

# 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](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.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
  - 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](mailto:ceschwabenland@usfca.edu)

Identifying Information 

**Name of Program \***

Master in Migration Studies (MIMS)

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**Type of Program \***

Graduate Program ▼

**College of Arts and Sciences Division \***

Arts ▼

**Name/Title/E-mail Address of Submitter \***

Lois Ann Lorentzen/Professor, Theology and Religious Studies and Academic Director of the Master in Migration Studies

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

Karina Hodoyan hodoyan@usfca.edu

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

Please upload your program's curriculum maps here (all file types allowed) \*

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### Mission Statement

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

\*

The Master in Migration Studies reflects the University's commitment to "distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor." The Master in Migration Studies Program meets a critical need to educate students and future professionals in the theoretical and practical bases for understanding, evaluating, creating, and implementing strategies that transform the realities of migrants, not only in the Americas, but throughout the world. The curriculum provides students the opportunity to analyze one of the most important social issues of the 21st century from multiple disciplinary perspectives and from direct experience with scholars, service providers, and migrants. The program will be of benefit to individuals hoping to develop migration policies, provide support services to migrant communities, lead non-governmental organizations and international agencies, and head government agencies.

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## Program Learning Outcomes (PLOs)



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

\*

At the end of the program, students will be able to:

1. Critically analyze the theories, concepts, and research findings in migration studies from an interdisciplinary perspective.
2. Evaluate the role of governments and civil society organizations in community representation, policy creation, and resource allocation in relation to migration and mobility.
3. Apply knowledge of the humane, legal, and political characteristics of migration as a social reality and create related social interventions.
4. Plan, generate, and interpret a research study on an important issue in migration studies.
5. Develop field studies among migrant communities to understand realities, dynamics and logics of migration.


NOTE: The Program Learning Outcomes were revised based on feedback from June Madsen Clausen and Mark Merritt.

## Curriculum Maps



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

\*

 Appendix 1 - Curric...

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## Assessment Methods

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

We assessed Program Learning Objective #1: Critically analyze the theories, concepts, and research findings in migration studies from an interdisciplinary perspective.

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
-

Other: .....

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

### Research Proposals

Students are required to present a research proposal at the end of Research Seminar I, the end of the first semester. Members of the Faculty Advisory Board, student advisers, and academic director, in addition to the course instructor, attend the presentations and jointly evaluate the presentations.

### Research Presentations

Students must give a research presentation at the end of Research Seminars II and IV. The presentations for both seminars are attended by members of the Faculty Advisory Board, student advisers, course instructor and academic director. The preceding evaluate the research presentations. The research presentation at the end of Research Seminar IV is open to the public.

### Final Project

The final project for the Master in Migration Studies Program may be: an article deemed to be publishable by a faculty committee, an applied project, or a thesis. Guidelines for the final projects are found in the Master in Migration Studies Final Project Handbook. The final project is evaluated by the student's adviser, the instructor of Research Seminar IV, and the Academic Director. NOTE: Since this is only the second year of the program we have not yet analyzed final projects.

### Off-campus Presentations

Students may, but are not required to, present at conferences, to non-governmental organizations, government agencies, and other entities interested in migration.

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

### Rubric

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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").

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):

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## What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- 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).

#### Student Survey

A Pre Year Two Assessment survey was conducted by Evelyn Rodriguez, instructor of Research Seminar III. The survey was a self-assessment of students' ability to conduct and present research. It also sought to determine student knowledge and comfort with various research methods. The answers guided what the instructor covered in Research Seminar III.

#### Student course evaluations (not USF teaching evaluations)

Kathy Coll, instructor of the Research Methods course (Fall 2016) administered a student self evaluation survey at the end of the semester to gauge student familiarity and comfort with various research method


#### Student Interviews

The Academic Director meets a minimum of three times a semester with each student to receive an update on their research progress. The Director assesses student work to date and works on creating timelines (along with the academic adviser).

#### Mexico Semester Program Evaluation

MIMS Program Manager, Aide Rodriguez, conducted half hour interviews with each student following the semester in Mexico. She transcribed the interviews and wrote an executive summary. The report was given to Dean Marcelo Camperi, Academic Director Lorentzen, Karina Hodoyan, and Provost Alejandro Guevara.

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 Pre17Assessmen...

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## Results

### What were the direct data results? \*

Direct data results indicated, at the end of Fall 2016, that students had gained the necessary tools to create research proposals that would guide their work over the next three semesters of the program. We did not have access to direct data results at the end of Spring 2017 as all students were studying at the Universidad Iberoamericana in Mexico City and faculty there are not required to conduct assessment as is common in the United States.

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### What were the indirect data results? (If applicable)

Indirect data results were disturbing. Research Seminar II, offered at Universidad Iberoamericana was substandard. Most students did not advance greatly in their research during their semester in Mexico. The Pre-Fall 2017 survey administered by Professor Rodriguez also indicated lack of adequate preparation for the original intent of Research Seminar III (a rough draft of final project by the end of the semester). Academic Director and faculty interviews with students all showed that students were not at the stage in their research, and understanding of their research, at this stage in the program.

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

The indirect data results clearly showed that the students received substandard instruction in all their courses in Mexico, not only in Research Seminar II. Research Seminar II only met for half the semester (as did one other class).

