

<NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR>

**ASSESSMENT REPORT**  
**ACADEMIC YEAR 2018 – 2019**  
**REPORT DUE DATE: 11/01/2019**

**Some useful contacts:**

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto: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](mailto: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

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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).

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

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

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

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

3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?

The only revision to the Curricular Map is that SOC 390 was dropped from the program. This is a special topics course which does not focus on children or youth every time it is taught.

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? 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 programs

- **Mission Statement (Minor):**

No changes.

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:

- each year, the CCY will identify, develop, and implement a minimum of one campus colloquium focused on an issue important to children and youth;
- 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,
- 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.

**2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2018? 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: It is expected that PLOs will vary in level of mastery between different programs in the same discipline (e. g., a major and minor in the same subject area). Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

- **PLOs (Minor):**

No changes.

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.

**3. State the particular program learning outcome(s) you assessed for the academic year 2018-2019.**

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

**What rubric did you use?**

CHYS Program Learning Outcome #2 Rubric & CODE BOOK

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) an element of sociocultural diversity among children / youth. (<i>What?</i>)</p> <p><b>OR</b></p> <p><b>Explains</b> (defines) an element of sociocultural diversity among children / youth. (<i>How &amp; Why?</i>)</p> <p><b>OR</b></p> <p><b>Applies / Critiques / Compares</b> the complexity of sociocultural diversity among children / youth. (<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) an element of sociocultural diversity among children / youth. (<i>What?</i>)</p> <p><b>AND / OR</b></p> <p><b>Explains</b> (defines) an element of sociocultural diversity among children / youth. (<i>How &amp; Why?</i>)</p> <p><b>AND / OR</b></p> <p><b>Applies / Critiques / Compares</b> the complexity of sociocultural diversity among children / youth. (<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) an element of sociocultural diversity among children / youth. (<i>What?</i>)</p> <p><b>AND</b></p> <p><b>Explains</b> (defines) an element of sociocultural diversity among children / youth. (<i>How &amp; Why?</i>)</p> <p><b>AND</b></p> <p><b>Applies / Critiques / Compares</b> the complexity of sociocultural diversity among children / youth. (<i>What now?</i>)</p>

- PLO(s) being assessed (Minor):

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

### III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

- **Methodology used (Minor):**

## **INDIRECT ASSESSMENT**

**A)** We sent out a SurveyMonkey survey out to all CHYS minors asking the following questions

(only 1 student responded out of 90+ minors):

1. Now that you have taken a few courses for your Child and Youth Studies Minor, to what extent do you think you are able to effectively articulate and define major theories or concepts used in the study of children / youth.  
1 = extremely effective, 5 = not at all effective
2. Now that you have taken a few courses for your Child and Youth Studies Minor, to what extent do you think you are able to effectively recognize the complexity of sociocultural diversity among children / youth.  
1 = extremely effective, 5 = not at all effective
3. To what extent are you satisfied with the amount of information you receive from the Committee on Children and Youth about your Child and Youth Studies minor?  
1 = extremely satisfied, 7 = extremely dissatisfied
4. What types of information do you wish you received from the Committee on Children and Youth about your Child and Youth Studies minor that you currently are not getting?  
Open-ended response
5. What types of information do you wish you received from the Committee on Children and Youth about your Child and Youth Studies minor that you currently are not getting?  
1 = yes, 2 = no
6. What types of events would you attend if offered (or do you wish were offered) by the Committee on Children and Youth?  
Open-ended response
7. How likely would you be to submit a paper if an yearly "Top Paper Award for a Child and Youth Studies Minor " were offered by the Committee on Children and Youth?  
1 = extremely likely, 7 = extremely unlikely
8. How likely would you be to submit an essay on service if an yearly "Top Service Award for a Child and Youth Studies Minor " were offered by the Committee on Children and Youth?  
1 = extremely likely, 7 = extremely unlikely
9. To what extent do you feel it would be useful to have a student you could go to for questions about your Child and Youth Studies Minor?  
1 = extremely useful, 7 = extremely useless
10. To what extent are you satisfied with the sense of community among classmates in the Child and Youth Studies minor?

