

## Interdisciplinary Child and Youth Studies (CYS) Minor

### Annual Assessment Report AY23-24

*Report due date: Friday, November 8, 2024*

Some useful contacts:

- **Arts:** vacant, please reach out to AD Cathy Gabor (cgabor@usfca.edu) for support
- **Humanities:** Mark Meritt (meritt@usfca.edu), Rhetoric and Language
- **Sciences:** John Lendvay (lendvay@usfca.edu), Environmental Sciences
- **Social Sciences:** Michael Jonas (mrjonas@usfca.edu), Economics

All reports should include the following information:

- Name(s) of all program(s) and degree type(s) assessed (Major, Minor, Graduate, or Non-Degree)
  - o *Note:* aggregate reports should list all programs discussed in the report
- Names and contact information of the faculty coordinating the assessment of each program and report
- Your Mission Statement; note any changes since last report
- Your PLOs; note any changes since last report
- Your current Curricular Map; note any changes since last report
- Your assessment schedule between APRs: a year by year list of PLOs assessed since your last APR and those to be assessed before your next APR (Contact your FDCD for clarification if needed)
- Description of the assessment methodology
- Rubrics (and other instruments, if applicable)
- Description of your results, noting any significant findings from the data or assessment process
- Description of how the results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results
- Discussion of any significant feedback from your previous year's report and how your program responded to that feedback

1. **Name(s) of all program(s) and degree type(s) assessed** (Major, Minor, Graduate, or Non-Degree)

Undergraduate Minor  
Interdisciplinary Minor in Child and Youth Studies (CHYS)

**2. Names and contact information of the faculty coordinating the assessment of each program and report**

Submitted by Dr. Aline Hitti, Program Director & Faculty Assessment Coordinator:  
Interdisciplinary Minor in Child and Youth Studies (CHYS)

Please send feedback to [ahitti@usfca.edu](mailto:ahitti@usfca.edu)

**3. Mission Statement**

No changes since last report.

Mission Statement:

The Interdisciplinary Child and Youth Studies minor develops students' awareness and understanding about issues that are important to children and adolescents locally and globally. Students in the minor take courses from a variety of disciplines and perspectives, including psychology, sociology, communication studies, education, kinesiology, dance, and nursing. Students apply course content in meaningful projects and field-based contexts.

**4. Your PLOs**

No changes since last report.

PLO 1: Students will articulate and define major theories or concepts used in the study of children / youth.

PLO2: Students will recognize the complexity of sociocultural diversity among children / youth.

PLO3: Students will participate in hands-on interactions involving the physical, intellectual, social, and/or emotional dimensions of childhood / youth.

**5. Current Curricular Map.**

No changes since last report.

One update was made to the minor using a short form on curriculog. There was a problem with the degree evaluation, such that for PSYC majors with a CHYS minor,

the degree evaluation was allowing more than 3 PSYC courses to simultaneously double count toward a student's PSYC major and CHYS minor. This change was made to fix this error and was recently approved by the curriculum committee.

**6. Year-by-year list of PLOs assessed since your last APR and those to be assessed before your next APR**

**Spring 2017**

- PLOs developed

**Fall 2017**

- Revised PLOs
- Included mission statement
- Included/created Curricular Map
- Mapped the Child and Youth Studies (CHYS) Minor PLOs onto the University PLOs
- Directly assessed PLO 1 using data from 1 course: COMS 302 - Dark Side of Family and Interpersonal Communication.
- Created and revised a rubric for PLO 1
- Removed 2 classes from the CHYS minor (2 are no longer taught or not taught on a regular basis)

**AY 2017 – 2018 Report**

- Revised PLO1 assessment rubric
- Directly assessed PLO1 with new rubric and data from 4 courses: SOC 338 – Sociology of Education; PSYC 369 – Child Maltreatment; KIN 300 – Motor Development; COMS 302 - Dark Side of Family and Interpersonal Communication

**AY 2018 – 2019**

- Removed 1 class from the CHYS minor (it was a special topics class that was on our course list accidentally)
- Did indirect assessment – survey on SurveyMonkey
- Created code book for PLO2
- Directly assessed PLO2 with new rubric and data from 2 courses: SOC 338 – Sociology of Education & KIN 300 – Motor Development

**AY 2019 – 2020**

- Created code book for PLO3
- Directly assessed PLO 3 with new rubric and data from 2 courses: COMS 496 – Communication Studies Internship & SOC 338 – Sociology of Education

