2013-2014 ANNUAL ASSESSMENT REPORT TEMPLATE

This template intends to make our annual assessment and its reports simple, clear, and of high quality not only for this academic year but also for the years to come. Thus, it explicitly specifies some of the best assessment practices and/or expectations implied in the four WASC assessment rubrics we have used in the last few years (see the information below* that has appeared in Appendices 1, 2a, 2b, and 7 in the *Feedback for the 2011-2012 Assessment Report;* Appendix 2 in the *Feedback for the 2012-2013 Assessment Report*, and Appendices 5 to 8 in the *2013-2014 Annual Assessment Guideline)*.

We understand some of our programs/departments have not used and/or adopted these best practices this year, and that is okay. You do not need to do anything extra this year, and ALL YOU NEED TO DO is to report what you have done this academic year. However, we hope our programs will use many of these best practices in the annual assessment in the future years.

We also hope to use the information from this template to build a digital database that is simple, clear, and of high quality. If you find it necessary to modify or refine the wording or the content of some of the questions to address the specific needs of your program, please make the changes and highlight them in red. We will consider your suggestion(s). Thank you!

If you have any questions or need any help, please send an email to Dr. Amy Liu (liuqa@csus.edu), Director of University Assessment. We are looking forward to working with you.

*The four WASC rubrics refer to: 1) WASC "Rubric for Assessing the Quality of Academic Program Learning Outcomes"; 2) WASC "Rubric for Assessing the Use of Capstone Experience for Assessing Program Learning Outcomes"; 3) WASC "Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes"; and 4) WASC "Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews".

Part 1: Background Information

B1. Program name: [_Child Development_____]

B2. Report author(s): [___Susan Gomez, Undergraduate Coordinator_____]

B3. Fall 2012 enrollment: [__709___]
*Us*e the *Department Fact Book 2013* by OIR (Office of Research) to get the fall 2012 enrollment: (http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html).

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

X	1. Critical thinking (WASC 1) [*]
X	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
X	4. Oral communication (WASC 4)
X	5. Quantitative literacy (WASC 5)
X	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
X	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were **assessed in 2013-2014 but not included above:** a. knowledge of professional and career development b. c.

[*] One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

In fall 2012 the CHDV faculty developed and administered a student exit survey (See Appendix B) with students in all sections of CHDV 137 (Cognitive Development) and CHDV 138 (Social/Emotional Development). These are upper level courses that mostly include senior students. There were 38 items in the survey that addressed many of the learning outcomes in the CHDV program assessment plan (see Appendix B). The goal of the survey was to provide a broader instrument that would touch upon multiple learning outcomes rather than trying to create individual assessments for each outcome.

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

	1. Yes
X	2. No **(If no, go to Q1.4)**
	3. Don't know (**Go to Q1.4)**

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile* (DQP) [*] to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

[*] **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:
http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
http://www.learningoutcomeassessment.org/DQPNew.html.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed **in 2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for **ALL** PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for **SOME** PLOs assessed in 2013-14.
X	3. No **(If no, go to Q2.2)** **these are in progress – see attached Program Goals and PLOs Appendix A**
	4. Don't know **(Go to Q2.2)**
	5. Not Applicable **(Go to Q2.2)**

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Q2.2. Have you published the **PLO(s)/expectations/rubric(s) you assessed in 2013-2014**?

	1. Yes
X	2. No **(If no, go to Q3.1)** the new PLOs are not published as we have not completed revision of those yet – expected to be done in fall 2014

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? **[CHECK ALL THAT APPLY]**

	1. In **SOME course syllabi/assignments** in the program that claim to introduce/develop/master the PLO(s)
	2. In **ALL course syllabi/assignments** in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No **(If no, go to Part 3: Additional Information)**
	3. Don't know **(Go to Part 3)**
	4. Not Applicable **(Go to Part 3)**

Q3.2. If yes, was the data **scored/evaluated** for 2013-2014?