1 = extremely satisfied, 7 = extremely dissatisfied

## **DIRECT ASSESSMENT**

**A)** Student samples from 2 courses were used to assess PLO2 assessment

SOC 338 – Sociology of Education

KIN 300 – Motor Development

**B)** Convenience sampling was used to determine which course and coursework to assess. Specifically, we asked CCY and CHYS Minor Committee members to look for assignments / test question from their classes that could be used to assess PLO 2. Hence, 16 direct student examples from 2 courses that had been identified as meeting this PLO were assessed. The description of each assignment is explained for each course and student data below. Each course meets PLO2 at the following level:

SOC 338 – Sociology of Education: Developing (3). To initially test our rubric we examined 3 questions from 1 student's short essay.

Assignment description: Response papers allow students to demonstrate their understanding of and critically reflect on our course concepts. For each response paper, students addressed a set of guiding questions posted on Canvas.

Response Paper #1 - Purposes of Schooling: Sorting and the Hidden Curriculum

Q6: Respond to ONE of the following prompts (A or B). Make sure to indicate the letter and question for each of your responses.

A. Provide examples from Perry ([2002]2011) and Lewis ([2004]2011) to demonstrate how their respondents used: color blind racism and white privilege

B. Students learn lessons about gender during everyday interactions at school. Explain this idea using an example from Martin (2013) or Thorne ([1993]2013).

Response Paper #2 - Achievement Disparities

Q2. In 1954, the Supreme Court's ruling on Brown v. Board of Education outlawed school segregation. Use Reardon & Owens (2013), Anyon (1980), and/or Wells (2016) to explain:

- a) Are today's schools desegregated?
- b) How does segregation influence student success?
- c) How does desegregation positively impact all students?

Response Paper #3 - K-12 Peers and Families

Q3. Provide an example from either Lareau ([2002]2011) or Calarco (2011) to explain:

- a) How do family practices shape kids' behaviors in institutional settings, like schools?
- b) Why do different family practices result in the reproduction of social inequality?

KIN 300 – Motor Development: Developing (3), assessed 1 student’s answers from 1 question on 1 exam

- Question description:

Exam 1: Write concise but complete answers to each item in the space provided.

- o Social and cultural attitudes can act as constraints. **Provide and explain** two examples in the realm of physical activity, one in which behavior is encouraged and one in which it is discouraged.

KIN 300 – Motor Development: Developing (3), assessed 4 student’s answers from 1 paper

Toy Store Assignment

**Toy Store Assignment:** This experience provided students with the opportunity to evaluate toys as they related to gender, economic, and social issues. Specific requirements included:

1. Visiting a toy store and find seven (7) toys that reflect societal stereotypes of gender or race or culture or socioeconomic status (SES). Students then wrote a 3-4 page paper on their observations and comments on the toys.
2. Students had to relate this paper to class topics and sociocultural constructs relative to their toy store visit.
3. Include some overall thoughts on children’s toys and choices you might make in purchasing toys for children. **(20 points)**

C) Exemplars from 16 students (over 16% of students in the minor) were analyzed. Note: As of September 13, 2019, there were 97 CHYS minors.

D) To assess, we created PLO 2 assessment rubric (see above).

E) After assessing the first three assignments, we reassessed what assignments and student samples were the best fit for this PLO. As such, the final assessment of PLO 2 was done using the following direct student samples:

- SOC 338 – Sociology of Education: Developing (3). To initially test our rubric we examined 3 questions from 1 student's short essay. After our initial assessment, we determined that these assignments could best be assess looking at 3 separate assignments. Thus, 3 student papers from Paper 1 –Q6 were assessed; 3 student papers from Paper 2 – Q2 were assessed, and; 3 student papers from Paper 3 – Q3 were assessed.
- KIN 300 – Motor Development: Developing (3). To initially test our rubric we examined assessed 1 student’s answers from 1 question on 1 exam and 4 students’ answers from 1 paper. After our initial assessment, we determined that this was best way to assess each student’s coursework in KIN 300. Thus, 1 student’s answer from 1 question on 1 exam were assessed and 4 student papers from the Toy Store Assignment paper were assessed.

