

<Interdisciplinary Minor in Child and Youth Studies>

ASSESSMENT REPORT
ACADEMIC YEAR 2019 – 2020
REPORT DUE DATE: 12/04/2020

Some useful contacts:

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

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

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

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?

No changes have been made to the curriculum map.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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:

- (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.

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). 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 2019-2020.

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

What rubric did you use?

Blank - N/A	1 Yes - Approaching Mastery	2 Yes - Mastery
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<p>No interaction represented in materials under evaluation</p>	<p>Data <i>indicate</i> that students participated in hands-on interactions with individuals under the age of 18.</p>	<p>Data <i>indicate</i> that students participated in hands-on interactions with individuals under the age of 18</p> <p>AND</p> <p>These hands-on interactions involved either a physical, intellectual, social, and/or emotional dimensions of childhood / youth.</p>
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* Given that the hands-on interaction for this PLO involves a vulnerable population and permissions for sharing images of children/youth for assessment purposes were not collected, we relied on data which *indicated* that students participated of hands-on interaction involving the physical, intellectual, social, and/or emotional dimensions of childhood / youth.

- **PLO(s) being assessed (Minor):**

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

III. METHODOLOGY

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

- **Methodology used (Minor):**

A) Student samples from 2 courses were used to assess PLO3 assessment

COMS 496 – Communication Studies Internship

SOC 338 – Sociology of Education

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 PLO 3. Committee

members also reached out to their colleagues who taught CHYS courses in each of their respective departments. In the end, 4 direct student examples from 2 courses which had been identified as meeting this PLO were assessed. A brief description of each assignment that was used for assessment - for each course- is listed below.

COMS 496 – Communication Studies Internship: To test our rubric and assess this course, we examined the “Internship Reflection Paper” from 1 CHYS student who was enrolled in the Spring 2019 COMS 496 course.

SOC 338 – Sociology of Education: To test our rubric and assess this course, we examined Essay #3 from 3 each CHYS students who were enrolled in the Spring 2019 SOC 338 course.

C) Exemplars from 4 students (roughly 4.5% of students in the minor) were analyzed. Note: As of April 1, 2020, there were 89 CHYS minors.

D) To assess, we created PLO 3 assessment rubric (see above).

E) After assessing the first two assignments, no revisions to the rubric were made.

F) Each assessment item was analyzed by the CHYS PLO 3 Assessment Sub-Committee (all FT faculty members).

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

Dr. Erica D. Hooper-Arana, School of Nursing and Health Professions. Committee on Children and Youth Member, CHYS Minor Committee Member, CHYS Assessment Committee Member (left USF, February 2020)

Dr. Helen Maniates, School of Education, 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:

A) Assessment Results:

Assignment	Rating 1: Dr. Thorson	Rating 2: Dr. Hooper- Arana	Rating 3: Dr. Maniate s	Mode

COMS 496 Communication Studies Internship; Spring 2019 Internship Reflection Paper	2	2	2	2
SOC338_SociologyOfEducation_Spring 2018_Student paper 1	2	2	2	2
SOC338_SociologyOfEducation_Spring 2018_Student paper 2	2	2	2	2
SOC338_SociologyOfEducation_Spring 2018_Student paper 3	2	2	2	2

Note: 2 = Mastery

- 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 **met 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. For instance, in our 2019/2019 report we found that student work met or exceeded the expectations the PLO was intended to meet 100% of the time.

- 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
Met outcome at the level intended	100% met 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 to ensure that the content taught in the courses included as part of the CHYS minor meet our expectations.

We will continually collect data from these and other courses which will show evidence of PLO 3 being met. The committee will also spend the following year collecting direct data in order to assess it according to PLO1, 2 or 3.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2018-2019, submitted in October 2019)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

- **Suggestions (Minor):**

One suggestion from the FDCD was to shorten our mission statement to range between 4-6 sentences (about one paragraph), ideally less than 100 words. The current mission is 4 sentences and 127 words. This is something our committee will discuss over the next year.

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)