

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

**ASSESSMENT REPORT**  
**ACADEMIC YEAR 2020 – 2021**  
**REPORT DUE DATE: 11/01/2021**

**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?

One new course was added – beginning Fall 2021. PSYC 345 (Adolescent Development) was added to the university as a new course and added to the CHYS minor. This change is noted in bright green on the attached curriculum map. This was the only curriculum change made.

## 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 2020? 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):**

Yes. Changes are articulated below.

Old 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:

- 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.

**New 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.

2. **Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2020? 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 2020-2021.**

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

What rubric did you use?

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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><i>(What now?)</i></p>

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

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

### **III. METHODOLOGY**

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

- **Methodology used (Minor):**

**A)** Student samples from 1 course were used to assess PLO1 assessment

SOC 229 – Diversity of American Families

**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 1. Committee members also reached out to their colleagues who taught CHYS courses in each of their respective departments. In the end, 8 direct student examples from 1 course 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.

SOC 229 – Diversity of American Families: To test our rubric and assess this course, we examined a Midterm essay from 8 CHYS students who were enrolled in the Spring 2020 SOC 229 course.

**C)** Exemplars from 8 students (roughly 10% of students in the minor) were analyzed.  
Note: As of October 7, 2021, there were 79 CHYS minors.

The materials analyzed were from a SOC 229 mid-term essay assignment.

#### *ASSIGNMENT DETAILS:*

Choose ONE of the numbered options below (Option 1 OR Option 2), and prepare answers to both of the lettered subsections for whichever numbered question you selected.

#### **OPTION 1:**

In answering the following questions, at a minimum you must draw on readings by and discussions of Evan Willis (Chapters 4-5), Bonnie Thornton Dill, Suzan Shown Harjo, Patricia Hill Collins, Maxine Baca Zinn and Barbara Wells, and Evelyn Nakano Glenn. [Note: Depending on which two racial and ethnic groups

you select for part (a.), you may not have to draw on all of the authors above, but certainly be sure to pull from ALL of the relevant authors for whichever two groups you have chosen.]

(a.) How do the various components of the sociological imagination help you to explain the different family forms that arose across different points in time among two of the following marginalized groups: Native Americans, African Americans, Chinese Americans, Chican@s/Mexican Americans, and the larger umbrella category of Latin@s/Latinx people in the U.S.? (If you choose Latin@s/Latinx as one of your two marginalized groups, then you must cover at least one specific country of origin within that umbrella category. Note that you'd also need to pick one other marginalized group from the other categories listed previously: e.g., African Americans and, for instance, Cubans as part of the larger Latin@s/Latinx umbrella category). Specify and discuss these family forms. In other words, for each of the two racial and ethnic groups you selected, be sure to discuss how and why family forms within that group changed or varied over time. At a minimum, draw on the structural and historical components of the sociological imagination to answer this question. (Note that you are specifically required to address changes in family forms across time, so you will lose many points if you just discuss family life for a particular marginalized group during only one historical era.)

(b.) What is the "traditional" family or separate spheres model? Provide specific examples. What is the difference between productive and reproductive labor? Illustrate with concrete examples. In thinking about both productive and reproductive labor, what gendered and racialized patterns exist regarding labor in the public versus private spheres and labor that is paid versus unpaid? Next, providing a structural and critical analysis, has the "traditional" family/separate spheres model been an accurate description of most families of color? Why or why not? Draw specific examples from two different racial and ethnic groups to support your argument: African Americans, Chinese Americans, Chican@s/Mexican Americans, and the larger umbrella category of Latin@s/Latinx people in the U.S. (If you choose Latin@s/Latinx as one of your two marginalized groups, then you must cover at least one specific country of origin within that umbrella category. Note that you'd also need to pick one other marginalized group from the other categories listed previously: e.g., African Americans and, for instance, Cubans as part of the larger Latin@s/Latinx umbrella category).

#### OPTION 2:

In answering the following questions, at a minimum you must draw on readings by and class discussions of Evan Willis (Chapters 4-5), Lillian Faderman, Kim Richman, Sandra Pollack, Judith Stacey and Timothy Biblarz ["(How) Does the Sexual Orientation of Parents Matter?"], and Barry Adam. You must also draw on all four of the following videos we watched in class: (1) the excerpt about a Boston marriage (from the documentary *Out of the Past*); and the three videos we saw on

California's Proposition 8 [namely, the two "dueling ads" regarding Prop. 8: (2) "Gathering Storm" and the parody (3) "Gaythering Storm"; plus the parody (4) "Prop. 8: The Musical"]. [Note: All of these videos are available online and are listed with links on the syllabus (see Files on Canvas and select Syllabus SOC 229 S20 FIRST SEVEN WEEKS).]