X	1. Yes
	2. No **(If no, go to Part 3: Additional Information)**
	3. Don't know **(Go to Part 3)**
	4. Not Applicable **(Go to Part 3)**

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

 In AY 2013-14 the CHDV program faculty accomplished program assessment work in three areas:

1) Further reduction of CHDV Undergraduate Program Goals. The fall 2013 Goals document lays out 4 broad program goals (down from 6 goals in the 2012-13draft) with 21 related Learning Outcomes (the LOs are still in draft form here) (see Appendix A).

2) Faculty developed and piloted a 38 question student exit survey (see Appendix B) which addresses many of the Program Goals and Learning Outcomes. Students rated survey items on a scale from 1 (strongly disagree) to 5 (strongly agree). This survey was administered in three sections of CHDV 137 Cognitive Development and three sections of CHDV 138 Social/Emotional Development.

3) Analysis of exit survey data took place in spring 2014 with computations of frequency and descriptive measures for the survey items. Since data reporting and analysis in the last several years has focused on program goals and outcomes related to written language competencies, information technology and field experiences, this year's analyses focused on goals and outcomes in an area where we have not previously collected any assessment data – Goal 4 Professional Development and Ethical Behaviors. We specifically chose the following two Learning Outcomes:

      4.2 Identify and explore professional, career and educational opportunities in the field of human development. (Survey questions 21, 22, 33, 34, 35 and 36).

      4.3 Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings. (Survey questions 30, 31, and 32).

The survey was administered through an online link to all students enrolled in the six target classes, which included a total enrollment of 261 students. There were 93 completed surveys returned for a return rate of 36%. The majority of these were CHDV majors with an expected date of graduation within the following year.

Major, Concentration or Minor	# of Students	Graduation Date	# of Students
CHDV - all concentrations	82	Fall 2013	21
Other Major	11	Spring 2014	49
CHDV Minor	8	Fall 2014	19
Counseling Minor	13	Other	5

The following table reports mean responses for the items related to LO's 4.2 and 4.3. The performance expectations for these two LO's was a mean score of 4 or above (4=agree) for each survey item.

	Q#	*In the CHDV program I had opportunities to apply content and theoretical knowledge in the following activities:*	Mean Response
Program Goal 4 - LO 4.2	21	career exploration	3.91
	22	career enhancement	4.00
	Q#	*The CHDV program motivated me to be active in:*	
	33	Schools	4.09
	34	non-profit organizations	4.12
	35	afterschool programs	4.02
	36	extending my education	4.23

	Q#	*The CHDV Program contributed to professional development by enhancing my:*	
Program Goal 4 - LO 4.3	30	appreciation of cultural diversity	4.63
	31	linguistic diversity	4.49
	32	Gender	4.57

For the six items related to LO 4.2, the means for student responses fall in or very near the "agree" rating of "4". This indicates the majority of students agreed that the CHDV program had afforded them opportunities for career enhancement or career development (Q's 21 and 22), and that the program had motivated them to become more active in schools, non-profit organizations or in extending their education beyond the B.A. (Q's 33-36).

For the three items related to LO 4.3, the means for student responses were in the high 4's (4=agree, 5=strongly agree). These results suggests that program experiences are helping to enhance students' understanding of cultural, linguistic and gender diversity.

The following frequency table provides a further understanding of the pattern of students' responses:

	Q#	*Question Focus*	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
Program Goal 4 - LO 4.2	21	career exploration	29	37	15	9	2	0
	22	career enhancement	29	34	20	6	1	3
	33	schools	29	43	17	3	0	1
	34	non-profit organizations	30	37	21	2	0	3
	35	afterschool programs	28	33	22	6	0	4
	36	extending my education	39	34	15	2	1	2
Program Goal 4 - LO 4.3	30	cultural diversity	61	28	2	1	0	1
	31	linguistic diversity	55	30	7	1	0	0
	32	gender	59	28	6	0	0	0

For LO 4.3 related to cultural diversity (items 30, 31, 32) there were almost no responses in the "disagree" or "strongly disagree" category, evidence which suggests the program is providing students with a strong understanding of diversity. For this LO our future goal would be to maintain current practices that promote student learning in the area of diversity.

For LO 4.2 career exploration (items 21-36), results are more mixed. While the majority of responses produced means around 4 or above (agree), the frequencies suggest that there are still many students who do not feel the program is doing an adequate job of providing opportunities for career exploration, or is not sufficiently motivating students to become active in schools or other types of programs. These results suggest the need for more career exploration opportunities in the curriculum and in related field experiences.

