	255
Online/Zoom	534 (3 phone)
Total	789
College:	
EDU	19
A&S (Sci)	132
NUS	135
BUS (SOM)	173
A&S (Arts)	330
Total	789
Class Standing	
Grad Doc	30
Credential Masters	3
Graduate Masters	252
Senior	110
Junior	71
Sophomore	146
Freshman	177
Total	789

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