**AY 2020-2021**

- Added class to the CHYS minor and updated catalog to reflect change (PSYC 354 – Adolescent Development)
- Updated our curriculum map to reflect the addition of PSYC 354
- Directly assessed PLO1 with PLO1 rubric and data from 1 course: SOC 229 – Diversity of American Families

**AY 2021 – 2022**

- Directly assessed PLO2 with PLO2 rubric and data from 1 course: SOC 323: Urban Education

**AY 2022 – 2023**

- Directly assessed PLO3 with PLO3 rubric and data from 1 course: SOC 323: Urban Education

**AY 2023 – 2024**

- Directly assessed PLO1 with PLO1 rubric and data from 1 course: PSYC 369 Child Maltreatment

**7. Assessment Methodology for academic year 2022-2023.**

- A)** Student samples from 1 course were used to assess PLO1 (PLO1: Students will articulate and define major theories or concepts used in the study of children / youth.)

PSYC 369 Child Maltreatment

**B)** Convenience sampling was used to determine which courses and coursework to assess. Specifically, we asked CCY and CHYS Minor Committee members to look for assignments / test questions / papers from their classes that could be used to assess PLO1. Committee members also reached out to their colleagues who taught CHYS courses in each of their respective departments. In the end, 10 direct student examples from 1 course which had been identified as meeting this PLO were assessed. A brief description of this assignment is listed below.

PSYC 369: Child Maltreatment: To test our rubric and assess this course, we examined responses to an exam question from 10 CHYS students who were enrolled in the Fall 2017 PSYC 369: Child Maltreatment.

- C)** Exemplars from 10 students (roughly 10% of students in the minor) were analyzed. Note: As of September, 2024, there were 96 CHYS minors.

The materials analyzed were from a PSYC 369 exam question.

**ASSIGNMENT DESCRIPTION:**

Students responded to the following exam question given on their midterm related to PLO1: Identify two theories used to explain child maltreatment (e.g., ecological, intergenerational, social learning theory, correlating data). Define, explain and provide examples of each, using literature from class. Discuss your understanding - again relying of course materials - and your opinion of whether or not these are explanations.

**D)** To assess, we used the PLO1 assessment rubric that was created by our committee in a previous semester (see below).

**CHYS Program Learning Outcome #1 Rubric & CODE BOOK (1/30/2019)**

PLO 1: Students will articulate and define major theories or concepts used in the study of children / youth.

Blank - N/A	1 Introductory	2	3 Developing	4	5 Mastery
<b>None or unclear</b>	<p><b>Does 1 out of 3:</b></p> <p><b>Identifies</b> (lists) a major theory or concept used in the study of children / youth. (<i>What?</i>)</p> <p><b>OR</b></p> <p><b>Explains</b> (defines) a major theory or concept used in the study of children / youth. (<i>How &amp; Why?</i>)</p> <p><b>OR</b></p> <p><b>Applies</b> a major theory or concept used in the study of children / youth to a specific task - either using it as a guide to answer a RQ/H or putting it into practice. (<i>What now?</i>)</p>	<p><b>Does 1 out of the 3 well and attempts to do 2 of the 3 but doesn't quite succeed.</b></p> <p><b>OR</b></p> <p><b>Attempts all 3 but done poorly</b></p>	<p><b>Does 2 out of 3:</b></p> <p><b>Identifies</b> (lists) a major theory or concept used in the study of children / youth. (<i>What?</i>)</p> <p><b>AND / OR</b></p> <p><b>Explains</b> (defines) a major theory or concept used in the study of children / youth. (<i>How &amp; Why?</i>)</p> <p><b>AND / OR</b></p> <p><b>Applies</b> a major theory or concept used in the study of children / youth to a specific task - either using it as a guide to answer a RQ/H or putting it into practice. (<i>What now?</i>)</p>	<p><b>Does 2 out of the 3 well and the 3<sup>rd</sup> is attempted but doesn't quite succeed.</b></p>	<p><b>Does all 3:</b></p> <p><b>Identifies</b> (lists) a major theory or concept used in the study of children / youth. (<i>What?</i>)</p> <p><b>AND</b></p> <p><b>Explains</b> (defines) a major theory or concept used in the study of children / youth. (<i>How &amp; Why?</i>)</p> <p><b>AND</b></p> <p><b>Applies</b> a major theory or concept used in the study of children / youth to a specific task - either using it as a guide to answer a RQ/H or putting it into practice. (<i>What now?</i>)</p>