(a.) What were romantic friendships and Boston marriages? Differentiate between the two terms. Providing a historical and cultural analysis, when/for how long and why were romantic friendships considered proper and acceptable among middle class women in the United States? Next focusing on a structural and cultural analysis, what social, political, and economic factors led to romantic friendships eventually being stigmatized and condemned? Be sure to draw concrete examples from the relevant video listed above. Next, turning to more contemporary same-sex couples, discuss how and why lesbian and gay parents have typically had to rely on assimilationist strategies when fighting for custody and other family rights. Focusing on the example of lesbians fighting in court for the right to maintain custody of their children, what have court transcripts revealed about the hegemonic ideologies and assumptions of many judges? What does scholarly research show about whether or not judges' assumptions about lesbian and gay parents are accurate? Providing both cultural and critical analysis, discuss the judges' ideologies/beliefs/assumptions specifically and what meta-analyses of scholarly findings show in relation to such beliefs.

(b.) What are the three key constituencies of the New Right, and how does each one add to the power or influence of the New Right? Discuss thoroughly and provide concrete examples of how each of those three constituencies contributes to advancing the New Right's conservative agenda. Next, drawing on relevant readings on the path toward marriage equality and the anti-gay politics of the New Right, plus pulling from all three of the aforementioned Prop. 8 videos we saw in class about the more recent battle over marriage equality for same-sex couples in California, briefly provide a historical, cultural, and structural analysis of the fight over LGBT rights. More specifically, discuss specific examples that illustrate the Right's ideological or discursive messages about gays and lesbians over the past several decades and the laws or policies that the Right has proposed/supported or opposed/fought in the battle over LGBT rights. (Be sure at least part of your discussion includes the fight over marriage rights. Don't limit your discussion to the battle over marriage equality here though; remember to also draw on other relevant readings on LGBT parents and children, the battle for gay rights in other arenas such as employment and schools, and the New Right's anti-gay arguments.)

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

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

**F)** Each assessment item was analyzed by the CHYS PLO 1 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. Noriko Milman, Department of Sociology, Committee on Children and Youth Member, CHYS Minor Committee Member, CHYS Assessment Committee Member

Dr. Eve-Anne Doohan, Department of Communication Studies, 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. Milman	Rating 3: Dr. Doohan	Mode
SOC 229 Midterm 1 - 2020	5	5	5	5
SOC 229 Midterm 2 - 2020	5	4	5	5
SOC 229 Midterm 3 - 2020	5	4	5	5
SOC 229 Midterm 4 - 2020	3	3	3	3
SOC 229 Midterm 5 - 2020	3	3	4	3
SOC 229 Midterm 6 - 2020	5	4	5	5
SOC 229 Midterm 7 - 2020	5	4	5	5
SOC 229 Midterm 8 - 2020	4	4	4	4

*Note:* Expect this PLO to be met at 1 = Introductory

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. For instance, in our 2019/2020 report assessing SOC 229 we found that student work met or exceeded the expectations the PLO it 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):**

	<b>Percentage of Students</b>
Exceeded 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 SOC 229 as a recommended course option 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 1 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 2019-2020, submitted in October 2020)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

- **Suggestions (Minor):**

The FDCD suggested we revise our mission statement. We did this and are in the process of changing this using the curriculog system.

## **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 but very time consuming – especially when we have such little control over courses as an interdisciplinary minor. We would like feedback on ways we can streamline our assessment 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)

<b>Course</b>	<b>1. Students will articulate and define major theories or concepts used in the study of children / youth.</b>	<b>2. Students will recognize the complexity of sociocultural diversity among children / youth</b>	<b>3. Students will participate in hands-on interactions involving the physical, intellectual, social, and/or emotional dimensions of childhood / youth.</b>
<b>KEY</b>	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

Blank - N/A	1 Introductory	2	3 Developing	4	5 Mastery
None or unclear	<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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><i>(What now?)</i></p>

