

Committee on Children and Youth (CCY)
October 27, 2017 / Fall 2017

- 1) **Interdisciplinary Minor in Child and Youth Studies (CHYS)**
- 2) **Minor**
- 3) **Interdisciplinary**
- 4) **Submitted by Dr. Allison Thorson - Communication Studies**
- 5) **Please send feedback to athorson@usfca.edu**
- 6) **See uploaded document**

7 - 10) yearly assessment report pdf upload

MISSION STATEMENT

11) Mission Statement: The purpose of the University of San Francisco Committee on Children and Youth (CCY), established in the spring of 2002, is to educate faculty, staff, students, and the surrounding community about issues that are important to children and adolescents locally and globally.

Specifically:

- (a) each year, the CCY will identify, develop, and implement a minimum of one campus colloquium focused on an issue important to children and youth;
- (b) the CCY will sponsor development of courses which focus on children and youth and promote the inclusion of content regarding children and youth into existing courses; and,
- (c) the CCY will collaborate with faculty, staff, students, and community members on activities related to children and youth and will serve as a consulting and referral body regarding relevant issues.

The CCY is composed of an interdisciplinary group of faculty with representation across USF's schools and colleges, each of whom typically serves a three-year term.

Child and Youth Studies (CHYS) Minor - Program Goal:

To promote an interdisciplinary understanding of issues related to children and youth.

PROGRAM LEARNING OUTCOMES (PLOS)

12) Program Learning Outcomes (PLOs)

REVISED CHILD AND YOUTH STUDIES (CHYS) MINOR PROGRAM LEARNING OUTCOMES (PLOS)

OLD Child and Youth Studies (CHYS) Minor PLOs: (Spring 2017)

- A. Students will articulate and define major theories and concepts used in the study of children and youth.
- B. To recognize the complexity of sociocultural diversity among children and youth.
- C. To participate in hands-on interactions involving the physical, intellectual, social, or emotional dimensions of childhood and youth.

REVISED Child and Youth Studies (CHYS) Minor PLOs: (Fall 2017)

- A. Students will articulate and define major theories or concepts used in the study of children / youth.
- B. Students will recognize the complexity of sociocultural diversity among children / youth.
- C. Students will participate in hands-on interactions involving the physical, intellectual, social, and/or emotional dimensions of childhood / youth.

CURRICULUM MAPS

13) We developed a Curriculum map outlining out the extent to which our CHYS minor courses meet the minor PLOs at the Introductory, Developing, or Mastery level.

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 Psycholgy	D		
PSYC 312: Child 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		D	
NURS 420: Women's Health	D	I	
NURS 421: Medical-Surgical Nursing: Nursing Care of Children	D	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
SOC 390: Sociology of Adolescence (THIS COURSE HAS A "CURRENT ISSUES" DESIGNATION, HAS NOT BEEN TAUGHT IN THE LAST 5 YEARS, AND THERE ARE NO PLANS FOR IT TO RETURN.)			
TEC 611: Education of Bilingual Children	D	D	
TEC 625: Teaching Adolescents	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: Korean Immersion in Teaching (NOT SURE IF THIS SHOULD CONTINUE TO BE LISTED - NEED TO			

14) We mapped the Child and Youth Studies (CHYS) Minor PLOs onto the University PLOs

Institutional Learning Outcomes X CHYS Minor Program Learning Outcomes	PLO1	PLO2	PLO3
Institutional Learning Outcomes			
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.		D	
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	D		D
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	D	D	
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	D	D	
5. Students use technology to access and communicate information in their personal and professional lives.			
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.			D
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.		D	
	Key: I = Introductory; D = Developing; M = Mastery		

ASSESSMENT METHODS

15) We chose to examine PLO1: Students will articulate and define major theories or concepts used in the study of children / youth.

16) Term papers from one course were used for PLO1 assessment

17) Convenience sampling was used to determine which course and coursework to assess: COMS 302 - Dark Side of Family and Interpersonal Communication.

- This course meets PLO1 at the Developing level.

- We looked at direct student examples (final term papers) from one of the courses that expects students to meet this PLO at the “Developing” level.