**F)** Each assessment item was analyzed by the CHYS PLO 2 Assessment Sub-Committee (all FT faculty members who instruct at least one course in the minor).

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

Dr. Noriko Milman, Department of Sociology, Committee on Children and Youth Member, CHYS Minor Committee Member, CHYS Assessment Committee Member

Dr. Shannon Siegel, Co-Chair of Kinesiology, Committee on Children and Youth Member, CHYS Minor Committee Member, CHYS Assessment Committee Member

#### **IV. RESULTS & MAJOR FINDINGS**

**What are the major takeaways from your assessment exercise?**

**This section asks you to highlight the results of the exercise. Pertinent information here would include:**

##### **INDIRECT ASSESSMENT**

\* Although one student's answers to each question are provided below, these findings are not reliable – as there was not enough power to come to any conclusions based on this indirect assessment of the CHYS minor.

1. Now that you have taken a few courses for your Child and Youth Studies Minor, to what extent do you think you are able to effectively articulate and define major theories or concepts used in the study of children / youth.  
N = 1, answer: very effective (2)
2. Now that you have taken a few courses for your Child and Youth Studies Minor, to what extent do you think you are able to effectively recognize the complexity of sociocultural diversity among children / youth.  
N = 1, answer: extremely effective (1)
3. To what extent are you satisfied with the amount of information you receive from the Committee on Children and Youth about your Child and Youth Studies minor?  
N = 1, answer: extremely satisfied (1)
4. What types of information do you wish you received from the Committee on Children and Youth about your Child and Youth Studies minor that you currently are not getting?  
N = 1, answer: No response.
5. What types of information do you wish you received from the Committee on Children and Youth about your Child and Youth Studies minor that you currently are not getting?  
N = 1, answer: no
6. What types of events would you attend if offered (or do you wish were offered) by the Committee on Children and Youth?



N = 1, answer: No response.

7. How likely would you be to submit a paper if an yearly "Top Paper Award for a Child and Youth Studies Minor " were offered by the Committee on Children and Youth?

N = 1, answer: slightly likely (3)

8. How likely would you be to submit an essay on service if an yearly "Top Service Award for a Child and Youth Studies Minor " were offered by the Committee on Children and Youth?

N = 1, answer: slightly likely (3)

9. To what extent do you feel it would be useful to have a student you could go to for questions about your Child and Youth Studies Minor?

N = 1, answer: slightly useful (3)

10. To what extent are you satisfied with the sense of community among classmates in the Child and Youth Studies minor?

N = 1, answer: Neither satisfied or dissatisfied (4)

#### DIRECT ASSESSMENT

A) Assessment Results:

#### INITIAL ASSESSMENT

Assignment	Rating 1: Dr. Thorson	Rating 2: Dr. Siegel	Rating 3: Dr. Milman	Mode
SOC338_SociologyOfEducation_Fall2017 – Response_Paper_1 (8) – Q1, Q2, Q6 (Expectation for class = 3, Developing)	5	5	5	5
Copy of Kin 300 MD Exam 1 Q37 (Expectation for class = 3, Developing)	5	5	5	5
KIN 300_Toy_Store_Assignment_CYS minor (Expectation for class = 3, Developing)	5	5	5	5

#### FURTHER ASSESSMENT

SOC 338, Response Paper 1, Question 6; Response Paper 2, Question 2; Response Paper 3, Question 3 (Expectation for class = 3, Developing)

Assignment	Rating 1: Dr. Thorson	Rating 2: Dr. Siegel	Rating 3: Dr. Milman	Mode
Response Paper 1, Question 6 (1)	5	5	5	5
Response Paper 1, Question 6 (2)	4	4	5	4
Response Paper 1, Question 6 (3)	5	5	5	5

Assignment	Rating 1: Dr. Thorson	Rating 2: Dr. Siegel	Rating 3: Dr. Milman	Mode
Response Paper 2, Question 2 (4)	5	5	5	5
Response Paper 2, Question 2 (5)	5	5	4	5
Response Paper 2, Question 2 (6)	5	5	5	5