**E)** No revisions to the rubric were made.

**F)** Each assessment item was analyzed by the CHYS PLO3 Assessment Sub-Committee (all FT faculty members).

Dr. Allison Thorson, Chair of Department of Communication Studies, Chair Committee on Children and Youth, Chair CHYS Minor, Chair of CHYS Assessment Committee

Dr. Helen Maniates, Chair of Teacher Education, Committee on Children and Youth Member, CHYS Minor Committee Member, CHYS Assessment Committee Member

Dr. Stephanie Cooper, Department of Kinesiology, Committee on Children and Youth Member, CHYS Minor Committee Member, CHYS Assessment Committee Member

## **8. Assessment Results for academic year 2022-2023.**

Paper/Assignment PLO 1	Dr. Thorson Rating	Dr. Maniates Rating	Dr. Cooper Rating	Mode
S1 PSYC 369_ Exam question	5	5	5	5
S2 PSYC 369_ Exam question	5	5	5	5
S3 PSYC 369_ Exam question	4	3	4	4
S4 PSYC 369_ Exam question	5	4	4	4
S5 PSYC 369_ Exam question	4	3	3	3
S6 PSYC 369_ Exam question	5	5	5	5
S7 PSYC 369_ Exam question	5	5	5	5
S8 PSYC 369_ Exam question	5	4	4	4
S9 PSYC 369_ Exam question	4	3	4	4
S10 PSYC 369_ Exam question	3	2	2	2

*Note:* Expect this PLO to be met at 5 = Mastery. [1 = Introductory, 3 = Developing, 5 = Mastery]

**a. how well students mastered the outcome at the level they were intended to,**

Keeping consistent with past assessments we used the mode as a measure of central tendency for the three ratings assessing student work (direct data). We found that 40% of student work met expectations for this PLO (Mastery Level). In relation to the developing level (score = 3), 40% were above, 10% were at,

and 10% were below for PLO1. Given that this was a dense question offered during a midterm exam, the expectation that students would master this PLO is not appropriate due to the exam taking place during the midpoint rather than end of the semester. This assessment provides a snapshot of students' learning process as they are gaining mastery of the theories presented in this course.

**b. any trends noticed over the past few assessment cycles, and**

In past assessments we found that students are learning what is expected. For instance, in our 2020/2021 report assessing PLO1 in SOC 229 we found that student work met or exceeded the expectations for the PLO it was intended to meet 100% of the time. For the SOC 229 it was intended to meet PLO 1 at an introductory level. We also used different work products for past assessments, namely papers, and in this assessment we are using an exam question given during a midterm. Additionally, for PSYC 369 according to rubric PLO 1 is expected to be mastered by students. According to the current data 80% of students are at or approaching mastery of PLO 1 half way through the semester, which is a good indicator that the course is in line with minor expectations.

**c. the levels at which students mastered the outcome based on the rubric used.**

**Results (Minor):**

	Percentage of Students
Exceeded outcome at the level intended (5 = Mastery)	40% met expectations
4 =Above Developing	40%
3 = Developing	10%
2 = Above introductory	10%
1 = introductory	0%

**9. How results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results**

These findings were shared with the full CHYS minor committee.

They indicate that we should retain PSYC 369 as a recommended course option/elective for the minor. The work product and timing of the work product that was assessed for this course were discussed. It was concluded that we consider a wider range of work products at later junctures in future assessments.

There was also some discussion about our rubric and whether we should be setting mastery expectations for courses offered in a minor. We will revisit this question as we continue to assess the minor on other PLOs.

In order to further assess the minor, data from additional minor courses which have not yet been assessed should also be evaluated to ensure that these courses meet our expectations. We will continually collect data from this and other courses to show evidence of PLO1 being met. The committee will also spend the next year collecting direct data in order to assess additional courses according to PLO1, 2 or 3.

#### **10. Discussion of any significant feedback from your previous year's report and how your program responded to that feedback**

The feedback from last assessment was to include larger samples than those used in the previous report. In this report we have addressed this by providing a sample that is representative or 10% of the minor population. We will keep this in mind for future assessments as well.



## ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

Course	1. Students will articulate and define major theories or concepts used in the study of children / youth.	2. Students will recognize the complexity of sociocultural diversity among children / youth	3. Students will participate in hands-on interactions involving the physical, intellectual, social, and/or emotional dimensions of childhood / youth.
KEY	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	Yes / No
PSYC 101: General Psychology	D		
PSYC 312: Child Development	M	I	
PSYC 354: Adolescent Development	M	I	
SOC 229: Diversity of American Families	I	D	
SOC 329: Social Worlds of Children	I	D	
COMS 302: Dark Side Interpersonal/Family Comm	D		
COMS 306: Family Communication	D		
KIN 300: Motor Development	I	D	Yes
KIN 360: Exercise and Healthy Kids		I	
NURS 420: Women's Health	D	I	
NURS 421: Medical-Surgical Nursing II: Nursing Care of Children	D	I	
PSYC 312: Child Development	M	I	
PSYC 354: Adolescent Development	M	I	
PSYC 328: Child Psychopathology	M	D	
PSYC 369: Child Maltreatment	M	D	

SOC 229: Diversity of American Families	I	D	
SOC 323: Urban Education	D	D	Yes
SOC 329: Social Worlds of Children	I	D	
SOC 338: Sociology of Education	D	D	
SOC 356: Juvenile Justice	I	D	Yes
TEC 611: Education of Bilingual Children	D	D	
TEC 643: Education of Exceptional Children	D	D	
COMS 496: Communication Studies Internship			Yes
DANC 360: Dance in the Community			Yes
KIN 398: Professional Practicum			Yes
NURS 428: Clinical Lab V			Yes
PSYC: 396: Psychology Practicum			Yes
SOC 395: Fieldwork in Sociology			Yes
TEC 401 - 402: American Reads IA			Yes
INTD 385: DDTP Fieldwork			Yes
INTD 395: Special Topics			Yes

# Child and Youth Studies Minor

## Program Learning Outcomes

Students will:

- Articulate and define major theories or concepts used in the study of children/youth.
- Recognize the complexity of sociocultural diversity among children/youth.
- Participate in hands-on interactions involving the physical, intellectual, social, and/or emotional dimensions of childhood/youth.

## Minor Requirements (24 units)

Students must obtain a "C" grade or better in all courses for the minor.

At least 12 units must come from courses outside of the student's major department(s) and other academic programs (e.g., Dual Degree Program and minors).

Students must meet with the Director of the CYS minor before starting the program.

## Required (12 units)

PSYC 101 General Psychology

PSYC 312 Child Development

[After] or

PSYC 354 Adolescent Development

[After] Note: Students can take either PSYC 312 or PSYC 354 as a requirement. If both PSYC 312 or PSYC 354 are taken, one will count as a required minor course option and the second will count as a minor elective.

SOC 229 Diversity/Amer Families

[After] or

SOC 329 Social Worlds of Children

[After] Note: Students can take either SOC 229 or SOC 329 as a requirement. If both SOC 229 or SOC 329 are taken, one will count as a required minor course option and the second will count as a minor elective.

## Electives (8 units)

Note: SONHP students usually complete 10 units of electives for the Minor to accommodate the 3-unit nursing courses. Please contact the program for additional information.

COMS 302 Dark Side IP/Family Comm

COMS 306 Family Communication

KIN 300 Motor Development  
KIN 360 Exercise and Healthy Kids  
NURS 420 Women's Health  
NURS 421 Med-Surg Nurs II: Children  
PSYC 312 Child Development  
PSYC 328 Child Psychopathology  
PSYC 350 Perspectives in Psychology  
PSYC 354 Adolescent Development  
PSYC 369 Child Maltreatment  
SOC 229 Diversity/Amer Families  
SOC 323 Urban Education  
SOC 329 Social Worlds of Children  
SOC 338 Sociology of Education  
SOC 356 Juvenile Justice  
TEC 611 Ed Biling Chld: Thry/Prac  
TEC 643 Educ/Exceptional Children

### Departmental Practicum and Internship Experiences (4 units)

Note: SONHP students usually complete 3 units of practicum and internship experience to accommodate the 3-unit nursing courses. Please contact the program for additional information.

COMS 496 Comm Studies Internship  
DANC 360 Dance in the Community  
KIN 398 Professional Practicum  
INTD 385 DDTP Fieldwork I  
INTD 386 DDTP Fieldwork II  
INTD 387 DDTP Fieldwork III  
INTD 395 Special Topics  
NURS 428 Clinical Lab V: M/S Care of Women and Childr  
PSYC 396 Psychology Practicum  
SOC 395 Fieldwork in Sociology  
TEC 401 America Reads IA  
TEC 402 America Reads IB