2012-13 Program Assessment Report to the
Office of Academic Program Assessment (OAPA)

Division of Undergraduate Studies, College of Education
Program: Child Development B. A.-Elementary Pre-credential Concentration

Background and Context:

The Child Development (CHDV) B.A. program and faculty have transitioned this year from being housed in their own department to a program housed in the new Undergraduate Studies Division of the College of Education. The program mission is to improve the quality of life for children and families by (a) advancing knowledge in child development, (b) preparing students for a variety of professional and academic careers through high-quality instruction, and (c) developing community advocates engaged in the many applied settings in the discipline. The CHDV B.A. program is comprised of 49-50 lower and upper division units. Students have a choice of five career-focused concentrations that share a common set of foundation and core classes. Students also complete 15 units of major electives related to their concentration.

The concentration in **Elementary Pre-credential** is intended for students pursuing an elementary teaching career. (It should not be confused with the CHDV Integrated Pre-credential concentration, which like Liberal Studies is a subject matter based degree described in a separate report.)

AY 2012-13 was a year of restructuring for the entire College of Education that has required a greater dedication of faculty time to College-level transition related tasks over normal program-related tasks such as program development and assessment. It has also resulted in significantly less program-level time to accomplish program-level work. The decrease in tenure track faculty in the program along with the continued substantial growth in student enrollment has also stretched faculty ability to maintain programmatic work. With the completion of this challenging restructuring and the hopefully successful hire of a new tenure track faculty in fall 2013, we expect that next year we will be able to return more time and attention to program matters.

1.a. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals? If so, what are those changes? 1.b. How did you implement those changes? 1.c. How do you know if these changes have achieved the desired results?

YES: The CHDV faculty are engaged in the early stages of significant changes in program assessment, and we expect this work to carry through much of the 2013-14 year. These changes are based on: a) feedback from last year's IPP reports, b) the OAPA feedback report, c) information learned in the OAPA assessment workshops this year, and d) the CHDV faculty's own evaluation of needs for change in our assessment plan and practices. The changes implemented or under development in AY 2012-13 include:

- **Changes in collection of Assessment Data –** since our assessment work this spring has focused on revising the Program Goals, we limited 2012-13 data collection to Goals 5 and 6 (goals related to writing competence) in spring 2013 semester.

- **Change in collection of Data for Goal 9 (field experience)** – in the current plan, Goal 9 data was collected through student surveys in the CHDV194 Cooperative Learning classes. In spring of 2012, we became aware of issues of inconsistency across the sections of the CHDV 132 Fieldwork class, another class which addresses Goal 9. With our lowered numbers of tenure track faculty we are seeing an increased dependency on lecturer faculty to deliver our courses. This has created a growing problem of inconsistency in our core classes. To better understand whether this course was addressing this program goal and to promote consistency, we conducted an exploratory data collection in late spring 2012 for this goal in the CHDV 132 classes. This data was analyzed during AY 2012-13 and is reported in #6 below.

- **Revising Program Goals** – the current CHDV assessment plan includes 10 Program Goals all of which apply to all five concentrations (see Appendix A). Feedback from the 2012 OAPA and IPP reports noted that these goals did not have clear learning outcomes. Also, it was suggested that 10 goals was perhaps too many for a sustainable assessment plan. The CHDV faculty are in agreement with these suggestions. Over the last several years of assessment cycles, it has proven difficult to assess even half of the 10 goals, rendering the remaining 5 un-assessed goals essentially meaningless. In recent work reviewing the goals we have also identified some overlap among the 10 current goals as well as some important omissions. We have also studied materials and templates from other programs presented in the OAPA workshops. The result of this work thus far is the development of a new working matrix for the CHDV Program Goals (see Appendix B). We believe this new matrix is a better reflection of the mission of the program, and will allow us to more easily create learning outcomes for the goals and plan a multi-year time line for our assessment plan. Please note that **this matrix is a beginning draft** and will need to be finalized and approved in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix

B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Connecting CHDV Program Goals to CSUS Baccalaureate Learning Goals** – this connection is now made explicit in the new CHDV Program Goals Matrix (Appendix B).

- **Creating specific Program goals for each concentration –** We are in process of creating specific learning goals for each concentration; these are indicated in the new Program Goals Matrix (Appendix B). Goals 1 through 6 apply to all concentrations; Goal 7 is specific to the Elementary Precredential concentration.

We would note that re-visioning program goals and outcomes is a thoughtful process which we have just embarked on late this spring semester, consequently we expect that the new matrix will not be completed and in place until the end of fall 2013. Since the revised CHDV Program Goals and Outcomes Matrix is an in-process document, the new goals have not been implemented yet.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning? 2.a and 2b. If so, what are those changes? And how did you implement those changes?

Yes: We have implemented several changes in AY 2012-13 which are related to last year's assessment efforts:

- **Advising** – Feedback in the IPP reports indicated concerns with how student advising is handled among faculty. In fall 2012, the faculty changed assignment of students from a more opened process to one in which students are assigned to a specific faculty advisor. This has more evenly spread advising duties among faculty. Students are still free to meet with any advisor during open office hours but having a specific advisor will hopefully encourage students to form more long term advising relationships with faculty advisors.

- **Codes in CMS for concentrations** – In collecting data for the spring 2013 IPP reports, we discovered confusion in CMS records with respect to students' concentration designations or codes. The CHDV undergraduate coordinator worked with staff in the Registrar's Office to correct this so that CMS codes accurately reflect the current concentrations in the CHDV B.A. This is necessary to tracking enrollment accurately.

- **CHDV 132 changes** - In spring of 2012, issues of inconsistency arose across the multiple sections of the CHDV 132 Fieldwork class. This fieldwork class pulls together many of the program goals across all the concentrations. Previously, we had been collecting data related to Goal 9 (field experiences) in a different course (CHDV 194). To better understand

whether the CHDV 132 course was addressing this program goal and to promote consistency, in spring of 2012 we conducted an open ended survey of students in all sections (3) of CHDV 132. This data was analyzed in fall of 2012 and is reported below. After reviewing the data analysis we created a faculty work group which included the CHDV 132 instructors. The work group developed a new set of guidelines for course practices that were distributed to all faculty teaching the course and implemented in spring of 2013.

- **Electives for Concentrations** – feedback in the 2013 IPP and OAPA reports suggested that we needed to more clearly define the five concentrations in the CHDV B.A. Besides beginning work on individual goals for the concentrations (see Appendix B), we have approved a revised list of elective courses for the concentrations. This list indicates suggested electives specific for each concentration.

Other important changes related to the restructuring of the College of Education have had impact on the areas of advising, co-curriculum, budgeting and planning:

- CHDV has transitioned from a department in the COE to a program in the Undergraduate Studies Division. This means we no longer have our own budget, our own dedicated staff, or our own chair. Since we now have to attend monthly College and Division meetings, our time for working in program meetings has been cut in half.
- The change in structure has created a transitional state in terms of staff support for the program, which now shares three staff members with three other programs. In addition, staff shortages in the College have impacted the Undergraduate Studies program areas, and therefore support for these additional assessment efforts has not been readily available. We expect to be fully staffed in this area by Fall 2013.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

We have collected assessment data related to Program Goals 5, 6 and 9 this academic year.

- Goal 5: Develop discipline-based written communication skills.

- Goal 6: Analyze and critique written materials related to child development using tools and processes fundamental to proficient college writing.

- Goal 9: Participate in field experiences mediated using theory, concepts, and research validated using established discipline based tools and processes.

4. What method(s)/measure(s) have you used to collect the data?

- **Goal 5 Discipline-based written communication skills**:
    o Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) – both 4-unit, senior-level courses
    o Instructors conducted an assessment of discipline-based writing and style in an analytical writing assignment.
    o A sample of student writing assignments from each section were scored using a 3-point scaled rubric that assesses the four categories of organization, writing style, mechanics and format rules (see Appendix C).

- **Goal 6 Tools and processes of proficient college writing:**
    o Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) – both 4-unit, senior-level courses
    o Instructors conducted an assessment of writing competence in an analytical writing assignment
    o A sample of student writing assignments from each section were scored using a 4-point scaled rubric that assesses the six categories of rhetorical force, organization, support and development, usage, structure and conventions, and appropriateness (see Appendix D)
    o Instructors used the same student writing assignments to assess both Goals 5 and 6

- **Goal 9 Research-mediated field experiences using discipline based tools:**
    o Students in three sections of CHDV 132 (Fieldwork in Child Development) a 3-unit, senior-level course, in late spring of 2012
    o Students submitted anonymous written responses to the following four open ended prompts:
        ▪ How would you rate or describe the quality of the textbooks used in this course?
        ▪ How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?
        ▪ Identify the benefits you gained from completing this course.
        ▪ Identify any suggestions you have for improving this course.

5. What are the criteria and/or standards of performance for the program learning outcome?

- **Goal 5: Develop discipline-based written communication skills.**

- For this goal, we are using a rubric with 4 categories rated on a 3-point scale (1=weak, no evidence, 2=adequate evidence; 3=strong evidence) (labeled Attachment C).
- Performance Standard: Aggregate Mean score of 2 for each of the 4 categories and an aggregate mean overall score of 8. This would constitute a performance standard of "adequate."

- **Goal 6: Tools and processes fundamental to proficient college writing.**
  - For this goal we are using a rubric with 6 categories rated on a 4-point scale (1=fail, 2=marginal fail; 3=marginal pass; 4=pass) (labeled Attachment B).
  - Performance Standard: Aggregate Mean score of 3 for each of the 6 categories and an aggregate mean overall score of 18. This would constitute a performance standard of "marginal pass."

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?
a. In what areas are students doing well and achieving the expectations?
b. In what areas do students need improvement?

- **Goal 5: Develop discipline-based written communication skills.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 5 - Discipline Specific Writing Rubric Scores				
Organization	Writing Style	Mechanics	Format Rules	Total
2.68	2.62	2.45	2.55	10.30

For Goal 5, all of the mean scores for the four categories were above the 2.0 performance standard of "adequate." The total score of 10.30 is also above the overall performance standard of 8. These data indicate that students' writing in these upper division level courses is generally at an adequate level in terms of their discipline specific writing skills. In all categories, student scores ranged from a low of 1 to a high of 3. No student scored a 4 in any category. The category which included the most scores of 1 (8 out of the 45) was format rules. This suggests that formatting is a writing topic that needs greater attention.

Examination of the data also indicated that there were seven students (12% of the sample) who received a low score of 1 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

In summary, Goal 5 data indicate that overall, students are performing at or above an adequate level in the area of discipline specific writing. The category of format rules, where the low score of 1 occurred most frequently, is an area that may need additional attention in the curriculum. In addition, student score patterns can be used to identify particular students who can be referred for additional support with their writing.

- **Goal 6: Tools and processes fundamental to proficient college writing.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 6 - Writing Competence Rubric Scores						
Rhetorical Force	Organization	Support & Development	Usage	Structure & Conventions	Appropriate -ness	Total
3.25	3.52	3.13	3.40	3.27	3.33	19.85

For Goal 6, all of the mean scores for the six categories were above the 3.0 performance standard of "minimal pass." The mean total score of 19.85 is also above the overall performance standard of 18. Only 2% of the category scores (n=7) were a 1 (fail). An additional 14% of the category scores (n=50) were a 2 (marginal fail). The three categories which received the most fail or minimal fail ratings were: structure and conventions, support and development and appropriateness. Overall, however, the number of scores at the "1" or "2" level was low.

Examination of the data also indicated that there were four students who received scores of 1 or 2 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

- **Goal 9: Apply theory, concepts and research in mediated field experiences.**

As noted above, data for Goal 9 in previous years has been collected in CHDV 194 through use of a student-completed Likert survey. In spring of 2012, we became aware of inconsistencies in the CHDV 132 Fieldwork class, and decided to do some exploratory data collection in this course. Students in all three sections of the course provided written responses to the four open ended questions listed under Q4 above.

- Question 1: How would you rate or describe the quality of the textbooks used in this course?

CHDV 132 is a field experience course that touches on several of our program goals, most notably Goal 9. It is a course where students build upon the content and theoretical knowledge they have gained in other program courses and apply that learning in a real world context. To support these connections, students work with three texts which overview theories in the discipline and help students to integrate theory and practice in their field placements. For Question 1, there were 57 total responses about the three texts, 47 of which were generally positive. There were five negative responses, and five instances of no response.

Category of Response	# of Responses	Percent
gained knowledge of theories	13	22.8
gained knowledge about teaching	10	17.5
course materials were easy to understand	8	14.0
able to apply knowledge to real life setting	8	14.0
information too simple or redundant	5	8.8
reflected on myself as an educator	4	7.0
good references for my future career	3	5.2
exposed me to diversity	1	1.8
no response/other	5	8.8
Total	57	

Over 60% of the responses indicated that the course text materials had contributed to students' understanding of the theories in the discipline, apply those theories in an applied context, extend their knowledge of teaching and reflect on their own philosophy and practice. Since a few students (n=5) described the text materials as redundant or simplistic, we recommended that CHDV 132 instructors review current text selections to insure that readings in the course are not repetitive and extend beyond material already covered in other CHDV course materials.

- Question 2: How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?

One of the purposes of the CHDV 132 class is to expose students to a variety of community settings that represent the many career options in the field of Child Development. In the spring 2012 sections, students were placed in preschool or elementary school classrooms, afterschool programs, and social service agencies such as the Sacramento Food Bank and the Center for Fathers and Families. Question 2 asked students to reflect on their experiences in completing

four key assignments in the class: a) their work in the field placement; b) reflective writing journals; c) educational philosophy paper; and d) action research project.

- Field experience – there 35 comments about the field placement experience, 32 of which were positive. Nineteen of these comments (59%) noted how the field placement provided students with real life experiences working with children and families. Another five comments (20%) confirmed that the experience allowed students to explore career options in the profession. There were only 3 negative comments about this assignment, mostly related to issues in scheduling placement hours.
- Reflective writing assignments – there were 14 total comments about this assignment, half of which (n=8) noted that the reflective journals allowed students to examine their own beliefs as educators and make connections between program/course concepts and real life settings.
- Educational philosophy – there were 14 total comments about this paper, 8 of which focused on how the philosophy paper helped students examine their own beliefs as educators and better define their own philosophy.
- Action research project – this project is designed to help students become more knowledgeable about civic engagement and community resources, and also to broaden their understanding of career options. There were 14 comments to this prompt, 5 of which noted how the assignment increased students' understanding of community agencies and resources. There were also several comments to this question noting how the assignment expanded students' awareness of career opportunities in the field.

- Question 3: Please identify the benefits you gained from completing this course.

Students reported many benefits from their field experience class, the majority of which focused on their interactions with the staff, children and families at their site. Respondents described site staff as welcoming, supportive and appreciative of their participation. Several students were surprised by how eager site professionals were to make them feel a part of the program. From these comments it appears students are gaining a "real life" understanding of the community organizations in which they are placed, as well as an opportunity for development under the guidance of a community professional.

A number of students (15%) made specific comments about how their field experience helped them to explore career interests and make informed decisions about their career directions, which is another goal of the fieldwork course.

Category of Response	# of Responses	Percent
working with site staff	12	37.5
experience with children and families	6	18.8
exposure to career opportunities	5	15.6
flexibility and convenience of placement	4	12.5
connecting site work to CHDV theories	2	6.3
other	3	9.4
Total	32	

- Question 4: Please identify any suggestions you have for improving this course.

Most students did not respond to or did not have specific suggestions for improvement for this question. Four students reported concerns about class assignments, including assignments being redundant to those already completed in other courses, or the number of assignments on top of the field work hours and commitments. A few other comments (n=4) focused on logistics of the placement, such as being able to contact their site earlier in the semester, completing necessary background checks and better communication between the CHDV instructors and the sites.

- Goal 9 Summary:

Although this exploratory survey was not specifically intended to address Goal 9, it is clear that students' experiences in the CHDV 132 class are meeting the intent of this goal. A strong majority of students are being provided opportunities to apply their theoretical and conceptual knowledge in real life settings, explore a variety of career options, and reflect on their identities and beliefs as professionals. In addition, they are building awareness of community needs and resources, and participating as civic partners in their placements. Some divergences of expectations with respect to readings, placement hours, and assignments were noted between the three sections of the course. In response, the CHDV faculty developed and implemented in spring 2013 a clear statement of course expectations for the CHDV 132 course which is to be followed by all instructors.

This exercise helped us to recognize that CHDV 132 is an ideal course for assessing a number of CHDV program goals. Since it is a course which is required for all concentrations, it also provides a venue to examine concentration-specific goals, for example, ability to apply curriculum to preschool and elementary settings in the preteaching and early education concentrations. In addition, because this course builds on concepts acquired in previous courses and connects those to real life applications, many different program goals are touched upon here.

Our intent is to make program assessment in CHDV 132 a priority in AY 2012-13 and expand on the exploratory survey we completed last year (see # 7 and 8 below).

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?
a. If so, what changes do you anticipate?
b. How do you plan to implement those changes?
c. How do you know if these changes will achieve the desired results?

- **Collection of Data for Goal 9 (field experience)** – in the current plan, Goal 90 data has been collected through student surveys in the CHDV194 Cooperative Learning classes. As noted above, in spring 2012 we switched data collection for this goal to the CHDV 132 Field Work in CHDV course because of concerns about class consistency. The results reported in #6 above have led us to recognize the untapped potential in the CHDV 132 class for assessing a range of our program goals and outcomes. In AY 2012-13, we intend to: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. This survey may also allow us to address some concentration-specific goals, something we have heretofore not be able to do.

- **Revise Program Goals and Outcomes**– In program work sessions in spring 2013 we have begun development of a new working matrix for the CHDV Program Goals and Learning Outcomes (see Appendix B).   We believe this new matrix will better capture the mission of the program and allow us to more easily create learning outcomes for the goals, and to plan for a multi-year time line for our assessment plan. As noted, **this matrix is a beginning draft** and will need to be finalized and approved in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Creating specific Program goals for each concentration –** Once the new program goals are finalized, we can continue with creating specific learning goals for each concentration; initial drafts of these are indicated in the new Program Goals Matrix (Appendix B).

- **Develop assessment methods for new learning outcomes** – since our revised plan will include new or revised learning outcomes, we will need to revise assessment methods for these outcomes, including the time line for assessing specific outcomes in specific courses.

- **Future goals and thoughts –** the high number of students in our programs, the decreasing number of tenure track faculty available to do teaching and program work, and the addition of new faculty responsibilities in the new COE Branch structure are taxing the resources that we have to address program/curriculum assessment. As we have thoughtfully struggled with these issues during a year of major COE transition, we have set a few "future" goals which we hope will make our assessment work more systemic and sustainable:
  - o Develop a faculty assessment handbook to insure that all faculty are informed about assessment plans and timelines
  - o Designate a CHDV assessment subcommittee whose primary purpose is to shepherd and manage assessment work on an ongoing basis.

