Interdisciplinary Child and Youth Studies (CYS) Minor

Annual Assessment Report AY21-22

Some useful contacts:

- **Arts**: Alexandra Amati (adamati@usfca.edu), Performing Arts
- **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)
  - *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. Allison Thorson, Program Director & Faculty Assessment
          Coordinator: Interdisciplinary Minor in Child and Youth Studies (CHYS)

   Please send feedback to athorson@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 new course was added last year – Fall 2021. This change was approved by the curriculum committee in May 2022. However, the updated version of our curriculum map was included in our AY20-21 submission.

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

AY2017 – 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 – plan to…
- Directly assessed PLO3 with PLO3 rubric and data from 1 course: SOC 323: Urban Education

7. **Assessment Methodology for academic year 2021-2022.**

A) Student samples from 1 course were used to assess PLO2 (PLO2: Students will recognize the complexity of sociocultural diversity among children / youth.

SOC 323: Urban 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 PLO2. Committee members also reached out to their colleagues who taught CHYS courses in each of their respective departments. In the end, 3 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.

SOC 323: Urban Education: To test our rubric and assess this course, we examined a Response Paper essay from 3 CHYS students who were enrolled in the Spring 2018 SOC 323: Urban Education course.

C) Exemplars from 3 students (roughly 4.5% of students in the minor) were analyzed. Note: As of August 23, 2021, there were 66 CHYS minors.

The materials analyzed were from a SOC 323 Response Paper essay assignment.

ASSIGNMENT DETAILS:

Students provided an answer to the following questions:
1. *According to Bowles & Gintis ([1976]2011) and Mickelson & Smith (2007):*
   a) *What broader social changes are necessary for true educational reform?*
   b) *What do you think about their recommendations?*
2. *The scholars featured in this unit also use Critical Race Theory (CRT) to examine urban education. What are the five themes of CRT for the field of education? Briefly explain each.*
3. *Students of color often face racial microaggressions at school and in their classrooms.*
   a) What are racial microaggressions (Kohli & Solorzano 2012)? Use an example other than the disrespect of names to explain
   b) Why do microaggressions matter, especially for young students?

4. Pose two or three questions meant to engage your classmates in a deeper discussion about ideas in this unit. (Please be prepared to share these questions in class.)

D) To assess, we used the PLO2 assessment rubric that was created by our committee in a previous semester (see below).

E) No revisions to the rubric were made.

F) Each assessment item was analyzed by the CHYS PLO2 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. Shannon Siegel, Co-Chair of Kinesiology, Committee on Children and Youth Member, CHYS Minor Committee Member, CHYS Assessment Committee Member

> Dr. Saralyn Ruff, Department of Psychology, Committee on Children and Youth Member, CHYS Minor Committee Member, CHYS Assessment Committee Member

8. **Assessment Results for academic year 2021-2022.**

Assignment	Rating 1: Dr. Thorson	Rating 2: Dr. Ruff	Rating 3: Dr. Siegel	Mode
SOC323_ResponsePaper1_#1	4	4	3.5	4
SOC323_ResponsePaper1_#2	5	4	5	5
SOC323_ResponsePaper1_#3	5	5	4	5

Note: Expect this PLO to be met at 3 =Developing

CYS PLO2 Rubric

Blank - N/A	1 Introductory	2	3 Developing	4	5 Mastery
None or unclear	**Does 1 out of 3:** **Identifies** (lists) an element of sociocultural diversity among children / youth. (*What?*) **OR** **Explains** (defines) an element of sociocultural diversity among children / youth. (*How & Why?*) **OR** **Applies / Critiques / Compares** the complexity of sociocultural diversity among children / youth. (*What now?*)	**Does 1 out of the 3 well and attempts to do 2 of the 3 but doesn't quite succeed.** **OR** **Attempts all 3 but done poorly.**	**Does 2 out of 3:** **Identifies** (lists) an element of sociocultural diversity among children / youth. (*What?*) **AND / OR** **Explains** (defines) an element of sociocultural diversity among children / youth. (*How & Why?*) **AND / OR** **Applies / Critiques / Compares** the complexity of sociocultural diversity among children / youth. (*What now?*)	**Does 2 out of the 3 well and the 3rd is attempted but doesn't quite succeed.**	**Does all 3:** **Identifies** (lists) an element of sociocultural diversity among children / youth. (*What?*) **AND** **Explains** (defines) an element of sociocultural diversity among children / youth. (*How & Why?*) **AND** **Applies / Critiques / Compares** the complexity of sociocultural diversity among children / youth. (*What now?*)

<ol type="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.

<ol type="a" start="2">
any trends noticed over the past few assessment cycles, and

Students are learning what is expected in this course based on our assessment. This is consistent with what we found in our previous reports. For instance, in our 2020/2021 report assessing SOC 229 we found that student work met or exceeded the expectations for the PLO it was intended to meet 100% of the time.

<ol type="a" start="3">
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 outcome at the level intended	100% met expectations

<ol start="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 SOC 323 as a recommended course option/elective 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 this and other courses to show evidence of PLO2 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.

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.

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

There was no feedback in our last review that suggested changing our assessment approach.

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	

Course			
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