

**2015-2016 Yearly Assessment Report Template
College of Arts and Sciences (CAS)**

NOTES:

- Yearly Assessment Reports for all CAS Majors and Graduate Programs are due by 07/01/16; early submissions are welcome.
- Reports, as well as two Curriculum Maps (one that maps Program Learning Outcomes to Institutional Learning Outcomes and one that maps Courses to Program Learning Outcomes) should be submitted as three separate documents to the Program Assistant; he/she will upload these three documents to Gnosis.
- This template is intended to be an outline for the Yearly Assessment Report; it is in word format so that faculty can modify and delete as needed, and use whatever space is necessary to respond to the questions

1. Identifying Information

Name of Program: Urban Studies

Type of Program (Major, Minor, Graduate Program, Non-Degree Granting): Major
College of Arts and Sciences Division (Arts, Humanities, Sciences, or Social Sciences):
Social Sciences

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2. Mission Statement:

USF's interdisciplinary program in Urban Studies provides its students with an all round understanding of cities. The program explores the city as an idea, process and living organism from varied disciplinary perspectives in the social sciences, the humanities and the arts. It provides students with the knowledge, hands-on experience, and communication skills necessary to make a positive impact on the planning, governance and management of cities across the world.

Has this statement been revised in the last few years?

No. It is only one-year old.

3. (Optional) Program Goals:

Have these goals been revised in the last few years?

NO.

4. Program Learning Outcomes (PLOs)

1. Students recognize, define and articulate the social, economic, political, cultural and environmental issues and challenges facing cities locally and globally.
2. Students understand, discuss, and explain the histories and theories related to the complex forces that shape cities.
3. Students develop research methods and tools to analyze and interpret urban phenomena.
4. Students communicate effectively in graphic, written and oral form, and provide solutions to specific urban issues and problems in professional settings.

Have these PLOs been revised in the last few years?

No.

5. Brief Summary of Most Recent Assessment Plan

1. Provide a mission statement for the Urban Studies program
2. Create Program Learning Outcomes (PLO)
3. Assess one PLO that applies to URBS 100-01 Intro to Urban Studies offered in Spring 2016
4. Test one rubric tied to a Course Learning Outcome for URBS 100 and see how it assesses with respect to one assignment
5. Complete Curricular Maps mapping Course Learning Outcomes for Program Learning Outcomes for ONE course – URBS 100 Intro to Urban Studies
6. Complete Curricular Map 2, which maps PLOs to Institutional Learning Outcomes (ILOs)
7. Assess other PLOs to each of the required Urban Studies required courses over the next 4-6 semesters (3 years).

6. Academic Program Review

Date of most recent Academic Program Review's External Reviewer Visit: NA

Date of most recent Action Plan Meeting: NA

Brief Summary of the most recent Action Plan: NA

7. Methods

What did you do with regard to assessment of your program/department in 2015-2016?

- Provided a Mission Statement
- Created Program Learning Outcomes (PLOs)
- Provided an Assessment Plan
- Assessed one Program Learning Outcome in 1 course – 1 semester
- We will continue to assess one course every semester

What were your questions?

The question we asked was:

- How did students in the Intro to Urban Studies (URBS 100-01) course, fair with respect to the Program Learning Outcome PLO – “Students understand, discuss, and explain the histories and theories related to the complex forces that shape cities?”

In order to assess this question we took up one assignment in the Intro to Urban Studies course to see how student did there in relation to this learning outcome.

How are these questions related to your most recent Academic Program Review and/or Action Plan?

- We have not had an Academic Program Review yet

What PLOs are these questions related to?

PLO – “Students understand, discuss, and explain the histories and theories related to the complex forces that shape cities.”

What direct (most important) and/or indirect methods did you employ?

We used a direct method – assessing how student fared on a response paper where they had to summarize two texts.

Some Possible Direct Methods (pick ≥ 1 and *briefly describe*):

- a. Published (Standardized) Test (e.g., Major Field Test)
- b. Class Tests & Quizzes with Embedded Questions
- c. Class Presentations
- d. Off-Campus Presentations (NGOs, clients, agencies, etc.)
- e. Research Projects Reports
- f. Case Studies
- g. Term Papers
- h. Portfolio
- i. Artistic Performances, Recitals & Products
- j. Capstone Projects
- k. Poster Presentations
- l. Comprehensive Exams
- m. Thesis, Dissertation
- n. Pass Rates on Certification or Licensure Exams
- o. Group Projects
- p. In/Out-of Class Presentations
- q. Competency Interviews (e.g., oral exams)
- r. Simulations
- s. Juried Presentations
- t. Other

Some Possible Indirect Methods (*briefly describe*):

- a. Student Survey
- b. Student Interview
- c. Focus Groups
- d. Reflection Sessions
- e. Reflection Essays
- f. Faculty Survey
- g. Exit (end of program) Survey
- h. Exit (end of program) Interview
- i. Alumni Survey
- j. Employer Survey
- k. Diaries or Journals
- l. Data from Institutional Surveys (e.g., NSSE, SSI, GSS)
- m. Curriculum/Syllabus Analysis
- n. Other

8. Results

What were the direct data results?

- One student fared well on all three rubrics (the only one to get an A in the assignment)
- One student did a good job of summarizing the key points of the readings and writing clearly, but there was no personal reflection about the readings
- Six students provided inadequate to poor summaries of the readings.
- Out of the six two students summarized only one of the two readings that were provided, and left out the second.
- Two out of the six students struggled with the writing – clarity, composition and grammar
- Two students provided plenty of personal reflection, but no adequate summary of the readings. It was clear they had not read the readings.

What were the indirect results?

NA

What surprised you?

- I thought students would do a bit better on summarizing the points considering they had been provided clear directions and a very clear grading rubric
- I was surprised that one of the international students, with weaker language skills, was able to produce a good response paper perhaps having worked with the Writing Center

What aligned with your expectations?

What do you understand these results to mean?

- What I understood from these results is that students were willing to provide plenty of anecdotal information and personal experience but not willing to put in the hard work of summarizing the key points of a paper
- What it also means is that many (not all) first year students are inadequately prepared, as they come into college, to read, comprehend and summarize technical (or specialized) texts.

What are the implications of the data?

- The skill of writing a précis, summary or abstract of a text, has not been developed and we need to spend considerable time in the first year teaching students how to do this.
- Therefore our task should be to create discreet assignments and class workshops that help students develop skills of reading and summarizing. This may have to be done by foregoing course content. Although, if teaching students these skills can be done by integrating with course content it would be better.

9. Closing the Loop

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement?

- Don't assume all students have the ability to critically read and summarize the texts
- Spend at least one or even two classes demonstrating how texts can be read and summarized. Go over this with students in class
- Assign simpler texts to start with.

Possible Closing(s) of the Loop(s) (pick ≥ 1 and *briefly describe*):

- a. Revision of PLOs
- b. Changes in pedagogical practices
- c. Revision of program course sequence
- d. Revision of course(s) content
- e. Curriculum Changes (e.g., addition and/or deletion of courses)
- f. Modified program policies or procedures
- g. Designed measurement tools more aptly suited for the task
- h. Improved within and across school/college collaboration
- i. Improved within and across school/college communication
- j. Revised student learning outcomes in one or more courses
- k. Modified rubric
- l. Developed new rubric
- m. Developed more stringent measures (key assessments)
- n. Modified course offering schedules
- o. Changes to faculty and/or staff
- p. Changes in program modality of delivery
- q. Other

Have you or will you submit any course or program change proposals as a result of these results?