8. Which program learning outcome(s) do you plan to assess next year? How?

- **CHDV 132** – Although we do not have a capstone course or assignment in the CHDV program, as noted above, the CHDV 132 Fieldwork course provides a capstone-like opportunity to examine multiple goals across concentrations, and to collect data for goals individualized for each concentration. In AY 2013-14, we will: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. Under the proposed new CHDV Program Goals Matrix (see Appendix B), this survey would potentially address learning outcomes related to Goal 3 Professional Development and Ethical Behaviors; Goal 4: Foundational Knowledge in the Discipline; Goal 5: Theory and Research in the Discipline; Goal 6: Personal and Social Responsibility; and Goals 7 and 8 Curriculum and Practices in Early Education and Elementary School Settings.

- **Goal 2: Apply Processes of the Discipline – quantitative methods:** - in examining our past Program Goals this spring, we recognized the absence of a specific learning outcome related to quantitative methods, or: "understanding the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings. This learning outcome has been added under Goal 2 Processes of the Discipline in the new Goals Matrix (Appendix B). Since this is a new learning outcome, but a critical one for our discipline, we will design an appropriate method of assessment in fall of 2013 and administer this assessment during AY 2012-13.

- **Program Exit Data** – We recognize the need for further collection of exit point data from external constituents such as alumni and employers as well as from program graduates. An additional goal for next year would be to develop and administer exit instruments by end of the academic year.

Appendix A
Child Development Program Learning Goals 2012-2013

*These goals currently apply to all concentrations and minors.

1. Students will learn research and theory to increase their knowledge of growth and development in the following areas:
   a. Major milestones of development from infancy to adulthood
   b. Acquisition and use of language in monolingual, bilingual, and English learner settings
   c. Biological influences on development
   d. Social influences on development
   e. Individual variation
   f. Major social issues confronting children and their families

2. Students will apply theory and research to describe, analyze, and reflect upon children's and parents' cultural practices and experiences in both formal (e.g. schools, daycare) and informal (e.g. family, social) contexts.

3. Students will employ techniques of observation and assessment using a variety of methods.

4. Students will develop and maintain positive attitudes towards diversity (i.e., cultural, ethnic, gender, social, disability, linguistic).

5. Students will develop discipline-based written communication skills.

6. Students will analyze and critique written materials related to child development using tools and processes widely recognized as fundamental to proficient college-level writing.

7. Students will demonstrate practices and understandings of professional ethics and responsibility in both academic and applied child development contexts.

8. Students will use technology for purposes of augmenting discipline-based knowledge and inquiry.

9. Students will participate in varied field experiences that are mediated using theory, concepts, and published research that has been validated using established discipline based tools and processes.

10. Students will participate in a learning community that facilitates collaboration with peers and faculty.

Appendix B – Draft Matrix of Revised CHDV Program Goals

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
1, 3	**Goal 1: Ability to Communicate in the Discipline**	Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format (old Goals 5 and 6)
1, 3		Demonstrate competency in the use of information technology for the purposes of augmenting discipline-based knowledge and inquiry, including use of technology tools in the analysis, application and critical evaluation of information (old Goal 8).
1, 3	**Goal 2: Apply Processes of the Discipline**	demonstrate the ability to use qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings (old Goal 3).
3		Apply critical thinking to the examination of research, theory and issues in the discipline
1, 3		Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.
4	**Goal 3: Professional Development and Ethical Behaviors**	Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic and applied settings (old goal 7)
4		Identify and explore professional, career and educational opportunities in the field of human development
4, 5		Apply understandings of developmental concepts, theory and research through engagement in mediated field experiences (old Goal 9)
1, 2	**Goal 4: Foundational Knowledge in the Discipline**	Demonstrate knowledge of the processes and major milestones of physical, cognitive, social and emotional development from infancy to adulthood (old Goal 1)
2		Understand the processes and milestones of language acquisition and use in monolingual, bilingual, and English learners (part of old Goal 1)

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
2	**(Goal 4 Knowledge cont'd)**	Identify individual variations in development as well as the biological and social influences that lead to such variation (old goal 1)
2		Demonstrate understanding of cross cultural factors that influence children's development
1, 2	**Goal 5: Theory and Research in the Discipline**	Demonstrate understanding of the major theoretical perspectives in the field
3, 5		Apply understanding of discipline-based knowledge, theory and research to analyze and reflect on children's experiences in a variety of contexts (old Goal 2)
4	**Goal 6: Personal and Social Responsibility**	Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings (old goal 4).
3, 4		Apply the skills of teamwork, creative thinking, collaboration and problem solving in engagement with a learning community of peers and faculty (old Goal 10)
4		Demonstrate knowledge and experience of civic and community resources and issues through engagement in community-based learning
1, 5	**Goal 7: Elementary School Curriculum (Integrated Precredential; Elementary Precredential)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in elementary school settings
1, 5	**Goal 8: Early Education Curriculum (Early Development, Care, Education)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in early education/preschool settings
	Goal 9: Community Based Careers (Social and Community)	Demonstrate knowledge of community-based and social service-oreinted professional, career and educational opportunities in the field of human development through engagement in community-based learning
	Goal 10: Other Discipline-Related Careers (Individualized)	Demonstrate knowledge of other professional, career and educational opportunities in the field of human development (nursing, law, medicine, etc.) through engagement in community-based learning

Appendix C – Goal 5 (old plan) Discipline Specific Writing Rubric

Characteristic	1 – Weak or No Evidence	2-Adequate Evidence	3-Strong Evidence	Score
Organization Headings Layout Header Page numbers	Student applies no or few of the basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	In most cases, student applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	Student consistently applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	
Writing Style Orderly presentation Clear + concise Appropriate voice Avoiding bias	Student adheres to no or few of the APA writing style guidelines, including orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	In most cases, student adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	Student consistently adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	
Mechanics Spelling Grammar Punctuation	Student demonstrates minimal grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows no evidence of adherence to APA guidelines where these differ from the standard	Student demonstrates adequate grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows evidence of adherence to APA guidelines where these differ from the standard	Student demonstrates strong grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows consistent evidence of adherence to APA guidelines where these differ from the standard	

Format Rules In-text Citations References Quotations	Student adheres to none or few of the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	In most cases, student adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	Student consistently adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	

Appendix D – Goal 6 (old plan) Writing Competence Rubric

Characteristic	1 – Fail	2 – Marginal Fail	3-Marginal Pass	4-Pass	Score
Rhetorical Force The clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and quality of the reasoning.	The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.	The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.	The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.	The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.	
Organization The clarity of the writing and the logical sequence of the writer's ideas.	Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.	Organization of ideas may be evident, but is largely ineffective, and response is generally unclear.	Organization of ideas is generally clear and effective, and the meaning is generally clear.	Ideas or points of discussion are logically arranged, and their meaning is clearly communicated	
Support + Development The relevance, depth, and specificity of supporting information.	Generalizations and assertions not supported or severely underdeveloped; the presentation of details is confused.	Generalizations and assertions only partially supported; response may contain irrelevant, insufficient, or imprecise details.	Generalizations and assertions are adequately supported, although perhaps unevenly.	Generalizations and assertions are well supported with relevant, specific, and detailed development.	
Usage The extent to which the writing shows care and precision in word choice.	Word choice and usage are largely imprecise, and there are severe distracting errors.	Word choice and usage are generally imprecise and distracting.	Word choice and usage are adequate; some errors exist but do not impede meaning.	Choice of words is precise; usage is careful and accurate.	

Structure + Conventions The extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, capitalization)	The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.	The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modifications.	The writer's response may have errors in paragraphing, sentence, structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse reader.	The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.	
Appropriateness The extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose	The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.	The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.	The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or incompletely addressed), but language and style are appropriate for given audience and purpose.	The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.	

Division of Undergraduate Studies, College of Education
Program: Child Development B.A.-Integrated Pre-credential Concentration

Background and Context:

The Child Development (CHDV) B.A. program and faculty have transitioned this year from being housed in their own department to a program housed in the new Undergraduate Studies program area in the College of Education. The program mission is to improve the quality of life for children and families by (a) advancing knowledge in child development, (b) preparing students for a variety of professional and academic careers through high-quality instruction, and (c) developing community advocates engaged in the many applied settings in the discipline. The CHDV B.A. program is comprised of 49-50 lower and upper division units. Students have a choice of five career-focused concentrations that share a common set of foundation and core classes. Students also complete 15 units of major electives related to their concentration.

The **Integrated Pre-credential** concentration is a specialized subject matter program (like Liberal Studies) intended for students who plan to enter a multiple-subjects preliminary teaching credential program after the B.A. In this program, in addition to completing the core CHDV major courses, students complete a specified set of courses in the seven different subject matter areas that they would be expected to teach in a self-contained classroom rather than following the university's approved General Education program.

AY 2012-13 was a year of restructuring for the College of Education that has required a greater dedication of faculty time to College-level transition related tasks over normal program-related tasks such as program development and assessment. The decrease in tenure track faculty in the program along with the continued substantial growth in student enrollment has also stretched faculty ability to maintain programmatic work. With the completion of this challenging restructuring and the hopefully successful hire of a new tenure track faculty in fall 2013, we expect that next year we will be able to return more time and attention to program assessment matters.

1.a. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals? If so, what are those changes? 1.b. How did you implement those changes? 1.c. How do you know if these changes have achieved the desired results?

YES: The CHDV faculty are engaged in the early stages of significant changes in program assessment, and we expect this work to carry through much of the 2013-14 year. These changes are based on: a) feedback from last year's IPP reports, b) the OAPA feedback report, c) information learned in the OAPA assessment workshops this year, and d) the CHDV faculty's own evaluation of needs for change in our assessment plan and practices. The changes implemented or under development in AY 2012-13 include:

- **Changes in collection of Assessment Data –** since our assessment work this spring has focused on revising the Program Goals, we limited 2012-13 data collection to Goals 5 and 6 (goals related to writing competence) in spring 2013 semester.

- **Change in collection of Data for Goal 9 (field experience)** – in the current plan, Goal 9 data was collected through student surveys in the CHDV194 Cooperative Learning classes. In spring of 2012, we became aware of issues of inconsistency across the sections of the CHDV 132 Fieldwork class, another class which addresses Goal 9. With our lowered numbers of tenure track faculty we are seeing an increased dependency on lecturer faculty to deliver our courses. This has created a growing problem of inconsistency in our core classes. To better understand whether this course was addressing this program goal and to promote consistency, we conducted an exploratory data collection in late spring 2012 for this goal in the CHDV 132 classes. This data was analyzed during AY 2012-13 and is reported in #6 below.

- **Revising Program Goals** – the current CHDV assessment plan includes 10 Program Goals all of which apply to all five concentrations (see Appendix A). Feedback from the 2012 OAPA and IPP reports noted that these goals did not have clear learning outcomes. Also, it was suggested that 10 goals was perhaps too many for a sustainable assessment plan. The CHDV faculty are in agreement with these suggestions. Over the last several years of assessment cycles, it has proven difficult to assess even half of the 10 goals, rendering the remaining 5 un-assessed goals essentially meaningless. In recent work reviewing the goals we have also identified some overlap among the 10 current goals as well as some important omissions. We have also studied materials and templates from other programs presented in the OAPA workshops. The result of this work thus far is the development of a new working matrix for the CHDV Program Goals (see Appendix B). We believe this new matrix is a better reflection of the mission of the program, and will allow us to more easily create learning outcomes for the goals and plan a multi-year timeline for our assessment plan. Please note that **this matrix is a beginning draft** and will need to be finalized and approved by the faculty in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Connecting CHDV Program Goals to CSUS Baccalaureate Learning Goals** – this connection is now made explicit in the new CHDV Program Goals Matrix (Appendix B).

- **Creating specific Program goals for each concentration –** We are in process of creating specific learning goals for each concentration; these are indicated in the new Program Goals Matrix (Appendix B). Goals 1 through 6 apply to all concentrations; Goal 7 is specific to the Integrated Pre-credential concentration.

We would like to note that re-visioning program goals and outcomes is a thoughtful process which we have just embarked on late this spring semester, and consequently we expect that the new matrix will not be completed and in place until the end of fall 2013. Since the revised CHDV Program Goals and Outcomes Matrix is an in-process document, the new goals have not been implemented yet.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning? 2.a and 2b. If so, what are those changes? And how did you implement those changes?

Yes: We have implemented several changes in AY 2012-13 which are related to last year's assessment efforts:

- **Advising** – Feedback in the IPP reports indicated concerns with how student advising is handled among faculty. In fall 2012, the faculty changed assignment of students from a more open process to one in which students are assigned to a specific faculty advisor. This has more evenly spread advising duties among faculty. Students are still free to meet with any advisor during open office hours but having a specific advisor will hopefully encourage students to form more long term advising relationships with faculty advisors.

- **Codes in CMS for concentrations** – In collecting data for the spring 2013 IPP reports, we discovered confusion in CMS records with respect to students' concentration designations or codes. The CHDV undergraduate coordinator worked with staff in the Registrar's Office to correct this so that CMS codes accurately reflect the current concentrations in the CHDV B.A. This is necessary for accurate tracking of enrollment.

- **CHDV 132 changes** - In spring of 2012, issues of inconsistency arose across the multiple sections of the CHDV 132 Fieldwork class. This fieldwork class pulls together many of the program goals across all the concentrations. Previously, we had been collecting data related to Goal 9 (field experiences) in a different course (CHDV 194). To better understand whether the CHDV 132 course was addressing this program goal and to promote consistency, in spring of 2012 we conducted an open ended survey of students in all sections (3) of CHDV 132. This data was analyzed in fall of 2012 and is reported below. After reviewing the data analysis we created a faculty work group which included the CHDV 132 instructors. The work group developed a new set of guidelines for course practices that were distributed to all faculty teaching the course and were implemented in spring of 2013.

- **Electives for Concentrations** – feedback in the 2013 IPP and OAPA reports suggested that we needed to more clearly define the five concentrations in the CHDV B.A. Besides beginning work on individual goals for the concentrations (see Appendix B), we have approved a revised list of elective courses for the concentrations. This list indicates suggested electives specific for each concentration.

Other important changes related to the restructuring of the College of Education have had impact on the areas of advising, co-curriculum, budgeting and planning:

- CHDV has transitioned from a department in the COE to a program in the Undergraduate Studies Division. This means we no longer have our own budget, our own dedicated staff, or our own chair. Since we now have to attend monthly College and Division meetings, our time for working in program meetings has been cut in half.
- The change in structure has created a transitional state in terms of staff support for the program, which now shares three staff members with three other programs. In addition, staff shortages in the College have impacted the Undergraduate Studies program areas, and therefore support for these additional assessment efforts has not been readily available. We expect to be fully staffed in this area by Fall 2013.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

We have collected assessment data related to Program Goals 5, 6 and 9 this academic year. These goals apply to all five of the concentrations. Since we did not have concentration specific goals in the current/old plan, we did not collect any concentration-specific data.

- Goal 5: Develop discipline-based written communication skills.

- Goal 6: Analyze and critique written materials related to child development using tools and processes fundamental to proficient college writing.

- Goal 9: Participate in field experiences mediated using theory, concepts, and research validated using established discipline based tools and processes.

4. What method(s)/measure(s) have you used to collect the data?

- **Goal 5 Discipline-based written communication skills**:
  - Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) – both 4-unit, senior-level courses.
  - Instructors conducted an assessment of discipline-based writing and style in an analytical writing assignment.
  - A random sample of 15 student writing assignments from each section were scored using a 3-point scaled rubric that assesses organization, writing style, mechanics and format rules (see Appendix C)

- **Goal 6 Tools and processes of proficient college writing:**
  - Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) – both 4-unit, senior-level courses.
  - Instructors conducted an assessment of writing competence in an analytical writing assignment
  - A random sample of 15 student writing assignments from each section were scored using a 4-point scaled rubric that assesses rhetorical force, organization, support and development, usage, structure and conventions, and appropriateness (see Appendix D)
  - Instructors used the same student writing assignments to assess both Goals 5 and 6

- **Goal 9 Research-mediated field experiences using discipline based tools:**
  - Students in three sections of CHDV 132 (Fieldwork in Child Development) – a 3-unit, senior level course, in late spring of 2012
  - Students submitted anonymous written responses to the following four open ended prompts:
    - How would you rate or describe the quality of the textbooks used in this course?
    - How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?
    - Identify the benefits you gained from completing this course.
    - Identify any suggestions you have for improving this course.

5. What are the criteria and/or standards of performance for the program learning outcome?

- **Goal 5: Develop discipline-based written communication skills.**
    - o For this goal, we are using a rubric with 4 categories rated on a 3-point scale (1=weak, no evidence, 2=adequate evidence; 3=strong evidence) (labeled Attachment C).
    - o Performance Standard: Aggregate Mean score of 2 for each of the 4 categories and an aggregate mean overall score of 8. This would constitute a performance standard of "adequate."

- **Goal 6: Tools and processes fundamental to proficient college writing.**
    - o For this goal we are using a rubric with 6 categories rated on a 4-point scale (1=fail, 2=marginal fail; 3=marginal pass; 4=pass) (labeled Attachment B).
    - o Performance Standard: Aggregate Mean score of 3 for each of the 6 categories and an aggregate mean overall score of 18. This would constitute a performance standard of "marginal pass."

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?
a. In what areas are students doing well and achieving the expectations?
b. In what areas do students need improvement?

- **Goal 5: Develop discipline-based written communication skills.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 5 - Discipline Specific Writing Rubric Scores				
Organization	Writing Style	Mechanics	Format Rules	Total
2.68	2.62	2.45	2.55	10.30

For Goal 5, all of the mean scores for the four categories were above the 2.0 performance standard of "adequate." The total score of 10.30 is also above the overall performance standard of 8. These data indicate that students' writing in these upper division level courses is generally at an adequate level in terms of their discipline specific writing skills. In all categories, student

scores ranged from a low of 1 to a high of 3. No student scored a 4 in any category. The category which included the most scores of 1 (8 out of the 45) was format rules. This suggests that formatting is a writing topic that needs greater attention.

Examination of the data also indicated that there were seven students (12% of the sample) who received a low score of 1 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

In summary, Goal 5 data indicate that overall, students are performing at or above an adequate level in the area of discipline specific writing. The category of format rules, where the low score of 1 occurred most frequently, is an area that may need additional attention in the curriculum. In addition, student score patterns can be used to identify particular students who can be referred for additional support with their writing.

- **Goal 6: Tools and processes fundamental to proficient college writing.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 6 - Writing Competence Rubric Scores						
Rhetorical Force	Organization	Support & Development	Usage	Structure & Conventions	Appropriate -ness	Total
3.25	3.52	3.13	3.40	3.27	3.33	19.85

For Goal 6, all of the mean scores for the six categories were above the 3.0 performance standard of "minimal pass." The mean total score of 19.85 is also above the overall performance standard of 18. Only 2% of the category scores (n=7) were a 1 (fail). An additional 14% of the category scores (n=50) were a 2 (marginal fail). The three categories which received the most fail or minimal fail ratings were: structure and conventions, support and development and appropriateness. Overall, however, the number of scores at the "1" or "2" level was low. Examination of the data also indicated that there were four students who received scores of 1 or 2 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

- **Goal 9: Apply theory, concepts and research in mediated field experiences.**

As noted above, data for Goal 9 in previous years has been collected in CHDV 194 through use of a student-completed Likert survey. In spring of 2012, we became aware of inconsistencies in the CHDV 132 Fieldwork class, and decided to conduct exploratory data analysis in this course. Students in all three sections of the course provided written responses to the four open ended questions listed under Q4 above.

