College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
    - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
    - Graduate programs must include one curricular map showing how courses map onto PLOs.
    - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Urban Studies

Type of Program *

Major ▾

College of Arts and Sciences Division *

Social Sciences ▾

Name/Title/E-mail Address of Submitter *

Tanu Sankalia, Associate Professor, tssankalia@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Tanu Sankalia, tssankalia@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

○ Yes

◉ No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

WARNING: This form currently **cannot be saved** once it is in-progress.
If you close out of the form before submission, responses will be **discarded.**

Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

USF's interdisciplinary program in Urban Studies provides its students with an all round understanding of cities. The program explores the city as an idea, process and living organism from varied disciplinary perspectives in the social sciences, the humanities and the arts. It provides students with the knowledge, hands-on experience, and communication skills necessary to make a positive impact on the planning, governance and management of cities across the world.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

1.   Students recognize, define and articulate the social, economic, political, cultural and environmental issues and challenges facing cities locally and globally.
2.   Students understand, discuss, and explain the histories and theories related to the complex forces that shape cities.
3.   Students develop research methods and tools to analyze and interpret urban phenomena.
4.   Students communicate effectively in graphic, written and oral form, and provide solutions to specific urban issues and problems in professional settings.
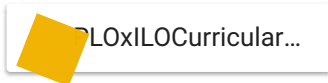
Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

PLOxCLOCurricular…

Please upload your PLOs to ILOs Curriculum map here *

PLOxILOCurricular...

Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

1. Students understand, discuss, and explain the histories and theories related to the complex forces that shape cities?

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- [ ] Published (Standardized) Test (e.g., Major Field Test)
- [ ] Class Tests & Quizzes with Embedded Questions
- [ ] Class Presentations
- [ ] Off-Campus Presentations (NGOs, clients, agencies, etc.)
- [ ] Research Projects Reports
- [ ] Case Studies
- [ ] Term Papers
- [ ] Portfolio
- [ ] Artistic Performances, Recitals & Products
- [ ] Capstone Projects
- [ ] Poster Presentations
- [ ] Comprehensive Exams
- [ ] Thesis, Dissertation
- [ ] Pass Rates on Certification or Licensure Exams
- [ ] Group Projects
- [ ] In-/Out-of Class Presentations
- [ ] Competency Interviews (e.g., oral exams)
- [ ] Simulations
- [ ] Juried Presentations
- [x]

☑ Other: Response/Reflection Papers on Readings

## Brief description of student work products used to assess PLOs: *

1. Response Papers – 30%
Students will be required to write one-to-two page reflection papers on some of the readings through the semester.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Rubric

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

UrbanStudies_Ass…
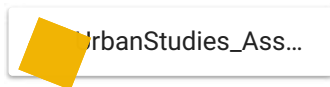
Who evaluated the student work product? Check all that apply. *

☐ FT faculty members who were not instructor(s) of the course(s)

☑ FT faculty members who were instructor(s) of the course(s)

☐ PT faculty members who were not instructor(s) of the course(s)

☐ PT faculty members who were instructor(s) of the course(s)

☐ Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

NA

What indirect methods did you employ, if any?

- [ ] Student Survey
- [ ] Student Interview
- [ ] Focus Groups
- [ ] Reflection Sessions
- [x] Reflection Essays
- [ ] Faculty Survey
- [ ] Exit (end of program) Survey
- [ ] Exit (end of program) Interview
- [ ] Alumni Survey
- [ ] Employer Survey
- [ ] Diaries or Journals
- [ ] Data from Institutional Surveys
- [ ] Curriculum/Syllabus Analysis
- [ ] Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

NA

Attach survey/script/interview here as needed

Results

What were the direct data results? *

Detailed results were as follows:

•   One student fared well on all three rubrics (the only one to get an A in the assignment)
•   One student did a good job of summarizing the key points of the readings and writing clearly, but there was no personal reflection about the readings
•   Six students provided inadequate to poor summaries of the readings.
•   Out of the six two students summarized only one of the two readings that were provided, and left out the second.
•   Two out of the six students struggled with the writing – clarity, composition and grammar
•   Two students provided plenty of personal reflection, but no adequate summary of the readings. It was clear they had not read the readings.