- Papers from 7 students (roughly 10% of students in the minor) were analyzed. (as of July 2017 there were 77 CHYS minors)

- Assignment description: For the final term paper, you will compose a well-written comprehensive review of research studies published on a particular communication topic of your choice. Based on your synthesis of these studies, you will make an argument for a new study that will test and explore a set of research questions or hypotheses that you will propose at the end of your literature review. To extend your literature review, you will develop a methods and data analysis section that details the procedures you would employ to explore the research questions or hypotheses you offered and analyze your data. * If you are a Child and Youth Studies Minor taking this course for Minor credit, you must propose a study involving youth aged 0 – 18.

18) We developed an initial code book to examine PLO1. (see below)

19) ChildAndYouthStudiesPLO1AssessmentRubric

Blank - N/A	1 Introductory	2	3 Developing	4	5 Mastery
None or unclear	Does 1 out of 3: Identifies (lists) a major theory or concept used in the study of children /	Does 1 out of the 3 well and attempts to do 2 of	Does 2 out of 3: Identifies (lists) a major theory or concept used in the study of children /	Does 2 out of the 3 well and the 3rd is attempted	Does all 3: Identifies (lists) a major theory or concept used in the study of children /

<p>youth. <i>(What?)</i></p> <p>OR</p> <p>Explains (defines) a major theory or concept used in the study of children / youth. <i>(How & Why?)</i></p> <p>OR</p> <p>Applies 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 Research Question/Hypothesis or putting it into practice. <i>(What now?)</i></p>	<p>the 3 but doesn't quite succeed.</p> <p>OR</p> <p>Attempts all 3 but done poorly.</p>	<p>youth. <i>(What?)</i></p> <p>AND / OR</p> <p>Explains (defines) a major theory or concept used in the study of children / youth. <i>(How & Why?)</i></p> <p>AND / OR</p> <p>Applies 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 Research Question/Hypothesis or putting it into practice. <i>(What now?)</i></p>	<p>but doesn't quite succeed.</p>	<p>youth. <i>(What?)</i></p> <p>AND</p> <p>Explains (defines) a major theory or concept used in the study of children / youth. <i>(How & Why?)</i></p> <p>AND</p> <p>Applies 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 Research Question/Hypothesis or putting it into practice. <i>(What now?)</i></p>
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20) Final term papers were analyzed by the professor of the course being assessed (Chair of the CHYS committee; FT faculty member who was the instructor of the course being assessed)

21) Collaboration was not done at this point in the assessment process. This is one of the steps we will incorporate in the coming semesters.

22) No indirect assessment methods were employed.

23) N/A

24) “Files submitted”

25) Initial assessment of student work (direct data) found that student work generally exceeded the PLO that was intended to be met in this course.

2 papers (28% of students’ work) were below “developing” expectations

1 paper (14% of students’ work) met “developing” expectations

4 papers (57% of students’ work) exceeded “developing” expectations

26) N/A - no indirect data were assessed

27) Results from our initial assessment indicated that the final papers for COMS 302 are generally showing evidence of PLO1 at the developing level (more than 70% of the time).

- These results indicate that we should retain this class for the minor.

- Students are learning what is expected in this course based on this assessment.

CLOSING THE LOOP

28) Actions taken as a result of this assessment:

Curriculum changes (removal of 2 courses)

*Other

29) Please see a - d below.

a) Other: Given that 28% of direct student data (COMS 302 final papers) did not show evidence of PLO1 at the developing level:

-Steps should be taken to look at additional direct student data from this class for evidence of PLO1.

- Revisions to the final paper assignment for this class should be made in order for student work to clearly reflect students’ understanding of PLO1 at the developing level.

b) Other: The committee will spend the following year applying the PLO1 code book to other courses which meet PLO1 at the introductory, developing, and mastery level.

- once applied, we will have analyzed a larger sample sample of student work
- multiple faculty will work on assessment, going through the norming process, etc.

c) Other: The PLO1 code book developed will be adapted and revised as needed before each course which meets PLO1 is assessed.

d) Other: Once a final code book is solidified we will reassess each course using the final code book and use our findings to better the CHYS minor.

e) Curriculum changes: we identified courses which need to be removed from the CHYS minor (2 are no longer taught or not taught on a regular basis):

- SOC 390 Soc of Adolescence
- INTD 395 Korean Immersion in Teaching