- Question 1: How would you rate or describe the quality of the textbooks used in this course?

CHDV 132 is a field experience course that touches on several of our program goals, most notably Goal 9. It is a course where students build upon the content and theoretical knowledge they have gained in other program courses and apply that learning in a real world context. To support these connections, students work with three texts which overview theories in the discipline and help students to integrate theory and practice in their field placements. For Question 1, there were 57 total responses about the three texts, 47 of which were generally positive. There were five negative responses, and five instances of no response.

Category of Response	# of Responses	Percent
gained knowledge of theories	13	22.8
gained knowledge about teaching	10	17.5
course materials were easy to understand	8	14.0
able to apply knowledge to real life setting	8	14.0
information too simple or redundant	5	8.8
reflected on myself as an educator	4	7.0
good references for my future career	3	5.2
exposed me to diversity	1	1.8
no response/other	5	8.8
Total	57	

Over 60% of the responses indicated that the course text materials had contributed to students' understanding of the theories in the discipline, apply those theories in an applied context, extend their knowledge of teaching and reflect on their own philosophy and practice. Since a few students (n=5) described the text materials as redundant or simplistic, we recommended that CHDV 132 instructors review current text selections to insure that readings in the course are not repetitive and extend beyond material already covered in other CHDV course materials.

- Question 2: How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?

One of the purposes of the CHDV 132 class is to expose students to a variety of community settings that represent the many career options in the field of Child Development. In the spring 2012 sections, students were placed in preschool or elementary school classrooms, afterschool programs, and social service agencies such as the Sacramento Food Bank and the Center for Fathers and Families. Question 2 asked students to reflect on their experiences in completing four key assignments in the class: a) their work in the field placement; b) reflective writing journals; c) educational philosophy paper; and d) action research project.

- Field experience – there 35 comments about the field placement experience, 32 of which were positive. Nineteen of these comments (59%) noted how the field placement provided students with real life experiences working with children and families. Another five comments (20%) confirmed that the experience allowed students to explore career options in the profession. There were only 3 negative comments about this assignment, mostly related to issues in scheduling placement hours.
- Reflective writing assignments – there were 14 total comments about this assignment, half of which (n=8) noted that the reflective journals allowed students to examine their own beliefs as educators and make connections between program/course concepts and real life settings.
- Educational philosophy – there were 14 total comments about this paper, 8 of which focused on how the philosophy paper helped students examine their own beliefs as educators and better define their own philosophy.
- Action research project – this project is designed to help students become more knowledgeable about civic engagement and community resources, and also to broaden their understanding of career options. There were 14 comments to this prompt, 5 of which noted how the assignment increased students' understanding of community agencies and resources. There were also several comments to this question noting how the assignment expanded students' awareness of career opportunities in the field.

- Question 3: Please identify the benefits you gained from completing this course.

Students reported many benefits from their field experience class, the majority of which focused on their interactions with the staff, children and families at their site. Respondents described site staff as welcoming, supportive and appreciative of their participation. Several students were surprised by how eager site professionals were to make them feel a part of the program. From these comments it appears students are gaining a "real life" understanding of the community organizations in which they are placed, as well as an opportunity for development under the guidance of a community professional.

A number of students (15%) made specific comments about how their field experience helped them to explore career interests and make informed decisions about their career directions, which is another goal of the fieldwork course.

Category of Response	# of Responses	Percent
working with site staff	12	37.5
experience with children and families	6	18.8
exposure to career opportunities	5	15.6
flexibility and convenience of placement	4	12.5
connecting site work to CHDV theories	2	6.3
other	3	9.4
Total	32	

- Question 4: Please identify any suggestions you have for improving this course.

Most students did not respond to or did not have specific suggestions for improvement for this question. Four students reported concerns about class assignments, including assignments being redundant to those already completed in other courses, or the number of assignments on top of the field work hours and commitments. A few other comments (n=4) focused on logistics of the placement, such as being able to contact their site earlier in the semester, completing necessary background checks and better communication between the CHDV instructors and the sites.

- Goal 9 Summary:

Although this exploratory survey was not specifically intended to address Goal 9, it is clear that students' experiences in the CHDV 132 class are meeting the intent of this goal. A strong majority of students are being provided opportunities to apply their theoretical and conceptual knowledge in real life settings, explore a variety of career options, and reflect on their identities and beliefs as professionals. In addition, they are building awareness of community needs and resources, and participating as civic partners in their placements. Some divergences of expectations with respect to readings, placement hours, and assignments were noted between the three sections of the course. In response, the CHDV faculty developed and implemented in spring 2013 a clear statement of course expectations for the CHDV 132 course which is to be followed by all instructors.

This exercise helped us to recognize that CHDV 132 is an ideal course for assessing a number of CHDV program goals. Since it is a course which is required for all concentrations, it also

provides a venue to examine concentration-specific goals, for example, ability to apply curriculum to preschool and elementary settings in the pre-teaching and early education concentrations. In addition, because this course builds on concepts acquired in previous courses and connects those to real life applications, many different program goals are touched upon here. Our intent is to make program assessment in CHDV 132 a priority in AY 2012-13 and expand on the exploratory survey we completed last year (see # 7 and 8 below).

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?
a. If so, what changes do you anticipate?
b. How do you plan to implement those changes?
c. How do you know if these changes will achieve the desired results?

- **Collection of Data for Goal 9 (field experience)** – in the current plan, Goal 9 data has been collected through student surveys in the CHDV194 Cooperative Learning classes. As noted above, in spring 2012 we switched data collection for this goal to the CHDV 132 Field Work in CHDV course because of concerns about class consistency. The results reported in #6 above have led us to recognize the untapped potential in the CHDV 132 class for assessing a range of our program goals and outcomes. In AY 2012-13, we intend to: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. This survey may also allow us to address some concentration-specific goals, something we have heretofore not be able to do.

- **Revise Program Goals and Outcomes**– In program work sessions in spring 2013 we have begun development of a new working matrix for the CHDV Program Goals and Learning Outcomes (see Appendix B).   We believe this new matrix will better capture the mission of the program and allow us to more easily create learning outcomes for the goals, and to plan for a multi-year time line for our assessment plan. As noted, **this matrix is a beginning draft** and will need to be finalized and approved in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Creating specific Program goals for each concentration –** Once the new program goals are finalized, we can continue with creating specific learning goals for each concentration; initial drafts of these are indicated in the new Program Goals Matrix (Appendix B).

- **Develop assessment methods for new learning outcomes** – since our revised plan will include new or revised learning outcomes, we will need to revise assessment methods for these outcomes, including the time line for assessing specific outcomes in specific courses.

- **Future goals and thoughts –** the high number of students in our programs, the decreasing number of tenure track faculty available to do teaching and program work, and the addition of new faculty responsibilities in the new COE Branch structure are taxing the resources that we have to address program/curriculum assessment. As we have thoughtfully struggled with these issues during a year of major COE transition, we have set a few "future" goals which we hope will make our assessment work more systemic and sustainable:
  - Develop a faculty assessment handbook to insure that all faculty are informed about assessment plans and timelines
  - Designate a CHDV assessment subcommittee whose primary purpose is to shepherd and manage assessment work on an ongoing basis.

8. Which program learning outcome(s) do you plan to assess next year? How?

- **CHDV 132** – Although we do not have a capstone course or assignment in the CHDV program, as noted above, the CHDV 132 Fieldwork course provides a capstone-like opportunity to examine multiple goals across concentrations, and to collect data for goals individualized for each concentration. In AY 2013-14, we will: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. Under the proposed new CHDV Program Goals Matrix (see Appendix B), this survey would potentially address learning outcomes related to Goal 3 Professional Development and Ethical Behaviors; Goal 4: Foundational Knowledge in the Discipline; Goal 5: Theory and Research in the Discipline; Goal 6: Personal and Social Responsibility; and Goals 7 and 8 Curriculum and Practices in Early Education and Elementary School Settings.

- **Goal 2: Apply Processes of the Discipline – quantitative methods:** - in examining our past Program Goals this spring, we recognized the absence of a specific learning outcome related to quantitative methods, or: "understanding the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings. This learning outcome has been added under Goal 2 Processes of the Discipline in the new Goals Matrix (Appendix B). Since this is a new learning outcome, but a critical one for our discipline, we will design an appropriate method of assessment in fall of 2013 and administer this assessment during AY 2012-13.

- **Program Exit Data** – We recognize the need for further collection of exit point data from external constituents such as alumni and employers as well as from program graduates. An additional goal for next year would be to develop and administer exit instruments by end of the academic year.

Appendix A
Child Development Program Learning Goals 2012-2013

*These goals currently apply to all concentrations and minors.

1. Students will learn research and theory to increase their knowledge of growth and development in the following areas:
    a. Major milestones of development from infancy to adulthood
    b. Acquisition and use of language in monolingual, bilingual, and English learner settings
    c. Biological influences on development
    d. Social influences on development
    e. Individual variation
    f. Major social issues confronting children and their families

2. Students will apply theory and research to describe, analyze, and reflect upon children's and parents' cultural practices and experiences in both formal (e.g. schools, daycare) and informal (e.g. family, social) contexts.

3. Students will employ techniques of observation and assessment using a variety of methods.

4. Students will develop and maintain positive attitudes towards diversity (i.e., cultural, ethnic, gender, social, disability, linguistic).

5. Students will develop discipline-based written communication skills.

6. Students will analyze and critique written materials related to child development using tools and processes widely recognized as fundamental to proficient college-level writing.

7. Students will demonstrate practices and understandings of professional ethics and responsibility in both academic and applied child development contexts.

8. Students will use technology for purposes of augmenting discipline-based knowledge and inquiry.

9. Students will participate in varied field experiences that are mediated using theory, concepts, and published research that has been validated using established discipline based tools and processes.

10. Students will participate in a learning community that facilitates collaboration with peers and faculty.

Appendix B – Draft Matrix of Revised CHDV Program Goals

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
1, 3	**Goal 1: Ability to Communicate in the Discipline**	Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format (old Goals 5 and 6)
1, 3		Demonstrate competency in the use of information technology for the purposes of augmenting discipline-based knowledge and inquiry, including use of technology tools in the analysis, application and critical evaluation of information (old Goal 8).
1, 3	**Goal 2: Apply Processes of the Discipline**	demonstrate the ability to use qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings (old Goal 3).
3		Apply critical thinking to the examination of research, theory and issues in the discipline
1, 3		Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.
4	**Goal 3: Professional Development and Ethical Behaviors**	Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic and applied settings (old goal 7)
4		Identify and explore professional, career and educational opportunities in the field of human development
4, 5		Apply understandings of developmental concepts, theory and research through engagement in mediated field experiences (old Goal 9)
1, 2	**Goal 4: Foundational Knowledge in the Discipline**	Demonstrate knowledge of the processes and major milestones of physical, cognitive, social and emotional development from infancy to adulthood (old Goal 1)
2		Understand the processes and milestones of language acquisition and use in monolingual, bilingual, and English learners (part of old Goal 1)

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
2	**(Goal 4 Knowledge cont'd)**	Identify individual variations in development as well as the biological and social influences that lead to such variation (old goal 1)
2		Demonstrate understanding of cross cultural factors that influence children's development
1, 2	**Goal 5: Theory and Research in the Discipline**	Demonstrate understanding of the major theoretical perspectives in the field
3, 5		Apply understanding of discipline-based knowledge, theory and research to analyze and reflect on children's experiences in a variety of contexts (old Goal 2)
4	**Goal 6: Personal and Social Responsibility**	Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings (old goal 4).
3, 4		Apply the skills of teamwork, creative thinking, collaboration and problem solving in engagement with a learning community of peers and faculty (old Goal 10)
4		Demonstrate knowledge and experience of civic and community resources and issues through engagement in community-based learning
1, 5	**Goal 7: Elementary School Curriculum (Integrated Precredential; Elementary Precredential)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in elementary school settings
1, 5	**Goal 8: Early Education Curriculum (Early Development, Care, Education)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in early education/preschool settings
	Goal 9: Community Based Careers (Social and Community)	Demonstrate knowledge of community-based and social service-oreinted professional, career and educational opportunities in the field of human development through engagement in community-based learning
	Goal 10: Other Discipline-Related Careers (Individualized)	Demonstrate knowledge of other professional, career and educational opportunities in the field of human development (nursing, law, medicine, etc.) through engagement in community-based learning

Appendix C – Goal 5 (old plan) Discipline Specific Writing Rubric

Characteristic	1 – Weak or No Evidence	2-Adequate Evidence	3-Strong Evidence	Score
Organization Headings Layout Header Page numbers	Student applies no or few of the basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	In most cases, student applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	Student consistently applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	
Writing Style Orderly presentation Clear + concise Appropriate voice Avoiding bias	Student adheres to no or few of the APA writing style guidelines, including orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	In most cases, student adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	Student consistently adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	
Mechanics Spelling Grammar	Student demonstrates minimal grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows no evidence of adherence to APA guidelines where these differ from	Student demonstrates adequate grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows evidence of adherence to APA guidelines where these differ from the	Student demonstrates strong grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows consistent evidence of adherence to APA	

Punctuation	the standard	standard	guidelines where these differ from the standard	
Format Rules In-text Citations References Quotations	Student adheres to none or few of the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	In most cases, student adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	Student consistently adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	

Appendix D – Goal 6 (old plan) Writing Competence Rubric

Characteristic	1 – Fail	2 – Marginal Fail	3-Marginal Pass	4-Pass	Score
Rhetorical Force The clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and quality of the reasoning.	The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.	The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.	The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.	The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.	
Organization The clarity of the writing and the logical sequence of the writer's ideas.	Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.	Organization of ideas may be evident, but is largely ineffective, and response is generally unclear.	Organization of ideas is generally clear and effective, and the meaning is generally clear.	Ideas or points of discussion are logically arranged, and their meaning is clearly communicated	
Support + Development The relevance, depth, and specificity of supporting information.	Generalizations and assertions not supported or severely underdeveloped; the presentation of details is confused.	Generalizations and assertions only partially supported; response may contain irrelevant, insufficient, or imprecise details.	Generalizations and assertions are adequately supported, although perhaps unevenly.	Generalizations and assertions are well supported with relevant, specific, and detailed development.	
Usage The extent to which the writing shows care and precision in word choice.	Word choice and usage are largely imprecise, and there are severe distracting errors.	Word choice and usage are generally imprecise and distracting.	Word choice and usage are adequate; some errors exist but do not impede meaning.	Choice of words is precise; usage is careful and accurate.	

Structure + Conventions The extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, capitalization)	The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.	The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modifications.	The writer's response may have errors in paragraphing, sentence, structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse reader.	The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.	
Appropriateness The extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose	The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.	The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.	The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or incompletely addressed), but language and style are appropriate for given audience and purpose.	The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.	

Division of Undergraduate Studies, College of Education
Program: Child Development B. A.-Social and Community Concentration

Background and Context:

The Child Development (CHDV) B.A. program and faculty have transitioned this year from being housed in their own department to a program housed in the new Undergraduate Studies Division of the College of Education. The program mission is to improve the quality of life for children and families by (a) advancing knowledge in child development, (b) preparing students for a variety of professional and academic careers through high-quality instruction, and (c) developing community advocates engaged in the many applied settings in the discipline. The CHDV B.A. program is comprised of 49-50 lower and upper division units. Students have a choice of five career-focused concentrations that share a common set of foundation and core classes. Students also complete 15 units of major electives related to their concentration. The concentration in **Social and Community Settings** is intended for students pursuing careers in social service or counseling-related fields, with a focus on working with children and families.

AY 2012-13 was a year of restructuring for the entire College of Education that has required a greater dedication of faculty time to College-level transition related tasks over normal program-related tasks such as program development and assessment. It has also resulted in significantly less program-level time to accomplish program-level work. The decrease in tenure track faculty in the program along with the continued substantial growth in student enrollment has also stretched faculty ability to maintain programmatic work. With the completion of this challenging restructuring and the hopefully successful hire of a new tenure track faculty in fall 2013, we expect that next year we will be able to return more time and attention to program matters.

1.a. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals? If so, what are those changes? 1.b. How did you implement those changes? 1.c. How do you know if these changes have achieved the desired results?

YES: The CHDV faculty are engaged in the early stages of significant changes in program assessment, and we expect this work to carry through much of the 2013-14 year. These changes are based on: a) feedback from last year's IPP reports, b) the OAPA feedback report, c)

information learned in the OAPA assessment workshops this year, and d) the CHDV faculty's own evaluation of needs for change in our assessment plan and practices. The changes implemented or under development in AY 2012-13 include:

- **Changes in collection of Assessment Data –** since our assessment work this spring has focused on revising the Program Goals, we limited 2012-13 data collection to Goals 5 and 6 (goals related to writing competence) in spring 2013 semester.

- **Change in collection of Data for Goal 9 (field experience)** – in the current plan, Goal 9 data was collected through student surveys in the CHDV194 Cooperative Learning classes. In spring of 2012, we became aware of issues of inconsistency across the sections of the CHDV 132 Fieldwork class, another class which addresses Goal 9. With our lowered numbers of tenure track faculty we are seeing an increased dependency on lecturer faculty to deliver our courses. This has created a growing problem of inconsistency in our core classes. To better understand whether this course was addressing this program goal and to promote consistency, we conducted an exploratory data collection in late spring 2012 for this goal in the CHDV 132 classes. This data was analyzed during AY 2012-13 and is reported in #6 below.

- **Revising Program Goals** – the current CHDV assessment plan includes 10 Program Goals all of which apply to all five concentrations (see Appendix A). Feedback from the 2012 OAPA and IPP reports noted that these goals did not have clear learning outcomes. Also, it was suggested that 10 goals was perhaps too many for a sustainable assessment plan. The CHDV faculty are in agreement with these suggestions. Over the last several years of assessment cycles, it has proven difficult to assess even half of the 10 goals, rendering the remaining 5 un-assessed goals essentially meaningless. In recent work reviewing the goals we have also identified some overlap among the 10 current goals as well as some important omissions. We have also studied materials and templates from other programs presented in the OAPA workshops. The result of this work thus far is the development of a new working matrix for the CHDV Program Goals (see Appendix B). We believe this new matrix is a better reflection of the mission of the program, and will allow us to more easily create learning outcomes for the goals and plan a multi-year time line for our assessment plan. Please note that **this matrix is a beginning draft** and will need to be finalized and approved in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Connecting CHDV Program Goals to CSUS Baccalaureate Learning Goals** – this connection is now made explicit in the new CHDV Program Goals Matrix (Appendix B).

- **Creating specific Program goals for each concentration –** We are in the process of creating specific learning goals for each concentration; these are indicated in the new Program Goals Matrix (Appendix B). Goals 1 through 6 apply to all concentrations; new Goal 9 is specific to the Social and Community Settings concentration.

We would like to note that re-visioning program goals and outcomes is a thoughtful process which we have just embarked on late this spring semester, consequently we expect that the new matrix will not be completed and in place until the end of fall 2013. Since the revised CHDV Program Goals and Outcomes Matrix is an in-process document, the new goals have not been implemented yet.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning? 2.a and 2b. If so, what are those changes? And how did you implement those changes?