## Closing the Loop

Which of the following actions did you take as a result of the assessment results? Pick one or more and briefly describe below. \*

- Revision of PLOs
- 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: .....

Please elaborate on your potential course(s) of action, related to any/all items you checked above. \*

#### New Agreements with Universidad Iberoamericana

Given the gravity of the substandard semester in Mexico, the new Director of the Mexico semester, Karla Valenzuela, came to USF to write new accords between the two universities. The Academic Provost, Alejandro Guevara, also came to USF to meet with Provost Don Heller, Senior Vice Provost Shirley McGuire, Dean Marcelo Camperi, Academic Director Lois Ann Lorentzen, Karina Hodoyan (who will be interim director next year while Lorentzen is on sabbatical), MIMS Academic Advisory Board Members, and MIMS students. Lorentzen submitted a lengthy report to Provost Guevara and to Dean Marcelo Camperi. We are confident that the new agreements will result in an excellent semester at the Universidad Iberoamericana for students who choose to go during Spring semester 2018.

#### Research Methods Class

Based on data results, the Research Methods class was restructured, giving students more research hands-on experience.

#### Research Seminar I

Based on data results, Research Seminar I was restructured. The students are carefully walked through the steps to writing a research proposal, and must provide a timeline at the beginning of the semester.

#### Curriculum Change

We removed the requirement for a Practicum during the final semester of the program. Most students either work, have internships, or volunteer in migrant organizations throughout their two years in the MIMS program, including in Mexico City. Most conduct fieldwork and/or intern or work with agencies during the summer between the first and second years of the program. A Practicum in the final semester seemed redundant. This also gives students more time to work on their final projects.

#### Advisers and IRB Proposals

Students going to Mexico for the second semester are now required to have completed an IRB proposal if they will be conducting qualitative research by the end of Fall Semester 2017. They are also required to select an adviser.

#### Program Learning Outcomes

Based on feedback from June Madsen Clausen and Mark Merritt, we revised our Program Learning Outcomes in Spring, 2016.

## Indirect Assessment Methods

Based on feedback from June Madsen Clausen and Mark Merritt in January 2016, we developed and implemented indirect assessment methods

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This form was created inside of Faculty & Staff DonsApps.

Google Forms

# Pre-Year Two Assessment

**INSTRUCTIONS:** Please answer the following questions honestly, to the best of your ability. This will help both you and your faculty to get an idea of where you and the cohort stand at the beginning of this course. This helps us set realistic expectations and avoid spending time on things you already know.

1. Today's date, your name, your email address, and key phone numbers:

2. So far, my main area(s) of research in Migration Studies:

3. What I want to gain most this semester is/ are:

5. My experience in successfully conducting research is (circle appropriate number):

1	2	3	4	5	6	7	8	9	10
Minimal or No Knowledge				Broad knowledge			Comprehensive, detailed knowledge		

6. My experience in successfully presenting research is (circle appropriate number):

1	2	3	4	5	6	7	8	9	10
Minimal or No Knowledge				Broad knowledge			Comprehensive, detailed knowledge		

7. My experience in successfully publishing research is (circle appropriate number):

1	2	3	4	5	6	7	8	9	10
Minimal or No Knowledge				Broad knowledge			Comprehensive, detailed knowledge		

8. Review your syllabi. What is most intriguing to you at this point?:

## Pre-Year Two Assessment

9. Is there anything that you feel may hinder your success this semester or anything you want to share with MIMS faculty before courses start - for example, other commitments this term, a particular learning style preference, lingering challenges from last semester, a specific goal you want to accomplish?

10. Additional Comments (anything else you'd like me to know), write on back as needed.



MIMS Curriculum Map		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
		Critically analyze the theories, concepts, and research findings in migration studies from an interdisciplinary perspective.	Evaluate the role of governments and civil society organizations in community representation, policy creation, and resource allocation in relation to migration and mobility.	Apply knowledge of the humane, legal, and political characteristics of migration as a social reality and create related social interventions.	Utilize different methodologies to understand the migration phenomenon.	Plan, generate, and interpret a research study on an important issue in migration studies.	Develop field studies among different communities of Mexico and the USA in order to understand the specific realities, dynamics and logics of migration in practical terms.	Design international cooperation projects among national and international organizations to create opportunities for assistance to governments and persons involved in migration flows.
Program Courses	Introduction to Migration Studies (3)	I	I	I				
	Quantitative Research Methods (3)				I	I		
	Migratory Mobility: Theoretical and Practical Analysis (3)	D	D	D			I	I
	Qualitative Research Methods (3)				I	I	I	
	Public Policy and Social Implications of Migration (3)	D	D	D				D
	Identities and Social Manifestations of Migration (3)	D		D			D	
	Practicum in Social Interventions in Migration (3)						M	M?
	Research Seminar I (1)				I	I		
	Research Seminar II (1)				D	D		
	Research Seminar III (1)				D	D		
	Research Seminar IV (1)				M	M		
	Special Topics I (3)	D	D	D				
Special Topics II (3)	M	M	M					
Special Topics III (3)	M	M	M					

I = Introduced  
D = Developed  
M = Mastery Level

I = Introductory alignment between Course learning Outcomes and Program Outcomes  
E = Extensive alignment between Course Learning Outcomes and Program Outcomes