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

Summarizing the results:

• I thought students would do a bit better on summarizing the points considering they had been provided clear directions and a very clear grading rubric
• I was surprised that one of the international students, with weaker language skills, was able to produce a good response paper perhaps having worked with the Writing Center
• What I understood from these results is that students were willing to provide plenty of anecdotal information and personal experience but not willing to put in the hard work of summarizing the key points of a paper
• What it also means is that many (not all) first year students are inadequately prepared, as they come into college, to read, comprehend and summarize technical (or specialized) texts.
• The skill of writing a précis, summary or abstract of a text, has not been developed and we need to spend considerable time in the first year teaching students how to do this.
• Therefore our task should be to create discreet assignments and class workshops that help students develop skills of reading and summarizing.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

    --9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- [ ] Revision of PLOs
- [x] Changes in pedagogical practices
- [ ] Revision of program course sequence
- [ ] Revision of course(s) content
- [ ] Curriculum Changes (e.g. addition and/or deletion of courses)
- [ ] Modified program policies or procedures
- [ ] Designed measurement tools more aptly suited for the task
- [ ] Improved within and across school/college collaboration
- [ ] Improved within and across school/college communication
- [ ] Revised student learning outcomes in one or more courses
- [ ] Modified rubric
- [ ] Developed new rubric
- [ ] Developed more stringent measures (key assessments)
- [ ] Modified course offering schedules
- [ ] Changes to faculty and/or staff
- [ ] Changes in program modality of delivery
- [ ] Other: _____

Description of the Proposed Changes (as checked above): *

- Don't assume all students have the ability to critically read and summarize the texts
- Spend at least one or even two classes demonstrating how texts can be read and summarized. Go over this with students in class
- Assign simpler texts to start with.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

In Spring 2018 we will be testing another PLO with a different assignment for the URBS 100 - Intro to Urban Studies course. We may test another PLO with a second class too.

Program Learning Outcomes X Course Learning Outcomes	PLO1	PLO2	PLO3	PLO4
	1. Students recognize, define and articulate the social, economic, political, cultural and environmental issues and challenges facing cities locally and globally.	2. Students understand, discuss, and explain the histories and theories related to the complex forces that shape cities.	3. Students develop research methods and tools to analyze and interpret urban phenomena.	4. Students communicate effectively in graphic, written and oral form, and provide solutions to specific urban issues and problems in professional settings.
Course Leaning Outcomes				
1. Understand how cities have developed and transformed historically from preindustrial cities to the modern metropolis, and the contemporary global city		✔		
2. Articulate how political ideologies shape cities and how various political groups contest their futures	✔			
3. Recognize how flows of goods and money create cities and produce cycles of booms and busts		✔	✔	
4. Through a systematic study of people in cities, describe how class, race, gender and sexuality have a bearing on social diversity and difference in cities	✔		✔	
5. Discuss how cities are imagined through various representations of the urban—in literature, cinema, art and theater—and explain how they are as critical to the formation of cities as is their physical form	✔			✔
6.• Observe and interpret the built environment of cities, how spaces and places and constructed and used, through texts, maps and first-hand experience of cities.				✔

Key:
I = Introductory
D = Developing
M = Mastery

Institutional Learning Outcomes X Program Learning Outcomes	PLO1	PLO2	PLO3	PLO4
	1. Students recognize, define and articulate the social, economic, political, cultural and environmental issues and challenges facing cities locally and globally.	2. Students understand, discuss, and explain the histories and theories related to the complex forces that shape cities.	3. Students develop research methods and tools to analyze and interpret urban phenomena.	4. Students communicate effectively in graphic, written and oral form, and provide solutions to specific urban issues and problems in professional settings.
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.	✔			
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.		✔		
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.			✔	
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.				✔
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.			✔	
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.	✔			

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