Yes: We have implemented several changes in AY 2012-13 which are related to last year's assessment efforts:

- **Advising** – Feedback in the IPP reports indicated concerns with how student advising is handled among faculty. In fall 2012, the faculty changed assignment of students from a more open process to one in which students are assigned to a specific faculty advisor. This has more evenly spread advising duties among faculty. Students are still free to meet with any advisor during open office hours but having a specific advisor will hopefully encourage students to form more long term advising relationships with faculty advisors.

- **Codes in CMS for concentrations** – In collecting data for the spring 2013 IPP reports, we discovered confusion in CMS records with respect to students' concentration designations or codes. The CHDV undergraduate coordinator worked with staff in the Registrar's Office to correct this so that CMS codes accurately reflect the current concentrations in the CHDV B.A. This is necessary to tracking enrollment accurately.

- **CHDV 132 changes** - In spring of 2012, issues of inconsistency arose across the multiple sections of the CHDV 132 Fieldwork class. This fieldwork class pulls together many of the program goals across all the concentrations. Previously, we had been collecting data related to Goal 9 (field experiences) in a different course (CHDV 194). To better understand whether the CHDV 132 course was addressing this program goal and to promote consistency,

in spring of 2012 we conducted an open ended survey of students in all sections (3) of CHDV 132. This data was analyzed in fall of 2012 and is reported below. After reviewing the data analysis we created a faculty work group which included the CHDV 132 instructors. The work group developed a new set of guidelines for course practices that were distributed to all faculty teaching the course and implemented in spring of 2013.

- **Electives for Concentrations** – feedback in the 2013 IPP and OAPA reports suggested that we needed to more clearly define the five concentrations in the CHDV B.A. Besides beginning work on individual goals for the concentrations (see Appendix B), we have approved a revised list of elective courses for the concentrations. This list indicates suggested electives specific for each concentration.

Other important changes related to the restructuring of the College of Education have had impact on the areas of advising, co-curriculum, budgeting and planning:

- CHDV has transitioned from a department in the COE to a program in the Undergraduate Studies Division. This means we no longer have our own budget, our own dedicated staff, or our own chair. Since we now have to attend monthly College and Division meetings, our time for working in program meetings has been cut in half.
- The change in structure has created a transitional state in terms of staff support for the program, which now shares three staff members with three other programs. In addition, staff shortages in the College have impacted the Undergraduate Studies program areas, and therefore support for these additional assessment efforts has not been readily available. We expect to be fully staffed in this area by Fall 2013.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

We have collected assessment data related to Program Goals 5, 6 and 9 this academic year.

- Goal 5: Develop discipline-based written communication skills.

- Goal 6: Analyze and critique written materials related to child development using tools and processes fundamental to proficient college writing.

- Goal 9: Participate in field experiences mediated using theory, concepts, and research validated using established discipline based tools and processes.

4. What method(s)/measure(s) have you used to collect the data?

- **Goal 5 Discipline-based written communication skills**:
  - o Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development)—both 4-unit, senior-level courses.
  - o Instructors conducted an assessment of discipline-based writing and style in an analytical writing assignment.
  - o A random sample of 15 student writing assignments from each section were scored using a 3-point scaled rubric that assesses organization, writing style, mechanics and format rules (see Appendix C)

- **Goal 6 Tools and processes of proficient college writing:**
  - o Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development)—both 4-unit, senior-level courses.
  - o Instructors conducted an assessment of writing competence in an analytical writing assignment
  - o A random sample of 15 student writing assignments from each section were scored using a 4-point scaled rubric that assesses rhetorical force, organization, support and development, usage, structure and conventions, and appropriateness (see Appendix D)
  - o Instructors used the same student writing assignments to assess both Goals 5 and 6

- **Goal 9 Research-mediated field experiences using discipline based tools:**
  - o Students in three sections of CHDV 132 (Fieldwork in Child Development) – a 3-unit senior level course, in late spring of 2012
  - o Students submitted anonymous written responses to the following four open ended prompts:
    - ▪ How would you rate or describe the quality of the textbooks used in this course?
    - ▪ How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?
    - ▪ Identify the benefits you gained from completing this course.
    - ▪ Identify any suggestions you have for improving this course.

5. What are the criteria and/or standards of performance for the program learning outcome?

- **Goal 5: Develop discipline-based written communication skills.**

- o For this goal, we are using a rubric with 4 categories rated on a 3-point scale (1=weak, no evidence, 2=adequate evidence; 3=strong evidence) (labeled Attachment C).
- o Performance Standard: Aggregate Mean score of 2 for each of the 4 categories and an aggregate mean overall score of 8. This would constitute a performance standard of "adequate."

- **Goal 6: Tools and processes fundamental to proficient college writing.**
  - o For this goal we are using a rubric with 6 categories rated on a 4-point scale (1=fail, 2=marginal fail; 3=marginal pass; 4=pass) (labeled Attachment B).
  - o Performance Standard: Aggregate Mean score of 3 for each of the 6 categories and an aggregate mean overall score of 18. This would constitute a performance standard of "marginal pass."

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?
a. In what areas are students doing well and achieving the expectations?
b. In what areas do students need improvement?

- **Goal 5: Develop discipline-based written communication skills.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 5 - Discipline Specific Writing Rubric Scores				
Organization	Writing Style	Mechanics	Format Rules	Total
2.68	2.62	2.45	2.55	10.30

For Goal 5, all of the mean scores for the four categories were above the 2.0 performance standard of "adequate." The total score of 10.30 is also above the overall performance standard of 8. These data indicate that students' writing in these upper division level courses is generally at an adequate level in terms of their discipline specific writing skills. In all categories, student scores ranged from a low of 1 to a high of 3. No student scored a 4 in any category. The category which included the most scores of 1 (8 out of the 45) was format rules. This suggests that formatting is a writing topic that needs greater attention.

Examination of the data also indicated that there were seven students (12% of the sample) who received a low score of 1 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

In summary, Goal 5 data indicate that overall, students are performing at or above an adequate level in the area of discipline specific writing. The category of format rules, where the low score of 1 occurred most frequently, is an area that may need additional attention in the curriculum. In addition, student score patterns can be used to identify particular students who can be referred for additional support with their writing.

- **Goal 6: Tools and processes fundamental to proficient college writing.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 6 - Writing Competence Rubric Scores						
Rhetorical Force	Organization	Support & Development	Usage	Structure & Conventions	Appropriate -ness	Total
3.25	3.52	3.13	3.40	3.27	3.33	19.85

For Goal 6, all of the mean scores for the six categories were above the 3.0 performance standard of "minimal pass." The mean total score of 19.85 is also above the overall performance standard of 18. Only 2% of the category scores (n=7) were a 1 (fail). An additional 14% of the category scores (n=50) were a 2 (marginal fail). The three categories which received the most fail or minimal fail ratings were: structure and conventions, support and development and appropriateness. Overall, however, the number of scores at the "1" or "2" level was low.

Examination of the data also indicated that there were four students who received scores of 1 or 2 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

- **Goal 9: Apply theory, concepts and research in mediated field experiences.**

As noted above, data for Goal 9 in previous years has been collected in CHDV 194 through use of a student-completed Likert survey. In spring of 2012, we became aware of inconsistencies in the CHDV 132 Fieldwork class, and decided to do some exploratory data collection in this

course. Students in all three sections of the course provided written responses to the four open ended questions listed under Q4 above.

- Question 1: How would you rate or describe the quality of the textbooks used in this course?

CHDV 132 is a field experience course that touches on several of our program goals, most notably Goal 9. It is a course where students build upon the content and theoretical knowledge they have gained in other program courses and apply that learning in a real world context. To support these connections, students work with three texts which overview theories in the discipline and help students to integrate theory and practice in their field placements. For Question 1, there were 57 total responses about the three texts, 47 of which were generally positive. There were five negative responses, and five instances of no response.

Category of Response	# of Responses	Percent
gained knowledge of theories	13	22.8
gained knowledge about teaching	10	17.5
course materials were easy to understand	8	14.0
able to apply knowledge to real life setting	8	14.0
information too simple or redundant	5	8.8
reflected on myself as an educator	4	7.0
good references for my future career	3	5.2
exposed me to diversity	1	1.8
no response/other	5	8.8
Total	57	

Over 60% of the responses indicated that the course text materials had contributed to students' understanding of the theories in the discipline, apply those theories in an applied context, extend their knowledge of teaching and reflect on their own philosophy and practice. Since a few students (n=5) described the text materials as redundant or simplistic, we recommended that CHDV 132 instructors review current text selections to insure that readings in the course are not repetitive and extend beyond material already covered in other CHDV course materials.

- Question 2: How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?

One of the purposes of the CHDV 132 class is to expose students to a variety of community settings that represent the many career options in the field of Child Development. In the spring 2012 sections, students were placed in preschool or elementary school classrooms, afterschool

programs, and social service agencies such as the Sacramento Food Bank and the Center for Fathers and Families. Question 2 asked students to reflect on their experiences in completing four key assignments in the class: a) their work in the field placement; b) reflective writing journals; c) educational philosophy paper; and d) action research project.

- Field experience – there 35 comments about the field placement experience, 32 of which were positive. Nineteen of these comments (59%) noted how the field placement provided students with real life experiences working with children and families. Another five comments (20%) confirmed that the experience allowed students to explore career options in the profession. There were only 3 negative comments about this assignment, mostly related to issues in scheduling placement hours.

- Reflective writing assignments – there were 14 total comments about this assignment, half of which (n=8) noted that the reflective journals allowed students to examine their own beliefs as educators and make connections between program/course concepts and real life settings.

- Educational philosophy – there were 14 total comments about this paper, 8 of which focused on how the philosophy paper helped students examine their own beliefs as educators and better define their own philosophy.

- Action research project – this project is designed to help students become more knowledgeable about civic engagement and community resources, and also to broaden their understanding of career options. There were 14 comments to this prompt, 5 of which noted how the assignment increased students' understanding of community agencies and resources. There were also several comments to this question noting how the assignment expanded students' awareness of career opportunities in the field.

- Question 3: Please identify the benefits you gained from completing this course.

Students reported many benefits from their field experience class, the majority of which focused on their interactions with the staff, children and families at their site. Respondents described site staff as welcoming, supportive and appreciative of their participation. Several students were surprised by how eager site professionals were to make them feel a part of the program. From these comments it appears students are gaining a "real life" understanding of the community organizations in which they are placed, as well as an opportunity for development under the guidance of a community professional.

A number of students (15%) made specific comments about how their field experience helped them to explore career interests and make informed decisions about their career directions, which is another goal of the fieldwork course.

Category of Response	# of Responses	Percent
working with site staff	12	37.5
experience with children and families	6	18.8
exposure to career opportunities	5	15.6
flexibility and convenience of placement	4	12.5
connecting site work to CHDV theories	2	6.3
other	3	9.4
Total	32	

- Question 4: Please identify any suggestions you have for improving this course.

Most students did not respond to or did not have specific suggestions for improvement for this question. Four students reported concerns about class assignments, including assignments being redundant to those already completed in other courses, or the number of assignments on top of the field work hours and commitments. A few other comments (n=4) focused on logistics of the placement, such as being able to contact their site earlier in the semester, completing necessary background checks and better communication between the CHDV instructors and the sites.

- Goal 9 Summary:

Although this exploratory survey was not specifically intended to address Goal 9, it is clear that students' experiences in the CHDV 132 class are meeting the intent of this goal. A strong majority of students are being provided opportunities to apply their theoretical and conceptual knowledge in real life settings, explore a variety of career options, and reflect on their identities and beliefs as professionals. In addition, they are building awareness of community needs and resources, and participating as civic partners in their placements. Some divergences of expectations with respect to readings, placement hours, and assignments were noted between the three sections of the course. In response, the CHDV faculty developed and implemented in spring 2013 a clear statement of course expectations for the CHDV 132 course which is to be followed by all instructors.

This exercise helped us to recognize that CHDV 132 is an ideal course for assessing a number of CHDV program goals. Since it is a course which is required for all concentrations, it also

provides a venue to examine concentration-specific goals, for example, ability to apply curriculum to preschool and elementary settings in the pre-teaching and early education concentrations. In addition, because this course builds on concepts acquired in previous courses and connects those to real life applications, many different program goals are touched upon here. Our intent is to make program assessment in CHDV 132 a priority in AY 2012-13 and expand on the exploratory survey we completed last year (see # 7 and 8 below).

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?
a. If so, what changes do you anticipate?
b. How do you plan to implement those changes?
c. How do you know if these changes will achieve the desired results?

- **Collection of Data for Goal 9 (field experience)** – in the current plan, Goal 9 data has been collected through student surveys in the CHDV194 Cooperative Learning classes. As noted above, in spring 2012 we switched data collection for this goal to the CHDV 132 Field Work in CHDV course because of concerns about class consistency. The results reported in #6 above have led us to recognize the untapped potential in the CHDV 132 class for assessing a range of our program goals and outcomes. In AY 2012-13, we intend to: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. This survey may also allow us to address some concentration-specific goals, something we have heretofore not be able to do.

- **Revise Program Goals and Outcomes**– In program work sessions in spring 2013 we have begun development of a new working matrix for the CHDV Program Goals and Learning Outcomes (see Appendix B).   We believe this new matrix will better capture the mission of the program and allow us to more easily create learning outcomes for the goals, and to plan for a multi-year time line for our assessment plan. As noted, **this matrix is a beginning draft** and will need to be finalized and approved in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Creating specific Program goals for each concentration –** Once the new program goals are finalized, we can continue with creating specific learning goals for each concentration; initial drafts of these are indicated in the new Program Goals Matrix (Appendix B).

- **Develop assessment methods for new learning outcomes** – since our revised plan will include new or revised learning outcomes, we will need to revise assessment methods for these outcomes, including the time line for assessing specific outcomes in specific courses.

- **Future goals and thoughts –** the high number of students in our programs, the decreasing number of tenure track faculty available to do teaching and program work, and the addition of new faculty responsibilities in the new COE Branch structure are taxing the resources that we have to address program/curriculum assessment. As we have thoughtfully struggled with these issues during a year of major COE transition, we have set a few "future" goals which we hope will make our assessment work more systemic and sustainable:
    o Develop a faculty assessment handbook to insure that all faculty are informed about assessment plans and timelines
    o Designate a CHDV assessment subcommittee whose primary purpose is to shepherd and manage assessment work on an ongoing basis.

8. Which program learning outcome(s) do you plan to assess next year? How?

- **CHDV 132** – Although we do not have a capstone course or assignment in the CHDV program, as noted above, the CHDV 132 Fieldwork course provides a capstone-like opportunity to examine multiple goals across concentrations, and to collect data for goals individualized for each concentration. In AY 2013-14, we will: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. Under the proposed new CHDV Program Goals Matrix (see Appendix B), this survey would potentially address learning outcomes related to Goal 3 Professional Development and Ethical Behaviors; Goal 4: Foundational Knowledge in the Discipline; Goal 5: Theory and Research in the Discipline; Goal 6: Personal and Social Responsibility; and Goals 7 and 8 Curriculum and Practices in Early Education and Elementary School Settings.

- **Goal 2: Apply Processes of the Discipline – quantitative methods:** - in examining our past Program Goals this spring, we recognized the absence of a specific learning outcome related to quantitative methods, or: "understanding the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings. This learning outcome has been added under Goal 2 Processes of the Discipline in the new Goals Matrix (Appendix B). Since this is a new learning outcome, but a critical one for our discipline, we will design an appropriate method of assessment in fall of 2013 and administer this assessment during AY 2012-13.

- **Program Exit Data** – We recognize the need for further collection of exit point data from external constituents such as alumni and employers as well as from program graduates. An additional goal for next year would be to develop and administer exit instruments by end of the academic year.

Appendix A
Child Development Program Learning Goals 2012-2013

*These goals currently apply to all concentrations and minors.

1. Students will learn research and theory to increase their knowledge of growth and development in the following areas:
      a. Major milestones of development from infancy to adulthood
      b. Acquisition and use of language in monolingual, bilingual, and English learner settings
      c. Biological influences on development
      d. Social influences on development
      e. Individual variation
      f. Major social issues confronting children and their families

2. Students will apply theory and research to describe, analyze, and reflect upon children's and parents' cultural practices and experiences in both formal (e.g. schools, daycare) and informal (e.g. family, social) contexts.

3. Students will employ techniques of observation and assessment using a variety of methods.

4. Students will develop and maintain positive attitudes towards diversity (i.e., cultural, ethnic, gender, social, disability, linguistic).

5. Students will develop discipline-based written communication skills.

6. Students will analyze and critique written materials related to child development using tools and processes widely recognized as fundamental to proficient college-level writing.

7. Students will demonstrate practices and understandings of professional ethics and responsibility in both academic and applied child development contexts.

8. Students will use technology for purposes of augmenting discipline-based knowledge and inquiry.

9. Students will participate in varied field experiences that are mediated using theory, concepts, and published research that has been validated using established discipline based tools and processes.