Assignment	Rating 1: Dr. Thorson	Rating 2: Dr. Siegel	Rating 3: Dr. Milman	Mode
Response Paper 3, Question 3 (7)	5	5	5	5
Response Paper 3, Question 3 (8)	4	5	5	5
Response Paper 3, Question 3 (9)	3	5	5	5

KIN 300, Exam 1, Questions 40 & Toy Store Assignment (Expectation for class = 3, Developing)

Assignment	Rating 1: Dr. Thorson	Rating 2: Dr. Siegel	Rating 3: Dr. Milman	Mode
Exam 1 Sociocultural Question (#37)	5	5	5	5

Assignment	Rating 1: Dr. Thorson	Rating 2: Dr. Siegel	Rating 3: Dr. Milman	Mode
Toy Store Paper 1	4	5	5	5

Toy Store Paper 2	5	4	5	5
Toy Store Paper 3	5	5	5	5

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

Using the mode for each rating, assessment of student work (direct data) found that student work **exceeded the expectations** the PLO was intended to meet 100% of the time.

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

Students are learning what is expected in these courses based on our assessment.

This is consistent with what we found in our previous reports. Specifically, two years ago when 7 direct student samples from one class were analyzed, we found that 72% of the student data met or exceeded expectations (i.e., 1 paper (14%) met expectations, 5 papers (57%) exceeded expectations). Last year, findings indicated almost the same as what we found in 2016/2017 (when analyzing 21 direct student samples from 4 classes, 15 or 72% of the examples of student work either exceeded or met expectations).

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

To address this question, among many other options, one option is to use a table showing the distribution, for example:

**Results (Minor):**

	Percentage of Students
Exceeded or met outcome at the level intended	100% exceeded expectations

**V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS**

1. Based on your analysis in Section 4, what are the next steps that you are planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require any changes to be implemented in the next academic year itself.

- **Closing the Loop (Minor):**

Our findings this year indicate that we should retain these classes (i.e., those analyzed) for the minor.

In order to further assess the minor, data from additional courses which have not yet been assessed should be evaluated. We will continually collect data from these and other courses which will show evidence of PLO 2 being met at the introductory, developing or mastery level.

The committee will spend the following year developing a rubric for PLO 3. A sub-committee has been formed to assess PLO 3. Direct data from classes are being gathered.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2017-2018, submitted in October 2018)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

- **Suggestions (Minor):**

Assessment of PLO2 began before the feedback from 2018/2019 was provided to us – thus the suggestion that we change some of the words in our PLOs to say “students will demonstrate” rather than “students will recognize/participate/prepare” were not implemented. This change, however, was not suggested after the 2017/2018 report. At this point, we intend to keep testing the existing PLOs.

It was suggested that we collect indirect assessment data. We did this (i.e., we sent out a survey to our 97 minors). One student responded and no new or insightful information was provided. This is not surprising, as we do not regularly have back-and-forth interactions with our minors. The main role for the director is to advise students, host events related to their interests, and ensure that courses for the minor are being taught across the University. Because this interdisciplinary minor is not set up in a way that requires students to fill out additional forms, it is not surprising that our indirect assessment requests was ignored.

Considering that WSCSC’s recommendations advise “us to use “direct methods” which relate to a direct evaluation of a student work product”, we feel using direct data to assess the minor is best and we will continue to do this moving forward.

## VI. BIG PICTURE

What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?

- **Big Picture (Minor):**

What we have learned is that the courses we are offering/requiring students to take are meeting our mission and PLOs. It seems that the curriculum is meeting our expectations and providing students a solid understanding of how children and youth are researched across a number of disciplines.

## **VII. Feedback to your Assessment Team**

What suggestions do you have for your assessment team (the Faculty Directors of Curriculum Development and the Associate Dean for Academic Effectiveness)? What can we do to improve the process?

We feel assessment is important and needed across the University. That said, it seems our committee goes above and beyond what is required of many other majors – let alone minors. We would like feedback on ways we can streamline this process so we can keep our focus on serving students across the University.

## **ADDITIONAL MATERIALS**

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