

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).

James Zarsadiaz, Yuchengco Philippine Studies Program (YPSP) Director (minor program)
jzarsadiaz@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

(b) 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.

N/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 changes

Founded in 2002 through a generous gift from Philippine diplomat and industrialist, Alfonso Yuchengco, the Yuchengco Philippine Studies Program (YPSP) is an interdisciplinary minor program that provides students the opportunity to learn about the global Filipino experience through history, sociology, politics, literature, modern and classical languages, art, and dance among others. The program is committed to providing a pragmatic yet critical education of Filipino culture and society.

The program’s foundational courses teach students important historical, cultural, and socio-political phenomena central to the transnational Filipino and Filipino American experience. In the classroom and through programming, students are introduced to provocative ideas and

scholarly frameworks important when thinking about past and present challenges of the broader Filipino diaspora.

In addition, YPSP promotes student participation in social justice advocacy and engagement through service learning placements and immersion courses within communities and agencies that serve the needs of Filipinos locally and internationally. Students can obtain Filipino/Tagalog proficiency in basic and advanced language classes while courses centered on literature and the arts allow a critical examination of the creative expression of the Filipino cultural experience.

YPSP regularly holds events and hosts programming featuring recognized Filipino and Filipino American scholars, artists, philanthropists, entrepreneurs, and community leaders. It also supports student academic research and activities that benefit community partners within and outside the university. YPSP is an academic and community resource based in San Francisco, but with a desire to remain globally connected.

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

The Philippine Studies Minor seeks to train and educate students to:

- Understand the formation of Filipino history, culture, and society in the Philippines, the United States, and globally;
- Develop an empathy for the values, behaviors, ethics, and perspectives of Filipinos;
- Be able to identify and discuss social, political, economic, business, psychological, and environmental issues relevant to the Philippines and the Filipino diaspora;
- Obtain basic, intermediate, and advanced Filipino/Tagalog language proficiencies;
- Appreciate the literary, linguistic, philosophical, religious, and artistic contributions of Filipinos to the United States, Asia, and the world; and

- Apply knowledge for activism, advocacy, and social justice in the Philippines, the United States, the Asia Pacific, and the world.

III. REMOTE/DISTANCE LEARNING

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

Many of our courses (with the exceptions of Philippine Boxing & Culture and our service learning courses like Knowledge Activism) were easier to adapt for a remote/distance learning platform/environment. However, the bigger challenge was for our faculty, some of whom had a difficult time juggling the online classroom while simultaneously taking care of their own family/children under these conditions. This is, of course, a common concern across the academy right now as most of us are engaging in remote/distance learning.

YPSP is also a program that does a lot of programming. Since in-person events have been cancelled since March 2020, we have conducted minimal *online* programming since then – mainly online events in October 2020 for Pilipinx American History Month (during AY 2020-2021). We've also been mindful of "screen fatigue" or "Zoom fatigue" hence the reduction in online programming.

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

Service learning courses/community-focused courses or courses involving physical engagement were harder to do (e.g. Knowledge Activism, Philippine Boxing & Culture)

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

From what I gather or observe, probably 50/50 for several courses. It depended on the preference of the faculty member, what types of materials/concepts they were teaching, and the work they assigned.

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

Synchronous instruction (e.g. lecturing) has been fine for most. Asynchronous instruction through documentaries and “offline” written assignments has been fine as well. To be sure, remote instruction has been successful for some and a mixed bag for others.

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

The faculty have learned to be more flexible with deadlines and expectations given the range of student needs or limitations under the current environment (e.g. students with no or limited internet access, students living in difficult residential environments, students who have tested positive for COVID-19 or have household members who have).

OPTIONAL ADDITIONAL MATERIALS

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

N/A