10. Students will participate in a learning community that facilitates collaboration with peers and faculty.

Appendix B – Draft Matrix of Revised CHDV Program Goals

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
1, 3	**Goal 1: Ability to Communicate in the Discipline**	Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format (old Goals 5 and 6)
1, 3		Demonstrate competency in the use of information technology for the purposes of augmenting discipline-based knowledge and inquiry, including use of technology tools in the analysis, application and critical evaluation of information (old Goal 8).
1, 3	**Goal 2: Apply Processes of the Discipline**	demonstrate the ability to use qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings (old Goal 3).
3		Apply critical thinking to the examination of research, theory and issues in the discipline
1, 3		Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.
4	**Goal 3: Professional Development and Ethical Behaviors**	Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic and applied settings (old goal 7)
4		Identify and explore professional, career and educational opportunities in the field of human development
4, 5		Apply understandings of developmental concepts, theory and research through engagement in mediated field experiences (old Goal 9)
1, 2	**Goal 4: Foundational Knowledge in the Discipline**	Demonstrate knowledge of the processes and major milestones of physical, cognitive, social and emotional development from infancy to adulthood (old Goal 1)
2		Understand the processes and milestones of language acquisition and use in monolingual, bilingual, and English learners (part of old Goal 1)

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
2	**(Goal 4 Knowledge cont'd)**	Identify individual variations in development as well as the biological and social influences that lead to such variation (old goal 1)
2		Demonstrate understanding of cross cultural factors that influence children's development
1, 2	**Goal 5: Theory and Research in the Discipline**	Demonstrate understanding of the major theoretical perspectives in the field
3, 5		Apply understanding of discipline-based knowledge, theory and research to analyze and reflect on children's experiences in a variety of contexts (old Goal 2)
4	**Goal 6: Personal and Social Responsibility**	Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings (old goal 4).
3, 4		Apply the skills of teamwork, creative thinking, collaboration and problem solving in engagement with a learning community of peers and faculty (old Goal 10)
4		Demonstrate knowledge and experience of civic and community resources and issues through engagement in community-based learning
1, 5	**Goal 7: Elementary School Curriculum (Integrated Precredential; Elementary Precredential)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in elementary school settings
1, 5	**Goal 8: Early Education Curriculum (Early Development, Care, Education)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in early education/preschool settings
	Goal 9: Community Based Careers (Social and Community)	Demonstrate knowledge of community-based and social service-oreinted professional, career and educational opportunities in the field of human development through engagement in community-based learning
	Goal 10: Other Discipline-Related Careers (Individualized)	Demonstrate knowledge of other professional, career and educational opportunities in the field of human development (nursing, law, medicine, etc.) through engagement in community-based learning

Appendix C – Goal 5 (old plan) Discipline Specific Writing Rubric

Characteristic	1 – Weak or No Evidence	2-Adequate Evidence	3-Strong Evidence	Score
Organization Headings Layout Header Page numbers	Student applies no or few of the basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	In most cases, student applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	Student consistently applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	
Writing Style Orderly presentation Clear + concise Appropriate voice Avoiding bias	Student adheres to no or few of the APA writing style guidelines, including orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	In most cases, student adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	Student consistently adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	
Mechanics Spelling Grammar	Student demonstrates minimal grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows no evidence of adherence to APA guidelines where these differ from	Student demonstrates adequate grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows evidence of adherence to APA guidelines where these differ from the	Student demonstrates strong grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows consistent evidence of adherence to APA	

Punctuation	the standard	standard	guidelines where these differ from the standard	
Format Rules In-text Citations References Quotations	Student adheres to none or few of the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	In most cases, student adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	Student consistently adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	

Appendix D – Goal 6 (old plan) Writing Competence Rubric

Characteristic	1 – Fail	2 – Marginal Fail	3-Marginal Pass	4-Pass	Score
Rhetorical Force The clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and quality of the reasoning.	The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.	The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.	The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.	The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.	
Organization The clarity of the writing and the logical sequence of the writer's ideas.	Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.	Organization of ideas may be evident, but is largely ineffective, and response is generally unclear.	Organization of ideas is generally clear and effective, and the meaning is generally clear.	Ideas or points of discussion are logically arranged, and their meaning is clearly communicated	
Support + Development The relevance, depth, and specificity of supporting information.	Generalizations and assertions not supported or severely underdeveloped; the presentation of details is confused.	Generalizations and assertions only partially supported; response may contain irrelevant, insufficient, or imprecise details.	Generalizations and assertions are adequately supported, although perhaps unevenly.	Generalizations and assertions are well supported with relevant, specific, and detailed development.	
Usage The extent to which the writing shows care and precision in word choice.	Word choice and usage are largely imprecise, and there are severe distracting errors.	Word choice and usage are generally imprecise and distracting.	Word choice and usage are adequate; some errors exist but do not impede meaning.	Choice of words is precise; usage is careful and accurate.	

Structure + Conventions The extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, capitalization)	The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.	The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modifications.	The writer's response may have errors in paragraphing, sentence, structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse reader.	The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.	
Appropriateness The extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose	The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.	The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.	The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or incompletely addressed), but language and style are appropriate for given audience and purpose.	The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.	

Division of Undergraduate Studies, College of Education
Program: Child Development B. A.-Early Development, Care and Education Concentration

Background and Context:

The Child Development (CHDV) B.A. program and faculty have transitioned this year from being housed in their own department to a program housed in the new Undergraduate Studies Division of the College of Education. The program mission is to improve the quality of life for children and families by (a) advancing knowledge in child development, (b) preparing students for a variety of professional and academic careers through high-quality instruction, and (c) developing community advocates engaged in the many applied settings in the discipline. The CHDV B.A. program is comprised of 49-50 lower and upper division units. Students have a choice of five career-focused concentrations that share a common set of foundation and core classes. Students also complete 15 units of major electives related to their concentration. The concentration in **Early Development Care and Education (EDCE)** is intended for students pursuing a career in the early education field working with children from birth through early school age.

AY 2012-13 was a year of restructuring for the entire College of Education that has required a greater dedication of faculty time to College-level transition related tasks over normal program-related tasks such as program development and assessment. It has also resulted in significantly less program-level time to accomplish program-level work. The decrease in tenure track faculty in the program along with the continued substantial growth in student enrollment has also stretched faculty ability to maintain programmatic work. With the completion of this challenging restructuring and the hopefully successful hire of a new tenure track faculty in fall 2013, we expect that next year we will be able to return more time and attention to program matters.

1.a. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals? If so, what are those changes? 1.b. How did you implement those changes? 1.c. How do you know if these changes have achieved the desired results?

YES: The CHDV faculty are engaged in the early stages of significant changes in program assessment, and we expect this work to carry through much of the 2013-14 year. These changes are based on: a) feedback from last year's IPP reports, b) the OAPA feedback report, c) information learned in the OAPA assessment workshops this year, and d) the CHDV faculty's own evaluation of needs for change in our assessment plan and practices. The changes implemented or under development in AY 2012-13 include:

- **Changes in collection of Assessment Data –** since our assessment work this spring has focused on revising the Program Goals, we limited 2012-13 data collection to Goals 5 and 6 (goals related to writing competence) in spring 2013 semester.

- **Change in collection of Data for Goal 9 (field experience)** – in the current plan, Goal 9 data was collected through student surveys in the CHDV194 Cooperative Learning classes. In spring of 2012, we became aware of issues of inconsistency across the sections of the CHDV 132 Fieldwork class, another class which addresses Goal 9. With our lowered numbers of tenure track faculty we are seeing an increased dependency on lecturer faculty to deliver our courses. This has created a growing problem of inconsistency in our core classes. To better understand whether this course was addressing this program goal and to promote consistency, we conducted an exploratory data collection in late spring 2012 for this goal in the CHDV 132 classes. This data was analyzed during AY 2012-13 and is reported in #6 below.

- **Revising Program Goals** – the current CHDV assessment plan includes 10 Program Goals all of which apply to all five concentrations (see Appendix A). Feedback from the 2012 OAPA and IPP reports noted that these goals did not have clear learning outcomes. Also, it was suggested that 10 goals was perhaps too many for a sustainable assessment plan. The CHDV faculty are in agreement with these suggestions. Over the last several years of assessment cycles, it has proven difficult to assess even half of the 10 goals, rendering the remaining 5 un-assessed goals essentially meaningless. In recent work reviewing the goals we have also identified some overlap among the 10 current goals as well as some important omissions. We have also studied materials and templates from other programs presented in the OAPA workshops. The result of this work thus far is the development of a new working matrix for the CHDV Program Goals (see Appendix B). We believe this new matrix is a better reflection of the mission of the program, and will allow us to more easily create learning outcomes for the goals and plan a multi-year time line for our assessment plan. Please note that **this matrix is a beginning draft** and will need to be finalized and approved in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix

B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Connecting CHDV Program Goals to CSUS Baccalaureate Learning Goals** – this connection is now made explicit in the new CHDV Program Goals Matrix (Appendix B).

- **Creating specific Program goals for each concentration –** We are in process of creating specific learning goals for each concentration; these are indicated in the new Program Goals Matrix (Appendix B). Goals 1 through 6 apply to all concentrations; new Goal 8 is specific to the EDCE concentration.

We would note that re-visioning program goals and outcomes is a thoughtful process which we have just embarked on late this spring semester, consequently we expect that the new matrix will not be completed and in place until the end of fall 2013. Since the revised CHDV Program Goals and Outcomes Matrix is an in-process document, the new goals have not been implemented yet.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning? 2.a and 2b. If so, what are those changes? And how did you implement those changes?

Yes: We have implemented several changes in AY 2012-13 which are related to last year's assessment efforts:

- **Advising** – Feedback in the IPP reports indicated concerns with how student advising is handled among faculty. In fall 2012, the faculty changed assignment of students from a more opened process to one in which students are assigned to a specific faculty advisor. This has more evenly spread advising duties among faculty. Students are still free to meet with any advisor during open office hours but having a specific advisor will hopefully encourage students to form more long term advising relationships with faculty advisors.

- **Codes in CMS for concentrations** – In collecting data for the spring 2013 IPP reports, we discovered confusion in CMS records with respect to students' concentration designations or codes. The CHDV undergraduate coordinator worked with staff in the Registrar's Office to correct this so that CMS codes accurately reflect the current concentrations in the CHDV B.A. This is necessary to tracking enrollment accurately.

- **CHDV 132 changes** - In spring of 2012, issues of inconsistency arose across the multiple sections of the CHDV 132 Fieldwork class. This fieldwork class pulls together many of the

program goals across all the concentrations. Previously, we had been collecting data related to Goal 9 (field experiences) in a different course (CHDV 194). To better understand whether the CHDV 132 course was addressing this program goal and to promote consistency, in spring of 2012 we conducted an open ended survey of students in all sections (3) of CHDV 132. This data was analyzed in fall of 2012 and is reported below. After reviewing the data analysis we created a faculty work group which included the CHDV 132 instructors. The work group developed a new set of guidelines for course practices that were distributed to all faculty teaching the course and implemented in spring of 2013.

- **Electives for Concentrations** – feedback in the 2013 IPP and OAPA reports suggested that we needed to more clearly define the five concentrations in the CHDV B.A. Besides beginning work on individual goals for the concentrations (see Appendix B), we have approved a revised list of elective courses for the concentrations. This list indicates suggested electives specific for each concentration.

Other important changes related to the restructuring of the College of Education have had impact on the areas of advising, co-curriculum, budgeting and planning:

- CHDV has transitioned from a department in the COE to a program in the Undergraduate Studies Division. This means we no longer have our own budget, our own dedicated staff, or our own chair. Since we now have to attend monthly College and Division meetings, our time for working in program meetings has been cut in half.
- The change in structure has created a transitional state in terms of staff support for the program, which now shares three staff members with three other programs. In addition, staff shortages in the College have impacted the Undergraduate Studies program areas, and therefore support for these additional assessment efforts has not been readily available. We expect to be fully staffed in this area by Fall 2013.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

We have collected assessment data related to Program Goals 5, 6 and 9 this academic year.

- Goal 5: Develop discipline-based written communication skills.

- Goal 6: Analyze and critique written materials related to child development using tools and processes fundamental to proficient college writing.

- Goal 9: Participate in field experiences mediated using theory, concepts, and research validated using established discipline based tools and processes.

4. What method(s)/measure(s) have you used to collect the data?

- **Goal 5 Discipline-based written communication skills**:
    - Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) -both 4-unit, senior-level courses
    - Instructors conducted an assessment of discipline-based writing and style in an analytical writing assignment.
    - A random sample of 15 student writing assignments from each section were scored using a 3-point scaled rubric that assesses organization, writing style, mechanics and format rules (see Appendix C)

- **Goal 6 Tools and processes of proficient college writing:**
    - Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) - both 4-unit, senior-level courses
    - Instructors conducted an assessment of writing competence in an analytical writing assignment
    - A random sample of 15 student writing assignments from each section were scored using a 4-point scaled rubric that assesses rhetorical force, organization, support and development, usage, structure and conventions, and appropriateness (see Appendix D)
    - Instructors used the same student writing assignments to assess both Goals 5 and 6

- **Goal 9 Research-mediated field experiences using discipline based tools:**
    - Students in three sections of CHDV 132 (Fieldwork in Child Development) – a 3-unit, senior level course in late spring of 2012
    - Students submitted anonymous written responses to the following four open ended prompts:
        - How would you rate or describe the quality of the textbooks used in this course?
        - How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?
        - Identify the benefits you gained from completing this course.
        - Identify any suggestions you have for improving this course.

5. What are the criteria and/or standards of performance for the program learning outcome?

- **Goal 5: Develop discipline-based written communication skills.**
    - o For this goal, we are using a rubric with 4 categories rated on a 3-point scale (1=weak, no evidence, 2=adequate evidence; 3=strong evidence) (labeled Attachment C).
    - o Performance Standard: Aggregate Mean score of 2 for each of the 4 categories and an aggregate mean overall score of 8. This would constitute a performance standard of "adequate."

- **Goal 6: Tools and processes fundamental to proficient college writing.**
    - o For this goal we are using a rubric with 6 categories rated on a 4-point scale (1=fail, 2=marginal fail; 3=marginal pass; 4=pass) (labeled Attachment B).
    - o Performance Standard: Aggregate Mean score of 3 for each of the 6 categories and an aggregate mean overall score of 18. This would constitute a performance standard of "marginal pass."

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?
a. In what areas are students doing well and achieving the expectations?
b. In what areas do students need improvement?

- **Goal 5: Develop discipline-based written communication skills.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 5 - Discipline Specific Writing Rubric Scores				
Organization	Writing Style	Mechanics	Format Rules	Total
2.68	2.62	2.45	2.55	10.30

For Goal 5, all of the mean scores for the four categories were above the 2.0 performance standard of "adequate." The total score of 10.30 is also above the overall performance standard of 8. These data indicate that students' writing in these upper division level courses is generally at an adequate level in terms of their discipline specific writing skills. In all categories, student scores ranged from a low of 1 to a high of 3. No student scored a 4 in any category. The

category which included the most scores of 1 (8 out of the 45) was format rules. This suggests that formatting is a writing topic that needs greater attention.

Examination of the data also indicated that there were seven students (12% of the sample) who received a low score of 1 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

In summary, Goal 5 data indicate that overall, students are performing at or above an adequate level in the area of discipline specific writing. The category of format rules, where the low score of 1 occurred most frequently, is an area that may need additional attention in the curriculum. In addition, student score patterns can be used to identify particular students who can be referred for additional support with their writing.

- **Goal 6: Tools and processes fundamental to proficient college writing.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 6 - Writing Competence Rubric Scores						
Rhetorical Force	Organization	Support & Development	Usage	Structure & Conventions	Appropriate -ness	Total
3.25	3.52	3.13	3.40	3.27	3.33	19.85

For Goal 6, all of the mean scores for the six categories were above the 3.0 performance standard of "minimal pass." The mean total score of 19.85 is also above the overall performance standard of 18. Only 2% of the category scores (n=7) were a 1 (fail). An additional 14% of the category scores (n=50) were a 2 (marginal fail). The three categories which received the most fail or minimal fail ratings were: structure and conventions, support and development and appropriateness. Overall, however, the number of scores at the "1" or "2" level was low.

Examination of the data also indicated that there were four students who received scores of 1 or 2 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

- **Goal 9: Apply theory, concepts and research in mediated field experiences.**

As noted above, data for Goal 9 in previous years has been collected in CHDV 194 through use of a student-completed Likert survey. In spring of 2012, we became aware of inconsistencies in the CHDV 132 Fieldwork class, and decided to do some exploratory data collection in this

course. Students in all three sections of the course provided written responses to the four open ended questions listed under Q4 above.

- Question 1: How would you rate or describe the quality of the textbooks used in this course?

CHDV 132 is a field experience course that touches on several of our program goals, most notably Goal 9. It is a course where students build upon the content and theoretical knowledge they have gained in other program courses and apply that learning in a real world context. To support these connections, students work with three texts which overview theories in the discipline and help students to integrate theory and practice in their field placements. For Question 1, there were 57 total responses about the three texts, 47 of which were generally positive. There were five negative responses, and five instances of no response.

Category of Response	# of Responses	Percent
gained knowledge of theories	13	22.8
gained knowledge about teaching	10	17.5
course materials were easy to understand	8	14.0
able to apply knowledge to real life setting	8	14.0
information too simple or redundant	5	8.8
reflected on myself as an educator	4	7.0
good references for my future career	3	5.2
exposed me to diversity	1	1.8
no response/other	5	8.8
Total	57	

Over 60% of the responses indicated that the course text materials had contributed to students' understanding of the theories in the discipline, apply those theories in an applied context, extend their knowledge of teaching and reflect on their own philosophy and practice. Since a few students (n=5) described the text materials as redundant or simplistic, we recommended that CHDV 132 instructors review current text selections to insure that readings in the course are not repetitive and extend beyond material already covered in other CHDV course materials.

- Question 2: How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?

One of the purposes of the CHDV 132 class is to expose students to a variety of community settings that represent the many career options in the field of Child Development. In the spring 2012 sections, students were placed in preschool or elementary school classrooms, afterschool

programs, and social service agencies such as the Sacramento Food Bank and the Center for Fathers and Families. Question 2 asked students to reflect on their experiences in completing four key assignments in the class: a) their work in the field placement; b) reflective writing journals; c) educational philosophy paper; and d) action research project.

- Field experience – there 35 comments about the field placement experience, 32 of which were positive. Nineteen of these comments (59%) noted how the field placement provided students with real life experiences working with children and families. Another five comments (20%) confirmed that the experience allowed students to explore career options in the profession. There were only 3 negative comments about this assignment, mostly related to issues in scheduling placement hours.
- Reflective writing assignments – there were 14 total comments about this assignment, half of which (n=8) noted that the reflective journals allowed students to examine their own beliefs as educators and make connections between program/course concepts and real life settings.
- Educational philosophy – there were 14 total comments about this paper, 8 of which focused on how the philosophy paper helped students examine their own beliefs as educators and better define their own philosophy.
- Action research project – this project is designed to help students become more knowledgeable about civic engagement and community resources, and also to broaden their understanding of career options. There were 14 comments to this prompt, 5 of which noted how the assignment increased students' understanding of community agencies and resources. There were also several comments to this question noting how the assignment expanded students' awareness of career opportunities in the field.

- Question 3: Please identify the benefits you gained from completing this course.

Students reported many benefits from their field experience class, the majority of which focused on their interactions with the staff, children and families at their site. Respondents described site staff as welcoming, supportive and appreciative of their participation. Several students were surprised by how eager site professionals were to make them feel a part of the program. From these comments it appears students are gaining a "real life" understanding of the community organizations in which they are placed, as well as an opportunity for development under the guidance of a community professional.

A number of students (15%) made specific comments about how their field experience helped them to explore career interests and make informed decisions about their career directions, which is another goal of the fieldwork course.

Category of Response	# of Responses	Percent
working with site staff	12	37.5
experience with children and families	6	18.8
exposure to career opportunities	5	15.6
flexibility and convenience of placement	4	12.5
connecting site work to CHDV theories	2	6.3
other	3	9.4
Total	32	

- Question 4: Please identify any suggestions you have for improving this course.

Most students did not respond to or did not have specific suggestions for improvement for this question. Four students reported concerns about class assignments, including assignments being redundant to those already completed in other courses, or the number of assignments on top of the field work hours and commitments. A few other comments (n=4) focused on logistics of the placement, such as being able to contact their site earlier in the semester, completing necessary background checks and better communication between the CHDV instructors and the sites.

- Goal 9 Summary:

Although this exploratory survey was not specifically intended to address Goal 9, it is clear that students' experiences in the CHDV 132 class are meeting the intent of this goal. A strong majority of students are being provided opportunities to apply their theoretical and conceptual knowledge in real life settings, explore a variety of career options, and reflect on their identities and beliefs as professionals. In addition, they are building awareness of community needs and resources, and participating as civic partners in their placements. Some divergences of expectations with respect to readings, placement hours, and assignments were noted between the three sections of the course. In response, the CHDV faculty developed and implemented in spring 2013 a clear statement of course expectations for the CHDV 132 course which is to be followed by all instructors.

This exercise helped us to recognize that CHDV 132 is an ideal course for assessing a number of CHDV program goals. Since it is a course which is required for all concentrations, it also provides a venue to examine concentration-specific goals, for example, ability to apply curriculum to preschool and elementary settings in the pre-teaching and early education concentrations. In addition, because this course builds on concepts acquired in previous courses and connects those to real life applications, many different program goals are touched upon here. Our intent is to make program assessment in CHDV 132 a priority in AY 2012-13 and expand on the exploratory survey we completed last year (see # 7 and 8 below).

