

Annual Assessment Report 2020-2021

- 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).**

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- 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**

Submitting Reflections Document for the Cultural Anthropology Minor

- 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 revisions have been made.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

Mission Statement (Cultural Anthropology Minor):

No changes have been made to the anthropology mission statement.

The mission of the Cultural Anthropology program is to give students the means to understand and respect the variety in human experiences and to develop a critical perspective on their own society. Our courses are aimed at enhancing critical thinking, social awareness, and a globally-oriented conception of inequality and justice. Anthropology helps prepare students for a range of career options, post-graduate educational opportunities, and a life of engaged, democratic citizenship.

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.

No changes were made to the PLOs.

Program Goals are:

1. Develop an anthropological imagination – an understanding of anthropology’s holistic and cross-cultural perspective and its application to contemporary social issues and global problems.
2. Understand the causes of and breadth of cultural variation and develop a positive appreciation for the diversity of perspectives, practices, and beliefs found within each culture and across cultures.

Program Learning Outcomes are:

1. Develop an understanding of core concepts in cultural anthropology including, but not limited to, culture, holism, ethnocentrism, and cultural relativity.
2. Learn and use anthropological methods, notably participant observation and interviewing, but also other research strategies and tools to collect ethnographic data.
3. Develop an understanding of ethical behavior in social science research.

III. REMOTE/DISTANCE LEARNING

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

- A few asynchronous assignments were constructed by both Prof. Buenafe-Ze and Prof. Gmelch so that the synchronous classes could prioritize class discussion.
- Prof. Buenafe-Ze organized some “virtual” fieldwork where students could attend events hosted online that were in other parts of the country or internationally. Students located in other time zones or internationally had the choice to attend the synchronous class or watch recordings of the live classes and submit comments to the discussions offline and within 24 hours of the live classes.

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

- Conducting live/in-person interviews for major projects and attending fieldwork events in-person. Also, even when students attended virtual events, their questions were not always addressed by the speakers nor followed up with in emails.
- For Prof. Buenafe-Ze conducting workshops like cooking demos and gardening, and other major hands-on activities which are major parts of the students learning experience were just not possible. Watching videos of people doing this themselves was not the same as us doing these activities as a class together.
- Having all students be present in the class at any given day was an ongoing challenge. Prof. Buenafe-Ze reports that on average, her classes had a 60-75% attendance rate for live classes. The attendance rate for Prof. Gmelch was about two thirds. Prof. Buenafe-Ze reported some difficulty for students conducting group projects and group presentations, often due to low commitment levels for completing course requirements due to time zone

differences, varying workloads (for students who were also working through the pandemic), health conditions, and home situations preventing them from coming to class and completing requirements. She had to adjust for student absences by having them submit videos of themselves doing presentations, and sometimes because of the challenges these students experienced, they had to submit the video late and it was no longer following the agenda/schedule of the class that day.

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

Prof. Buenafe-Ze's courses were all taught remotely with one day being synchronous and another day being asynchronous where students worked on a longer assignment or project. Prof. Gmelch's courses were taught hybrid, one day synchronous on zoom and the other day in person on campus. Our adjunct professor Chris Laurent taught his courses remotely, and mostly synchronous.

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

- As mentioned earlier, synchronous instruction is most effective for class discussion, group activities conducted in Breakout Rooms, and answering questions and concerns students have about projects, lectures, assignments, etc. Students also appreciate guest speakers joining our live class, conducting workshops and showing demo videos which teach students how to make/do things which they can follow along to.
- Asynchronous instruction is more effective for assignments which students can do on their own pace; such as watching videos, listening to podcasts, etc. – then answering guide questions and/or writing reaction papers on the material.

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

- Prof Buenafe-Ze reports allowing students more leeway and flexibility in attendance and submitting assignments late, as long as they communicate via email before the due date why they would need an extension. Prof. Gmelch has tried to increase student's engagement with the material and class by requiring everyone to have their video on at all times and calling on students randomly. Prof. Gmelch has increased the value of class participation in the percentage it counts towards the final grade. In Prof. Gmelch's classes class participation counts for 1/3 of the final grade.