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?
a. If so, what changes do you anticipate?
b. How do you plan to implement those changes?
c. How do you know if these changes will achieve the desired results?

- **Collection of Data for Goal 9 (field experience)** – in the current plan, Goal 9 data has been collected through student surveys in the CHDV194 Cooperative Learning classes. As noted above, in spring 2012 we switched data collection for this goal to the CHDV 132 Field Work in CHDV course because of concerns about class consistency. The results reported in #6 above have led us to recognize the untapped potential in the CHDV 132 class for assessing a range of our program goals and outcomes. In AY 2012-13, we intend to: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. This survey may also allow us to address some concentration-specific goals, something we have heretofore not be able to do.

- **Revise Program Goals and Outcomes**– In program work sessions in spring 2013 we have begun development of a new working matrix for the CHDV Program Goals and Learning Outcomes (see Appendix B). We believe this new matrix will better capture the mission of the program and allow us to more easily create learning outcomes for the goals, and to plan for a multi-year time line for our assessment plan. As noted, **this matrix is a beginning draft** and will need to be finalized and approved in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Creating specific Program goals for each concentration –** Once the new program goals are finalized, we can continue with creating specific learning goals for each concentration; initial drafts of these are indicated in the new Program Goals Matrix (Appendix B).

- **Develop assessment methods for new learning outcomes** – since our revised plan will include new or revised learning outcomes, we will need to revise assessment methods for these outcomes, including the time line for assessing specific outcomes in specific courses.

- **Future goals and thoughts –** the high number of students in our programs, the decreasing number of tenure track faculty available to do teaching and program work, and the addition of new faculty responsibilities in the new COE Branch structure are taxing the resources that we have to address program/curriculum assessment. As we have thoughtfully struggled with these issues during a year of major COE transition, we have set a few "future" goals which we hope will make our assessment work more systemic and sustainable:
    - Develop a faculty assessment handbook to insure that all faculty are informed about assessment plans and timelines
    - Designate a CHDV assessment subcommittee whose primary purpose is to shepherd and manage assessment work on an ongoing basis.

8. Which program learning outcome(s) do you plan to assess next year? How?

- **CHDV 132** – Although we do not have a capstone course or assignment in the CHDV program, as noted above, the CHDV 132 Fieldwork course provides a capstone-like opportunity to examine multiple goals across concentrations, and to collect data for goals individualized for each concentration. In AY 2013-14, we will: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. Under the proposed new CHDV Program Goals Matrix (see Appendix B), this survey would potentially address learning outcomes related to Goal 3 Professional Development and Ethical Behaviors; Goal 4: Foundational Knowledge in the Discipline; Goal 5: Theory and Research in the Discipline; Goal 6: Personal and Social Responsibility; and Goals 7 and 8 Curriculum and Practices in Early Education and Elementary School Settings.

- **Goal 2: Apply Processes of the Discipline – quantitative methods:** - in examining our past Program Goals this spring, we recognized the absence of a specific learning outcome related to quantitative methods, or: "understanding the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings. This learning outcome has been added under Goal 2 Processes of the Discipline in the new Goals Matrix (Appendix B). Since this is a new learning outcome, but a critical one

for our discipline, we will design an appropriate method of assessment in fall of 2013 and administer this assessment during AY 2012-13.

- **Program Exit Data** – We recognize the need for further collection of exit point data from external constituents such as alumni and employers as well as from program graduates. An additional goal for next year would be to develop and administer exit instruments by end of the academic year.

Appendix A
Child Development Program Learning Goals 2012-2013

*These goals currently apply to all concentrations and minors.

1. Students will learn research and theory to increase their knowledge of growth and development in the following areas:
    a. Major milestones of development from infancy to adulthood
    b. Acquisition and use of language in monolingual, bilingual, and English learner settings
    c. Biological influences on development
    d. Social influences on development
    e. Individual variation
    f. Major social issues confronting children and their families

2. Students will apply theory and research to describe, analyze, and reflect upon children's and parents' cultural practices and experiences in both formal (e.g. schools, daycare) and informal (e.g. family, social) contexts.

3. Students will employ techniques of observation and assessment using a variety of methods.

4. Students will develop and maintain positive attitudes towards diversity (i.e., cultural, ethnic, gender, social, disability, linguistic).

5. Students will develop discipline-based written communication skills.

6. Students will analyze and critique written materials related to child development using tools and processes widely recognized as fundamental to proficient college-level writing.

7. Students will demonstrate practices and understandings of professional ethics and responsibility in both academic and applied child development contexts.

8. Students will use technology for purposes of augmenting discipline-based knowledge and inquiry.

9. Students will participate in varied field experiences that are mediated using theory, concepts, and published research that has been validated using established discipline based tools and processes.

10. Students will participate in a learning community that facilitates collaboration with peers and faculty.

Appendix B – Draft Matrix of Revised CHDV Program Goals

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
1, 3	**Goal 1: Ability to Communicate in the Discipline**	Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format (old Goals 5 and 6)
1, 3		Demonstrate competency in the use of information technology for the purposes of augmenting discipline-based knowledge and inquiry, including use of technology tools in the analysis, application and critical evaluation of information (old Goal 8).
1, 3	**Goal 2: Apply Processes of the Discipline**	demonstrate the ability to use qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings (old Goal 3).
3		Apply critical thinking to the examination of research, theory and issues in the discipline
1, 3		Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.
4	**Goal 3: Professional Development and Ethical Behaviors**	Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic and applied settings (old goal 7)
4		Identify and explore professional, career and educational opportunities in the field of human development
4, 5		Apply understandings of developmental concepts, theory and research through engagement in mediated field experiences (old Goal 9)
1, 2	**Goal 4: Foundational Knowledge in the Discipline**	Demonstrate knowledge of the processes and major milestones of physical, cognitive, social and emotional development from infancy to adulthood (old Goal 1)
2		Understand the processes and milestones of language acquisition and use in monolingual, bilingual, and English learners (part of old Goal 1)

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
2	**(Goal 4 Knowledge cont'd)**	Identify individual variations in development as well as the biological and social influences that lead to such variation (old goal 1)
2		Demonstrate understanding of cross cultural factors that influence children's development
1, 2	**Goal 5: Theory and Research in the Discipline**	Demonstrate understanding of the major theoretical perspectives in the field
3, 5		Apply understanding of discipline-based knowledge, theory and research to analyze and reflect on children's experiences in a variety of contexts (old Goal 2)
4	**Goal 6: Personal and Social Responsibility**	Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings (old goal 4).
3, 4		Apply the skills of teamwork, creative thinking, collaboration and problem solving in engagement with a learning community of peers and faculty (old Goal 10)
4		Demonstrate knowledge and experience of civic and community resources and issues through engagement in community-based learning
1, 5	**Goal 7: Elementary School Curriculum (Integrated Precredential; Elementary Precredential)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in elementary school settings
1, 5	**Goal 8: Early Education Curriculum (Early Development, Care, Education)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in early education/preschool settings
	Goal 9: Community Based Careers (Social and Community)	Demonstrate knowledge of community-based and social service-oreinted professional, career and educational opportunities in the field of human development through engagement in community-based learning
	Goal 10: Other Discipline-Related Careers (Individualized)	Demonstrate knowledge of other professional, career and educational opportunities in the field of human development (nursing, law, medicine, etc.) through engagement in community-based learning

Appendix C – Goal 5 (old plan) Discipline Specific Writing Rubric

Characteristic	1 – Weak or No Evidence	2-Adequate Evidence	3-Strong Evidence	Score
Organization Headings Layout Header Page numbers	Student applies no or few of the basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	In most cases, student applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	Student consistently applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	
Writing Style Orderly presentation Clear + concise Appropriate voice Avoiding bias	Student adheres to no or few of the APA writing style guidelines, including orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	In most cases, student adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	Student consistently adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	
Mechanics Spelling Grammar	Student demonstrates minimal grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows no evidence of adherence to APA guidelines where these differ from	Student demonstrates adequate grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows evidence of adherence to APA guidelines where these differ from the	Student demonstrates strong grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows consistent evidence of adherence to APA	

Punctuation	the standard	standard	guidelines where these differ from the standard	
Format Rules In-text Citations References Quotations	Student adheres to none or few of the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	In most cases, student adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	Student consistently adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	

Appendix D – Goal 6 (old plan) Writing Competence Rubric

Characteristic	1 – Fail	2 – Marginal Fail	3-Marginal Pass	4-Pass	Score
Rhetorical Force The clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and quality of the reasoning.	The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.	The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.	The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.	The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.	
Organization The clarity of the writing and the logical sequence of the writer's ideas.	Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.	Organization of ideas may be evident, but is largely ineffective, and response is generally unclear.	Organization of ideas is generally clear and effective, and the meaning is generally clear.	Ideas or points of discussion are logically arranged, and their meaning is clearly communicated	
Support + Development The relevance, depth, and specificity of supporting information.	Generalizations and assertions not supported or severely underdeveloped; the presentation of details is confused.	Generalizations and assertions only partially supported; response may contain irrelevant, insufficient, or imprecise details.	Generalizations and assertions are adequately supported, although perhaps unevenly.	Generalizations and assertions are well supported with relevant, specific, and detailed development.	
Usage The extent to which the writing shows care and precision in word choice.	Word choice and usage are largely imprecise, and there are severe distracting errors.	Word choice and usage are generally imprecise and distracting.	Word choice and usage are adequate; some errors exist but do not impede meaning.	Choice of words is precise; usage is careful and accurate.	

| Structure + Conventions

The extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, capitalization)	The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.	The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modifications.	The writer's response may have errors in paragraphing, sentence, structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse reader.	The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.	
Appropriateness

The extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose | The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose. | The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose. | The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or incompletely addressed), but language and style are appropriate for given audience and purpose. | The response completely addresses the topic and uses language and style appropriate for the given audience and purpose. | |

Division of Undergraduate Studies, College of Education
Program: Child Development B. A.-Individualized Concentration

Background and Context:

The Child Development (CHDV) B.A. program and faculty have transitioned this year from being housed in their own department to a program housed in the new Undergraduate Studies Division of the College of Education. The program mission is to improve the quality of life for children and families by (a) advancing knowledge in child development, (b) preparing students for a variety of professional and academic careers through high-quality instruction, and (c) developing community advocates engaged in the many applied settings in the discipline. The CHDV B.A. program is comprised of 49-50 lower and upper division units. Students have a choice of five career-focused concentrations that share a common set of foundation and core classes. Students also complete 15 units of major electives related to their concentration. The **Individualized** concentration is intended for students pursuing a range of careers not addressed in the other concentrations, including for example, nursing, health care fields or family law.

AY 2012-13 was a year of restructuring for the entire College of Education that has required a greater dedication of faculty time to College-level transition related tasks over normal program-related tasks such as program development and assessment. It has also resulted in significantly less program-level time to accomplish program-level work. The decrease in tenure track faculty in the program along with the continued substantial growth in student enrollment has also stretched faculty ability to maintain programmatic work. With the completion of this challenging restructuring and the hopefully successful hire of a new tenure track faculty in fall 2013, we expect that next year we will be able to return more time and attention to program matters.

1.a. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals? If so, what are those changes? 1.b. How did you implement those changes? 1.c. How do you know if these changes have achieved the desired results?

 YES: The CHDV faculty are engaged in the early stages of significant changes in program assessment, and we expect this work to carry through much of the 2013-14 year. These changes are based on: a) feedback from last year's IPP reports, b) the OAPA feedback report, c) information learned in the OAPA assessment workshops this year, and d) the CHDV faculty's

own evaluation of needs for change in our assessment plan and practices. The changes implemented or under development in AY 2012-13 include:

- **Changes in collection of Assessment Data –** since our assessment work this spring has focused on revising the Program Goals, we limited 2012-13 data collection to Goals 5 and 6 (goals related to writing competence) in spring 2013 semester.

- **Change in collection of Data for Goal 9 (field experience)** – in the current plan, Goal 9 data was collected through student surveys in the CHDV194 Cooperative Learning classes. In spring of 2012, we became aware of issues of inconsistency across the sections of the CHDV 132 Fieldwork class, another class which addresses Goal 9. With our lowered numbers of tenure track faculty we are seeing an increased dependency on lecturer faculty to deliver our courses. This has created a growing problem of inconsistency in our core classes. To better understand whether this course was addressing this program goal and to promote consistency, we conducted an exploratory data collection in late spring 2012 for this goal in the CHDV 132 classes. This data was analyzed during AY 2012-13 and is reported in #6 below.

- **Revising Program Goals** – the current CHDV assessment plan includes 10 Program Goals all of which apply to all five concentrations (see Appendix A). Feedback from the 2012 OAPA and IPP reports noted that these goals did not have clear learning outcomes. Also, it was suggested that 10 goals was perhaps too many for a sustainable assessment plan. The CHDV faculty are in agreement with these suggestions. Over the last several years of assessment cycles, it has proven difficult to assess even half of the 10 goals, rendering the remaining 5 un-assessed goals essentially meaningless. In recent work reviewing the goals we have also identified some overlap among the 10 current goals as well as some important omissions. We have also studied materials and templates from other programs presented in the OAPA workshops.   The result of this work thus far is the development of a new working matrix for the CHDV Program Goals (see Appendix B).   We believe this new matrix is a better reflection of the mission of the program, and will allow us to more easily create learning outcomes for the goals and plan a multi-year time line for our assessment plan. Please note that **this matrix is a beginning draft** and will need to be finalized and approved in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Connecting CHDV Program Goals to CSUS Baccalaureate Learning Goals** – this connection is now made explicit in the new CHDV Program Goals Matrix (Appendix B).

- **Creating specific Program goals for each concentration –** We are in process of creating specific learning goals for each concentration; these are indicated in the new Program Goals Matrix (Appendix B). Goals 1 through 6 apply to all concentrations; new Goal 10 is specific to the Individualized concentration.

We would like to note that re-visioning program goals and outcomes is a thoughtful process which we have just embarked on late this spring semester, consequently we expect that the new matrix will not be completed and in place until the end of fall 2013. Since the revised CHDV Program Goals and Outcomes Matrix is an in-process document, the new goals have not been implemented yet.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning? 2.a and 2b. If so, what are those changes? And how did you implement those changes?

Yes: We have implemented several changes in AY 2012-13 which are related to last year's assessment efforts:

- **Advising** – Feedback in the IPP reports indicated concerns with how student advising is handled among faculty. In fall 2012, the faculty changed assignment of students from a more opened process to one in which students are assigned to a specific faculty advisor. This has more evenly spread advising duties among faculty. Students are still free to meet with any advisor during open office hours but having a specific advisor will hopefully encourage students to form more long term advising relationships with faculty advisors.

- **Codes in CMS for concentrations** – In collecting data for the spring 2013 IPP reports, we discovered confusion in CMS records with respect to students' concentration designations or codes. The CHDV undergraduate coordinator worked with staff in the Registrar's Office to correct this so that CMS codes accurately reflect the current concentrations in the CHDV B.A. This is necessary to tracking enrollment accurately.

- **CHDV 132 changes** - In spring of 2012, issues of inconsistency arose across the multiple sections of the CHDV 132 Fieldwork class. This fieldwork class pulls together many of the program goals across all the concentrations. Previously, we had been collecting data related to Goal 9 (field experiences) in a different course (CHDV 194). To better understand whether the CHDV 132 course was addressing this program goal and to promote consistency,

in spring of 2012 we conducted an open ended survey of students in all sections (3) of CHDV 132. This data was analyzed in fall of 2012 and is reported below. After reviewing the data analysis we created a faculty work group which included the CHDV 132 instructors. The work group developed a new set of guidelines for course practices that were distributed to all faculty teaching the course and implemented in spring of 2013.

- **Electives for Concentrations** – feedback in the 2013 IPP and OAPA reports suggested that we needed to more clearly define the five concentrations in the CHDV B.A. Besides beginning work on individual goals for the concentrations (see Appendix B), we have approved a revised list of elective courses for the concentrations. This list indicates suggested electives specific for each concentration.

Other important changes related to the restructuring of the College of Education have had impact on the areas of advising, co-curriculum, budgeting and planning:

- CHDV has transitioned from a department in the COE to a program in the Undergraduate Studies Division. This means we no longer have our own budget, our own dedicated staff, or our own chair. Since we now have to attend monthly College and Division meetings, our time for working in program meetings has been cut in half.
- The change in structure has created a transitional state in terms of staff support for the program, which now shares three staff members with three other programs. In addition, staff shortages in the College have impacted the Undergraduate Studies program areas, and therefore support for these additional assessment efforts has not been readily available. We expect to be fully staffed in this area by Fall 2013.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

We have collected assessment data related to Program Goals 5, 6 and 9 this academic year.

- Goal 5: Develop discipline-based written communication skills.

- Goal 6: Analyze and critique written materials related to child development using tools and processes fundamental to proficient college writing.

- Goal 9: Participate in field experiences mediated using theory, concepts, and research validated using established discipline based tools and processes.

4. What method(s)/measure(s) have you used to collect the data?

- **Goal 5 Discipline-based written communication skills**:
  - o Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) -- both 4-unit, senior level courses
  - o Instructors conducted an assessment of discipline-based writing and style in an analytical writing assignment.
  - o A random sample of 15 student writing assignments from each section were scored using a 3-point scaled rubric that assesses organization, writing style, mechanics and format rules (see Appendix C)

- **Goal 6 Tools and processes of proficient college writing:**
  - o Data was collected in spring 2013 for all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) -- both 4-unit, senior level courses
  - o Instructors conducted an assessment of writing competence in an analytical writing assignment
  - o A random sample of 15 student writing assignments from each section were scored using a 4-point scaled rubric that assesses rhetorical force, organization, support and development, usage, structure and conventions, and appropriateness (see Appendix D)
  - o Instructors used the same student writing assignments to assess both Goals 5 and 6

- **Goal 9 Research-mediated field experiences using discipline based tools:**
  - o Students in three sections of CHDV 132 (a 3-unit, senior-level course) in late spring of 2012
  - o Students submitted anonymous written responses to the following four open ended prompts:
    - ▪ How would you rate or describe the quality of the textbooks used in this course?
    - ▪ How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?
    - ▪ Identify the benefits you gained from completing this course.
    - ▪ Identify any suggestions you have for improving this course.

5. What are the criteria and/or standards of performance for the program learning outcome?

- **Goal 5: Develop discipline-based written communication skills.**

- o For this goal, we are using a rubric with 4 categories rated on a 3-point scale (1=weak, no evidence, 2=adequate evidence; 3=strong evidence) (labeled Attachment C).
  - o Performance Standard: Aggregate Mean score of 2 for each of the 4 categories and an aggregate mean overall score of 8. This would constitute a performance standard of "adequate."

- **Goal 6: Tools and processes fundamental to proficient college writing.**
  - o For this goal we are using a rubric with 6 categories rated on a 4-point scale (1=fail, 2=marginal fail; 3=marginal pass; 4=pass) (labeled Attachment B).
  - o Performance Standard: Aggregate Mean score of 3 for each of the 6 categories and an aggregate mean overall score of 18. This would constitute a performance standard of "marginal pass."

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?
a. In what areas are students doing well and achieving the expectations?
b. In what areas do students need improvement?

- **Goal 5: Develop discipline-based written communication skills.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 5 - Discipline Specific Writing Rubric Scores				
Organization	Writing Style	Mechanics	Format Rules	Total
2.68	2.62	2.45	2.55	10.30

For Goal 5, all of the mean scores for the four categories were above the 2.0 performance standard of "adequate." The total score of 10.30 is also above the overall performance standard of 8. These data indicate that students' writing in these upper division level courses is generally at an adequate level in terms of their discipline specific writing skills. In all categories, student scores ranged from a low of 1 to a high of 3. No student scored a 4 in any category. The category which included the most scores of 1 (8 out of the 45) was format rules. This suggests that formatting is a writing topic that needs greater attention.

Examination of the data also indicated that there were seven students (12% of the sample) who received a low score of 1 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

In summary, Goal 5 data indicate that overall, students are performing at or above an adequate level in the area of discipline specific writing. The category of format rules, where the low score of 1 occurred most frequently, is an area that may need additional attention in the curriculum. In addition, student score patterns can be used to identify particular students who can be referred for additional support with their writing.

- **Goal 6: Tools and processes fundamental to proficient college writing.**

There were a total of 60 student assignments from sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development) assessed for this goal. The following table summarizes the data collected.

Goal 6 - Writing Competence Rubric Scores						
Rhetorical Force	Organization	Support & Development	Usage	Structure & Conventions	Appropriate -ness	Total
3.25	3.52	3.13	3.40	3.27	3.33	19.85

For Goal 6, all of the mean scores for the six categories were above the 3.0 performance standard of "minimal pass." The mean total score of 19.85 is also above the overall performance standard of 18. Only 2% of the category scores (n=7) were a 1 (fail). An additional 14% of the category scores (n=50) were a 2 (marginal fail). The three categories which received the most fail or minimal fail ratings were: structure and conventions, support and development and appropriateness. Overall, however, the number of scores at the "1" or "2" level was low.

Examination of the data also indicated that there were four students who received scores of 1 or 2 in more than one category. The instructors might use this information to refer these students to the campus writing center for additional support with their writing skills.

- **Goal 9: Apply theory, concepts and research in mediated field experiences.**

As noted above, data for Goal 9 in previous years has been collected in CHDV 194 through use of a student-completed Likert survey. In spring of 2012, we became aware of inconsistencies in the CHDV 132 Fieldwork class, and decided to do some exploratory data collection in this course. Students in all three sections of the course provided written responses to the four open ended questions listed under Q4 above.

- Question 1: How would you rate or describe the quality of the textbooks used in this course?

CHDV 132 is a field experience course that touches on several of our program goals, most notably Goal 9. It is a course where students build upon the content and theoretical knowledge they have gained in other program courses and apply that learning in a real world context. To support these connections, students work with three texts which overview theories in the discipline and help students to integrate theory and practice in their field placements. For Question 1, there were 57 total responses about the three texts, 47 of which were generally positive. There were five negative responses, and five instances of no response.

Category of Response	# of Responses	Percent
gained knowledge of theories	13	22.8
gained knowledge about teaching	10	17.5
course materials were easy to understand	8	14.0
able to apply knowledge to real life setting	8	14.0
information too simple or redundant	5	8.8
reflected on myself as an educator	4	7.0
good references for my future career	3	5.2
exposed me to diversity	1	1.8
no response/other	5	8.8
Total	57	

Over 60% of the responses indicated that the course text materials had contributed to students' understanding of the theories in the discipline, apply those theories in an applied context, extend their knowledge of teaching and reflect on their own philosophy and practice. Since a few students (n=5) described the text materials as redundant or simplistic, we recommended that CHDV 132 instructors review current text selections to insure that readings in the course are not repetitive and extend beyond material already covered in other CHDV course materials.

- Question 2: How would you describe the quality of the assignments you completed in this course, including your fieldwork and service learning?

One of the purposes of the CHDV 132 class is to expose students to a variety of community settings that represent the many career options in the field of Child Development. In the spring 2012 sections, students were placed in preschool or elementary school classrooms, afterschool programs, and social service agencies such as the Sacramento Food Bank and the Center for Fathers and Families. Question 2 asked students to reflect on their experiences in completing

four key assignments in the class: a) their work in the field placement; b) reflective writing journals; c) educational philosophy paper; and d) action research project.

- Field experience – there 35 comments about the field placement experience, 32 of which were positive. Nineteen of these comments (59%) noted how the field placement provided students with real life experiences working with children and families. Another five comments (20%) confirmed that the experience allowed students to explore career options in the profession. There were only 3 negative comments about this assignment, mostly related to issues in scheduling placement hours.
- Reflective writing assignments – there were 14 total comments about this assignment, half of which (n=8) noted that the reflective journals allowed students to examine their own beliefs as educators and make connections between program/course concepts and real life settings.
- Educational philosophy – there were 14 total comments about this paper, 8 of which focused on how the philosophy paper helped students examine their own beliefs as educators and better define their own philosophy.
- Action research project – this project is designed to help students become more knowledgeable about civic engagement and community resources, and also to broaden their understanding of career options. There were 14 comments to this prompt, 5 of which noted how the assignment increased students' understanding of community agencies and resources. There were also several comments to this question noting how the assignment expanded students' awareness of career opportunities in the field.

- Question 3: Please identify the benefits you gained from completing this course.

Students reported many benefits from their field experience class, the majority of which focused on their interactions with the staff, children and families at their site. Respondents described site staff as welcoming, supportive and appreciative of their participation. Several students were surprised by how eager site professionals were to make them feel a part of the program. From these comments it appears students are gaining a "real life" understanding of the community organizations in which they are placed, as well as an opportunity for development under the guidance of a community professional.

A number of students (15%) made specific comments about how their field experience helped them to explore career interests and make informed decisions about their career directions, which is another goal of the fieldwork course.

Category of Response	# of Responses	Percent
working with site staff	12	37.5
experience with children and families	6	18.8
exposure to career opportunities	5	15.6
flexibility and convenience of placement	4	12.5
connecting site work to CHDV theories	2	6.3
other	3	9.4
Total	32	

- Question 4: Please identify any suggestions you have for improving this course.

Most students did not respond to or did not have specific suggestions for improvement for this question. Four students reported concerns about class assignments, including assignments being redundant to those already completed in other courses, or the number of assignments on top of the field work hours and commitments. A few other comments (n=4) focused on logistics of the placement, such as being able to contact their site earlier in the semester, completing necessary background checks and better communication between the CHDV instructors and the sites.

- Goal 9 Summary:

Although this exploratory survey was not specifically intended to address Goal 9, it is clear that students' experiences in the CHDV 132 class are meeting the intent of this goal. A strong majority of students are being provided opportunities to apply their theoretical and conceptual knowledge in real life settings, explore a variety of career options, and reflect on their identities and beliefs as professionals. In addition, they are building awareness of community needs and resources, and participating as civic partners in their placements. Some divergences of expectations with respect to readings, placement hours, and assignments were noted between the three sections of the course. In response, the CHDV faculty developed and implemented in spring 2013 a clear statement of course expectations for the CHDV 132 course which is to be followed by all instructors.

This exercise helped us to recognize that CHDV 132 is an ideal course for assessing a number of CHDV program goals. Since it is a course which is required for all concentrations, it also provides a venue to examine concentration-specific goals, for example, ability to apply curriculum to preschool and elementary settings in the pre-teaching and early education concentrations. In addition, because this course builds on concepts acquired in previous courses and connects those to real life applications, many different program goals are touched upon here.

Our intent is to make program assessment in CHDV 132 a priority in AY 2012-13 and expand on the exploratory survey we completed last year (see # 7 and 8 below).

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?
a. If so, what changes do you anticipate?
b. How do you plan to implement those changes?
c. How do you know if these changes will achieve the desired results?

- **Collection of Data for Goal 9 (field experience)** – in the current plan, Goal 9 data has been collected through student surveys in the CHDV194 Cooperative Learning classes. As noted above, in spring 2012 we switched data collection for this goal to the CHDV 132 Field Work in CHDV course because of concerns about class consistency. The results reported in #6 above have led us to recognize the untapped potential in the CHDV 132 class for assessing a range of our program goals and outcomes. In AY 2012-13, we intend to: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. This survey may also allow us to address some concentration-specific goals, something we have heretofore not be able to do.

- **Revise Program Goals and Outcomes**– In program work sessions in spring 2013 we have begun development of a new working matrix for the CHDV Program Goals and Learning Outcomes (see Appendix B). We believe this new matrix will better capture the mission of the program and allow us to more easily create learning outcomes for the goals, and to plan for a multi-year time line for our assessment plan. As noted, **this matrix is a beginning draft** and will need to be finalized and approved in fall 2013.

- **Connecting program goals to learning outcomes** – development of the new CHDV Goals matrix will include development of learning outcomes for the new Program Goals (Appendix B). Since we are still finalizing the new Program Goals, work on creating aligned learning outcomes will continue in fall 2013.

- **Creating specific Program goals for each concentration –** Once the new program goals are finalized, we can continue with creating specific learning goals for each concentration; initial drafts of these are indicated in the new Program Goals Matrix (Appendix B).

- **Develop assessment methods for new learning outcomes** – since our revised plan will include new or revised learning outcomes, we will need to revise assessment methods for these outcomes, including the time line for assessing specific outcomes in specific courses.

- **Future goals and thoughts –** the high number of students in our programs, the decreasing number of tenure track faculty available to do teaching and program work, and the addition of new faculty responsibilities in the new COE Branch structure are taxing the resources that we have to address program/curriculum assessment. As we have thoughtfully struggled with these issues during a year of major COE transition, we have set a few "future" goals which we hope will make our assessment work more systemic and sustainable:
    - Develop a faculty assessment handbook to insure that all faculty are informed about assessment plans and timelines
    - Designate a CHDV assessment subcommittee whose primary purpose is to shepherd and manage assessment work on an ongoing basis.

8. Which program learning outcome(s) do you plan to assess next year? How?

- **CHDV 132** – Although we do not have a capstone course or assignment in the CHDV program, as noted above, the CHDV 132 Fieldwork course provides a capstone-like opportunity to examine multiple goals across concentrations, and to collect data for goals individualized for each concentration. In AY 2013-14, we will: a) develop a more extensive student survey for use in the CHDV 132 course, one which touches on the several program goals and outcomes addressed in this course; and b) administer the new survey in fall and spring sections of CHDV 132. Under the proposed new CHDV Program Goals Matrix (see Appendix B), this survey would potentially address learning outcomes related to Goal 3 Professional Development and Ethical Behaviors; Goal 4: Foundational Knowledge in the Discipline; Goal 5: Theory and Research in the Discipline; Goal 6: Personal and Social Responsibility; and Goals 7 and 8 Curriculum and Practices in Early Education and Elementary School Settings.

- **Goal 2: Apply Processes of the Discipline – quantitative methods:** - in examining our past Program Goals this spring, we recognized the absence of a specific learning outcome related to quantitative methods, or: "understanding the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings. This learning outcome has been added under Goal 2 Processes of the Discipline in the new Goals Matrix (Appendix B). Since this is a new learning outcome, but a critical one for our discipline, we will design an appropriate method of assessment in fall of 2013 and administer this assessment during AY 2012-13.

- **Program Exit Data** – We recognize the need for further collection of exit point data from external constituents such as alumni and employers as well as from program graduates. An additional goal for next year would be to develop and administer exit instruments by end of the academic year.

Appendix A
Child Development Program Learning Goals 2012-2013

*These goals currently apply to all concentrations and minors.

1. Students will learn research and theory to increase their knowledge of growth and development in the following areas:
    a. Major milestones of development from infancy to adulthood
    b. Acquisition and use of language in monolingual, bilingual, and English learner settings
    c. Biological influences on development
    d. Social influences on development
    e. Individual variation
    f. Major social issues confronting children and their families

2. Students will apply theory and research to describe, analyze, and reflect upon children's and parents' cultural practices and experiences in both formal (e.g. schools, daycare) and informal (e.g. family, social) contexts.

3. Students will employ techniques of observation and assessment using a variety of methods.

4. Students will develop and maintain positive attitudes towards diversity (i.e., cultural, ethnic, gender, social, disability, linguistic).

5. Students will develop discipline-based written communication skills.

6. Students will analyze and critique written materials related to child development using tools and processes widely recognized as fundamental to proficient college-level writing.

7. Students will demonstrate practices and understandings of professional ethics and responsibility in both academic and applied child development contexts.

8. Students will use technology for purposes of augmenting discipline-based knowledge and inquiry.

9. Students will participate in varied field experiences that are mediated using theory, concepts, and published research that has been validated using established discipline based tools and processes.

10. Students will participate in a learning community that facilitates collaboration with peers and faculty.

Appendix B – Draft Matrix of Revised CHDV Program Goals

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
1, 3	**Goal 1: Ability to Communicate in the Discipline**	Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format (old Goals 5 and 6)
1, 3		Demonstrate competency in the use of information technology for the purposes of augmenting discipline-based knowledge and inquiry, including use of technology tools in the analysis, application and critical evaluation of information (old Goal 8).
1, 3	**Goal 2: Apply Processes of the Discipline**	demonstrate the ability to use qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings (old Goal 3).
3		Apply critical thinking to the examination of research, theory and issues in the discipline
1, 3		Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.
4	**Goal 3: Professional Development and Ethical Behaviors**	Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic and applied settings (old goal 7)
4		Identify and explore professional, career and educational opportunities in the field of human development
4, 5		Apply understandings of developmental concepts, theory and research through engagement in mediated field experiences (old Goal 9)
1, 2	**Goal 4: Foundational Knowledge in the Discipline**	Demonstrate knowledge of the processes and major milestones of physical, cognitive, social and emotional development from infancy to adulthood (old Goal 1)
2		Understand the processes and milestones of language acquisition and use in monolingual, bilingual, and English learners (part of old Goal 1)

CSUS Baccalaureate Learning Goals	Program Goals	Learning Outcome
2	**(Goal 4 Knowledge cont'd)**	Identify individual variations in development as well as the biological and social influences that lead to such variation (old goal 1)
2		Demonstrate understanding of cross cultural factors that influence children's development
1, 2	**Goal 5: Theory and Research in the Discipline**	Demonstrate understanding of the major theoretical perspectives in the field
3, 5		Apply understanding of discipline-based knowledge, theory and research to analyze and reflect on children's experiences in a variety of contexts (old Goal 2)
4	**Goal 6: Personal and Social Responsibility**	Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings (old goal 4).
3, 4		Apply the skills of teamwork, creative thinking, collaboration and problem solving in engagement with a learning community of peers and faculty (old Goal 10)
4		Demonstrate knowledge and experience of civic and community resources and issues through engagement in community-based learning
1, 5	**Goal 7: Elementary School Curriculum (Integrated Precredential; Elementary Precredential)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in elementary school settings
1, 5	**Goal 8: Early Education Curriculum (Early Development, Care, Education)**	Demonstrate ability to develop curriculum, methods and learning experiences for children in early education/preschool settings
	Goal 9: Community Based Careers (Social and Community)	Demonstrate knowledge of community-based and social service-oreinted professional, career and educational opportunities in the field of human development through engagement in community-based learning
	Goal 10: Other Discipline-Related Careers (Individualized)	Demonstrate knowledge of other professional, career and educational opportunities in the field of human development (nursing, law, medicine, etc.) through engagement in community-based learning

Appendix C – Goal 5 (old plan) Discipline Specific Writing Rubric

Characteristic	1 – Weak or No Evidence	2-Adequate Evidence	3-Strong Evidence	Score
Organization Headings Layout Header Page numbers	Student applies no or few of the basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	In most cases, student applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	Student consistently applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats	
Writing Style Orderly presentation Clear + concise Appropriate voice Avoiding bias	Student adheres to no or few of the APA writing style guidelines, including orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	In most cases, student adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	Student consistently adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals	
Mechanics Spelling Grammar Punctuation	Student demonstrates minimal grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows no evidence of adherence to APA guidelines where these differ from the standard	Student demonstrates adequate grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows evidence of adherence to APA guidelines where these differ from the standard	Student demonstrates strong grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows consistent evidence of adherence to APA guidelines where these differ from the standard	

| *Format Rules*

In-text Citations

References

Quotations | Student adheres to none or few of the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations. | In most cases, student adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations. | Student consistently adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations. | |

Appendix D – Goal 6 (old plan) Writing Competence Rubric

Characteristic	1 – Fail	2 – Marginal Fail	3-Marginal Pass	4-Pass	Score
Rhetorical Force The clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and quality of the reasoning.	The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.	The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.	The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.	The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.	
Organization The clarity of the writing and the logical sequence of the writer's ideas.	Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.	Organization of ideas may be evident, but is largely ineffective, and response is generally unclear.	Organization of ideas is generally clear and effective, and the meaning is generally clear.	Ideas or points of discussion are logically arranged, and their meaning is clearly communicated	
Support + Development The relevance, depth, and specificity of supporting information.	Generalizations and assertions not supported or severely underdeveloped; the presentation of details is confused.	Generalizations and assertions only partially supported; response may contain irrelevant, insufficient, or imprecise details.	Generalizations and assertions are adequately supported, although perhaps unevenly.	Generalizations and assertions are well supported with relevant, specific, and detailed development.	
Usage The extent to which the writing shows care and precision in word choice.	Word choice and usage are largely imprecise, and there are severe distracting errors.	Word choice and usage are generally imprecise and distracting.	Word choice and usage are adequate; some errors exist but do not impede meaning.	Choice of words is precise; usage is careful and accurate.	

Structure + Conventions The extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, capitalization)	The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.	The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modifications.	The writer's response may have errors in paragraphing, sentence, structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse reader.	The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.	
Appropriateness The extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose	The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.	The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.	The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or incompletely addressed), but language and style are appropriate for given audience and purpose.	The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.	

Division of Undergraduate Studies, College of Education
Deaf Studies Program

1.   As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

The last assessment effort included evaluation of final grades for ASL 1, 2, 3, and 4 courses. This year we shifted our focus onto the Deaf Studies coursework examining cultural competencies. In addition, based on individual faculty student evaluations, certain measures were put into place to improve the implementation of those specific courses.

As a result of comments on our exit survey as well as our desire to submit ASL 1 & 2 for meeting GE Area C requirements, we focused our energy on beginning to evaluate consistencies between different ASL courses and progression through our American Sign Language Skills courses. We offer 5 semesters of ASL. Consistently on our annual exit survey for the previous 2 years, students have commented on how important ASL skills are as part of their experience in our program.

We did a comparative study of all of the ASL 1 syllabi currently in use within our program and discovered a common range of assessment strategies used, however the weighting of these assessments for determining final grades for the semester was quite variable. We also began the process of mapping out a plan for transitioning our Bachelor's degree to a more substantial more comparable with a hybrid between a Spanish Language major and an Ethnic Studies major. This entails both more advanced ASL skills and an improved range of course offerings that would meet our student's desire for more variety of coursework and our own desire for a broader and more rigorous program.

Curriculum Map: Link Each ASL/DEAF Studies course to Program Learning Outcomes

Note: "I" stands for "Introduced", "D" for "Developed" and "M" for "Mastered"

Classes \ Outcomes	1. Demonstrate the ability to communicate in American Sign Language (ASL) with Deaf people.	2. identify major features of and issues in the Deaf Community and Deaf Culture.	3. Demonstrate an understanding of the impact of power, privilege, and oppression on the Deaf Community that result in Deaf people's experience of prejudice, discrimination, and inequity	4. Demonstrate an understanding of how the study of Deaf Studies enables individuals to make informed judgments that strengthen the Deaf Community.	5. Demonstrate an appreciation of the contributions of Deaf people to the arts and humanities.	6. Describe and explain how communication between Hearing people and Deaf people is important to society.	7. Analyze critically how a Deaf person's socio-cultural history affects one's sense of self and relationship to others.	8. Reflect critically on one's abilities to interact with Deaf individuals socially, and professionally, and evaluate the level of integration achieved.
DEAF 51 (ASL sem 1)	I	I						
DEAF 52 (ASL sem 2)	I	I						
DEAF 53 (ASL sem 3)	D	I						
DEAF 56 (ASL fingerspelling & numbers)	D							
DEAF 57 (ASL classifiers)	D							
DEAF 60 (Intro Deaf Studies)		I	I	I	I	I		
DEAF 154 (ASL sem 4)		I						
DEAF 155 (ASL sem 5)	D/M	I						
DEAF 161 (History)		D		D	D		D	
DEAF 162 (Community & Culture)		D	D	D	D	D	D	I
DEAF 163 (Literature)	D	D	D	D			D	
DEAF 164 (Linguistiics)	D	D			D, M	D	D	
DEAF 165 (Seminar)	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic
DEAF 166 (Service Learning as Community Allies)	D, M	M	D, M	D, M	D, M	M	D, M	D, M

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

   a. **If so, what are those changes?**
   b. **How did you implement those changes?**
   c. **How do you know if these changes have achieved the desired results?**

As part of the new Undergraduate Studies Branch of the College of Education and a relatively new Bachelor's degree, we have been able to take advantage of the experience of our Child Development Program colleagues experience in running an undergraduate degree program.   Below is a numbered list of changes we have made both as part of new collaborations and our own initiatives.

1. We revised and updated our Summer transfer orientation materials to facilitate students as they enter the program and plan for their graduation. This was implemented Summer 2013 with the use of new handouts modeled on Child Development materials. Students found the mapping of their coursework useful during the sessions.   Informal feedback during advising sessions indicated that students felt more prepared and had better knowledge of the appropriate sequencing of courses and planning for completion of the program.

2. We changed the unit cap on transfer units from 12 to 16 units for the major and from 9 to 13 units for the minor in order to facilitate ease of transfer into the program. Many of our transfer students come in with ASL language skills already completing 16 units from community colleges. Informal feedback from advisors indicates that this saves students challenges that they had in the past trying to find additional coursework or merely repeating an ASL course that they did not need to repeat in order to get units.

3. We implemented a practice of holding open seats for transfer students in our GE Area D course "Intro to Deaf Studies" during Summer orientation, as well as designating one section of the course for majors so that our majors can progress easily to higher level courses. This is still an area that may need refinement as we plan. In the fall of 2012, we were not able to implement this policy and our transfer students were not able to get the courses that they needed because our introductory

course was already full with non-majors taking the course as a GE area D requirement. In the Spring of 2013 we set aside one section as a priority for majors, but was not adequate in facilitating students in getting their coursework, but it also increased the work load negotiating with professors, the admin assistant and students. Further refinement will be investigated, and data on enrollment and graduation patterns will be collected for the two previous years to establish a baseline.

4. Remarketing and branding ourselves by using the new subject code "DEAF" instead of EDS. As a result of the restructuring in the College of Education we undertook a re-numbering of our coursework with a new subject code DEAF to more readily market ourselves to students and brand our program as Deaf Studies rather than Special Education. This process is still in progress, and some courses are listed with DEAF and some with EDS, but all should be in place by Fall 2013 or at least by registration for Spring 2014. We expect it give our courses greater visibility in the catalog and schedule of classes, and distinguish our program from the Special Education Department in which it was previously housed.

5. Reevaluating our learning outcomes for the program in conjunction with the baccalaureate learning outcomes. This past year was one of transition, as well as proposed Faculty Senate legislation that would have fundamentally changed our program. Therefore, much of our collective energies were focused on these two tasks. The process of re-evaluating our learning outcomes will require more dedicated time in the next academic year. However, we were able to examine learning outcomes that were submitted in the previous WASC report and we began the process of mapping these onto our courses. However, more refinement is needed to create accessible learning outcomes for our students and to identify benchmarks and standards of achievement of those outcomes.

6. Creating a possible plan for revising and updating our curriculum and requirements for the BA in Deaf Studies. For the last two years we have been working on an actionable plan for implementing coursework revisions for our major. We need to plan this carefully as we are a relatively small major and have a small faculty. One goal is to diversify the coursework provided in the major, and to promote/support more advanced ASL skills among our students, as well as be able to deliver the program

with the faculty we currently have. We plan to implement a pre-requisite for completion of ASL 4 before beginning all Deaf Studies coursework with the exception of the Introduction of Deaf Studies course, which is open to the general student population as both recruitment for the major and satisfaction of a GE requirement.

7. Requesting additional tenure track faculty.   Our program only has 4 tenure track faculty and serves a large population of students meeting their World Language graduation requirement every semester ranging from 600-800 students. We also have a growing number of majors serving a total of over 100 in the academic year 2012/2013. In order to continue growing and not rely so heavily on part time instructors (currently responsible for 46% of the teaching load), we will need to hire additional faculty. We submitted a request to our chair and will be submitting again when another new hire becomes available.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

We focused our efforts on examining cultural competence within the overall Program Objective "Provide students with an understanding of the historical, educational, and cultural issues concerning the Deaf community."

The courses *EDS 60: Introduction to Deaf Studies* and *EDS 162: Deaf Culture and Community* focus heavily on this outcome with knowledge about Deaf identity, history, and culture as primary topics. The course, *EDS 164 American Sign Language Structure*, touches substantially on this outcome covering sociolinguistic aspects of ASL usage in regard to gender, ethnicity, geographical region and educational status. This year in the measures we evaluated for these courses, we examined how students are able to "Critically analyze how a Deaf person's socio-cultural history affects one's sense of self and relationship to others."

In addition, we collected responses for the third consecutive academic year for our Deaf Studies Majors Exit Survey. This survey examines both factors relating to what type of students we attract, as well as student feedback for the overall value of their experiences in Deaf Studies.

4. What method(s)/measure(s) have you used to collect the data?

Under the larger program objective of providing students with an understanding of the historical, educational, and cultural issues concerning the Deaf community we examined the sub-goal of "critically analyzing how a Deaf person's socio-cultural history affects one's sense of self and relationship to others." We selected particular exam questions subsumed within our coursework ranging from our introductory course, _EDS/DEAF 60 Introduction to Deaf Studies_ to more advanced courses: _EDS/DEAF 162 Deaf Community and Culture_ and _EDS/DEAF 164 American Sign Language Structure_.

For each exam question, we utilized rubrics, and examined statistical data to assess how well students achieved the goals of the learning outcomes.

In addition to this exam based data we conducted an online _exit survey_ regarding the program for students completing the coursework for their BA in Deaf Studies. A total of 60 individuals have submitted responses for the survey including: 17 students from the Spring of 2013, 30 from Spring 2012 and 13 from Spring 2011. Nearly 75% of all of our majors are transfer students and 25% are native students. About 47% of our students decide that they want to become Deaf Studies majors within their first two semesters of taking their initial ASL classes. The next 25% of our students decide after taking their third semester of ASL. While the remaining 20% decide after taking 4 or 5 semesters of ASL. Only about 8% (5 students) decided to become Deaf Studies majors before taking any ASL classes. This supports our assertion that Deaf Studies is a discovery major, and that taking language classes is frequently the pathway to the major. Students need to take at least 1-2 semesters of ASL, if not more, before they determine whether or not to commit to Deaf Studies as a major.

The remainder of our survey is qualitative and poses questions designed to elicit information about what motivates our students to become majors, general feedback about the strengths and weakness about the program and what improvements they would like to see as well as their post-graduation plans.

5. What are the criteria and/or standards of performance for the program learning outcome?

For *EDS/DEAF 60 Introduction to Deaf Studies* the following exam question was examined:

"How does colonialism appear to the Deaf Community? Who is enforcing colonialism? Describe the past and how colonialism can change the future - make sure to include decolonialism. Hint: saying that decolonialism is the opposite of colonialism is not good enough."

For *EDS/DEAF 162 Deaf Community and Culture* the following exam question was examined:

"There are some within (and without) the Deaf community who feel the Deaf culture is not inclusive. Discussing from the standpoint of groups within the Deaf community such as orally-raised, mainstreamed, and those with cochlear implants, as well as Deaf culture as a whole, discuss whether this is true or not. Discuss also whether being inclusive is necessary to the Deaf culture or not."

This question is in part intended to gauge students' understanding of the socio-cultural factors which come into play in determining whether a Deaf person may come to be considered a member of the cultural Deaf community or not. From an anthropological viewpoint, two major factors to be considered here, are: 1) understanding the role and purpose of cultural boundaries and 2) the processes of enculturation which must take place before one can become an accepted member of a culture.

The criteria used for determining satisfactory achievement of the learning outcomes were as follows:
1) For cultural boundaries, students must be able to state that these are mechanisms employed by members of the cultural group to prevent assimilation of the group both from within and from without. Students should be able to state that this "gatekeeping" process consists of informal assessments of new as well as current members according to whether the person exhibits adherence (or a desire to) the norms, values and behaviors of the culture. Students may discuss ways that the boundaries are maintained, such as informal "testing" of newcomers as well as through discourse with new and current members.

2)Enculturation processes refers to ways that newcomers are introduced to and learn the culture's norms, values and behaviors in such areas as language/modality use, collectivity, identity orientation

and educational approaches. Students should discuss how the demonstration of acceptance and integration of these areas into their daily lives and discourse serves as an indicator that the newcomer is to be "allowed further in" to the cultural community.

For EDS/DEAF 164 American Sign Language Structure, two quizzes were evaluated. One of the quizzes ("Quiz 22") covers sociolinguistics and related concepts such as regional and ethnic influences on language choices. Another quiz ("Quiz 23") covers language use as a signal of social identity, historical language change, language "as skilled work" for the purpose of social status, and register variation.

In our *exit survey*, we examined three questions from the survey and reviewed how cultural knowledge figures into student perceptions of the value of the program. The three questions that we evaluated are:
1) "What did you like most about your experience in the Deaf Studies Program? What are the strengths of the program?"
2) "What would you like to see changed or improved in the Deaf Studies Program? What are the weaknesses of the program?"
3) "What specific suggestions do you have to improve the program?"

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

EDS 60 Introduction to Deaf Studies:
Fifty-four students were enrolled in EDS 60 during Spring 2013. The following data was collected from all student responses to the exam question on the Midterm Exam for EDS 60 in Spring 2013. A tally was collected of the students' responses. Specifically, the tally ascertained whether the student was able to satisfactorily identify and explain 1) the role of cultural boundaries and 2) enculturation processes in Deaf cultural membership.

Of these students, 54 students the average score on the above mentioned midterm question was 47.68 out of 60 points (79%).

Examining the question from a more qualitative perspective, students were less likely to understand the latter part of the question: "What is decolonialism?"

EDS 162 Deaf Community and Culture:
Thirty-one students were enrolled in EDS 162 during Spring 2013. The following data was collected from all student responses to the exam question on the Final Exam for EDS 162 in Spring 2013. A tally was collected of the students' responses. Specifically, the tally ascertained whether the student was able to satisfactorily identify and explain 1) the role of cultural boundaries and 2) enculturation processes in Deaf cultural membership.

Of these students, 22 students (70%) were able to identify and explain the role of cultural boundaries (two students received partial credit for this aspect of the question). In regards to the role of enculturation processes, 18 of the 31 students (58%) were able to sufficiently respond to this question (6 students received partial credit for this question).

It is fairly clear that most students do understand the role of cultural boundaries within Deaf culture. However, although it has been covered in class and touched upon in several different ways throughout the semester, most students do not appear to have made the connection between enculturation processes and gaining membership into the cultural Deaf community.

In a qualitative analysis of student responses, it became clear that there were a number of students who did not appear to understand the meaning of "inclusive" – some responses indicated they took it to mean the same as "exclusive", while others responded correctly to the question, yet used the term incorrectly. To illustrate, an acceptable answer is as follows:

> "As we have learned in this class, there is a difference between those in the Deaf community and those who have Deaf culture. Although one may involved in the Deaf community, it does not automatically mean that they are culturally Deaf. For one to be culturally Deaf, they need to share the same values, beliefs, and norms. Just as with every culture, however, Deaf culture has its own ways of maintaining boundaries to prevent outsiders from coming in and insiders from leaving. I think that this non-inclusive behavior towards some of these groups within the Deaf community is a type of boundary in which Deaf people are trying to keep out the influences of the hearing culture."

This answer clearly indicates this student understands what "inclusive" means in this context and correctly identifies the role of cultural boundaries in this discussion. In contrast, one student responded:

> "Deaf culture is the cultural norms, language, values, beliefs, humor, folklore, traditions and history that are shared by members of the Deaf community. So in that respect, I think being inclusive is necessary to Deaf culture because all of these things are what encompasses Deaf culture. Deaf traditions include stories that are passed down from generation to generation, as well as personal Deaf experiences. Deaf traditions also includes expected participation in deaf cultural events. Their language and culture are passed down in families throughout many generations and basically Deaf culture is about living it on a daily basis, not periodically as with mainstreamed children, or children who have cochlear implants or hearing aids or who may use oral methods. The Deaf community is proud of their heritage and history and living and breathing it everyday is what makes it inclusive."

Although this student verges upon the concept of enculturation processes, he failed to make it explicit, and was therefore unable to receive credit for this question, nor did he include the concept of boundary maintenance in responding to the question. Moreover, although he appears to be indicating the concept of enculturation processes in developing cultural boundaries, his use of the term "inclusive" is contradictory to the meaning of the term as used in this question and indicates that he, like some other students, did not understand the meaning of the term.

EDS/DEAF 164 American Sign Language Structure:

Twenty-seven students were enrolled in EDS 164 during Fall 2012. Of these students, 22 students took "Quiz 22" with an average score of 9.73 out of a possible score of 10. Twenty-six students took "Quiz 23" with an average score of 9.58 out of a possible score of 10.

An average of 97.3% on one quiz and 95.8% on the other indicates that the students who took the test have successfully familiarized themselves with how sociolinguistic factors such as regional, historical, and ethnic variances influence the way people use language in terms of self identification and relating to others.

Though these high results indicate students are achieving the learning outcome, it is of concern that 5 out of 27 students not take 'Quiz 22'?" The quiz was online. A perusal of the overall grade-sheet indicated that of the 25 readings quizzes given in that class some quizzes had a perfect rate of participation but it was fairly common for a few

students to miss any given quiz. It does not seem that there was anything amiss with the structure or delivery of any particular quiz. Rather it seems that a point value of "10 points" out of an overall course point total of 1,000 is enough to motivate most, *but not all* students to do their homework and take online quizzes. The online course management system (Blackboard "SacCT") may still present a bit of a hurdle for some students.

For our *exit survey*, when asked "What did you like most about your experience in the Deaf Studies Program? What are the strengths of the program?" 47% (7 of 17 students) of this year's students mentioned the cultural knowledge base that they gained through the program as a strength. 13% mention the intimacy of the program. When examining all 3 years of exit surveys, 37% mention cultural knowledge as something they value and 63% mention the intimacy of the program and access to professors. When asked "What would you like to see changed or improved in the Deaf Studies Program? What are the weaknesses of the program?" 50% (6 of the 16 students who responded to this question) mentioned ASL skills as something they want to see incorporated more across the curriculum more consistently.   Several students mentioned inconsistencies between instructors in terms of expectations and materials covered in different ASL courses. Others mentioned that many students have weaker ASL skills. Most of the recommendations include mention of desire for more incorporation of ASL skill improvements across the curriculum, whether it be in theory classes or having more consistent curriculum between skill levels from semester 1-5. Overall, American Sign Language classes provide students a pathway into the program as well as a passion to sustain their interest in the field. Students crave more opportunities to improve their skills and use the language in different contexts within the program including more advanced ASL skills courses and enfolding ASL skills into cultural theory classes.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program(e.g. structures, content, or learning outcomes)?
As a result of this year's assessment effort in relation to *EDS/DEAF 60: Introduction to Deaf Studies*, the midterm exam question may need to be broken down into separate questions and/or rephrased. In future sections of EDS/DEAF 60, attempts will be made to delve deeper into decolonialism in order for students to analyze critically the counter effects of colonialism and distinguish how this socio-cultural historical process impacts a Deaf person's sense of self.

As a result of this year's assessment effort in relation to _EDS/DEAF 162 Deaf Community and Culture,_ final exam questions have been rewritten to clarify the meaning of "inclusive". In addition, in future sections of EDS/DEAF 162, attempts will be made to stress the role of enculturation processes and encourage students to identify for themselves how Deaf people gain membership within the Deaf community.

As a result of this year's assessment effort in relation to _EDS/DEAF 164 American Sign Language Structure_, when it is observed that a student misses a quiz, the instructor will inquire of the student (or students) as to why they missed the quiz. This will help check for correctable situations that may be influencing participation rates.

As a result of this year's _exit survey_, we will continue to evaluate our ASL skills offerings and attempt to address the comments relevant to programmatic issues of consistency between ASL skills levels and between instructors. In addition we will explore novel ways of incorporating ASL skills into theoretical coursework, for example offering sessions where simultaneous ASL interpreting is not offered and students must attend to lectures on cultural theory delivered in ASL without dependence on an English translation for initial comprehension. EDS/DEAF 163 ASL Literature and EDS/DEAF 166 Experiences in the Deaf community will experiment with this form of delivery by having consecutive interpreting available, maintaining an ASL environment primarily and then offering English translation after chunks of ASL lectures have been delivered.

In all cases, with the coursework evaluated above, we plan to revisit the identified areas of weakness and determine if our adjustments have increased student achievement using the same measures. In addition we plan to continue our mapping project of linking our program and course learning outcomes to both our courswork and to the University-wide baccalaureate learning outcomes. We will continue to implement our exit survey and evaluate the qualitative data to see what shifts in student feedback occur.

8. Which program learning outcome(s) do you plan to assess next year? How?

Next year we plan to assess Learning outcomes 2) "identify major features of and issues in the Deaf Community and Deaf Culture" and 6) "Describe and explain how communication between Hearing people

and Deaf people is important to society." These two learning outcomes cut across much of our curriculum and will enable us to examine how these outcomes are developed at different levels. We plan to develop a common rubric for achievement of these outcomes and select a key assignment or exam question from several representative courses across the curriculum to evaluate. We will follow similar methods used this academic year by examining student work using the rubrics we will determine statistically and qualitatively how well our students are doing and what adjustments we wish to make.