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: [_____LO 4.2 Career Exploration_____]

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

[NOTE: IF YOU HAVE MORE THAN ONE PLO, YOU NEED TO REPEAT THE TABLE IN Q3.4.1 UNTIL YOU INCLUDE ALL THE PLO(S) YOU ASSESSED IN 2013-2014.]

Q3.4.2. Second PLO: [_____LO 4.3 Cultural Diversity _____]

X	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs **in total** did your program **assess in the 2013-2014 academic year**? [__10__]

The survey items allowed us to assess 10 LO's related to the four main Program Goals. We chose to analyze and report on only 2 of the 10 LO's.

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO **in 2013-14**, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) [1]
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
X	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning

17. Overall competencies for GE Knowledge	
18. Overall competencies in the major/discipline	
19. Other PLO. Specify:	

Direct Measures

Q4.3. Were direct measures used to assess this PLO?

	1. Yes
X	2. No **(If no, go to Q4.4)**
	3. Don't know **(Go to Q4.4)**

Q4.3.1. Which of the following DIRECT measures were used? **[Check all that apply]**

	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) **[key assignment(s)/project(s)/portfolio(s)]** that you used to collect the data. [WORD LIMIT: 300 WORDS]

Q4.3.2.1. Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion**?**

	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? **[Select one only**]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty

	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? **[Select one only**]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

	1. Yes
	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

	1. Yes
	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

	1. Yes
	2. No
	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

We randomly selected 5 papers from each of the two core classes: Soc. 215 and Soc. 240. In Soc. 215, we had 14 students, and we had 15 students in Soc. 240.

Indirect Measures
Q4.4. Were indirect measures used to assess the PLO?

X	1. Yes
	2. No **(If no, go to Q4.5)**

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
X	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

In fall 2013 CHDV faculty developed a student survey that was designed to provide a more comprehensive and time efficient way to assess multiple program goals and learning outcomes (see Appendix B). The survey was administered for the first time in fall 2013 to all students enrolled in the three sections of CHDV 137 Cognitive Development and all students in the three sections of CHDV 138 Social/Emotional Development. These are upper level courses that students generally take in the last semester or year of their program and are thus suitable courses for such an exit-type survey. Nearly all of the students in the classes are CHDV majors or minors. The surveys were delivered to all students via an online link. The total enrollment for these six classes comprised 261 students. Of these students, 93 returned completed surveys for a response rate of 36%.

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No **(If no, go to Q4.6)**

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No **(Go to Q4.7)**
	3. Don't know **(Go to Q4.7)**

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality
Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

All CHDV majors must take both the CHDV 137 Cognitive Development and CHDV 138 Social/Emotional Development courses. Since these are upper level classes with prerequisites, students generally take them in the last semester or year of their program. As noted above 93 of 261 students completed and returned the surveys, for a 36% response rate.

Since this survey is a self-report measure it is difficult to determine reliability. Because this was a first/pilot administration the survey will be analyzed to see if there are items that need revision. We also did not collect any other data such as interviews or focus groups to follow up on the survey responses.

The survey items were constructed for content validity in the sense that survey questions were aligned with assessment plan program goals and learning outcomes.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [__1___]
NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? **[CHECK ALL THAT APPLY]**

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses			x		
2. Modifying curriculum			x		
3. Improving advising and mentoring				x	
4. Revising learning outcomes/goals		x			
5. Revising rubrics and/or expectations				x	
6. Developing/updating assessment plan		x			
7. Annual assessment reports		x			
8. Program review					x
9. Prospective student and family information				x	
10. Alumni communication				x	
11. WASC accreditation (regional accreditation)					x
12. Program accreditation					x
13. External accountability reporting requirement					x

14. Trustee/Governing Board deliberations					x
15. Strategic planning					x
16. Institutional benchmarking					x
17. Academic policy development or modification					x
18. Institutional Improvement					x
19. Resource allocation and budgeting				x	
20. New faculty hiring			x		
21. Professional development for faculty and staff				x	
22. Other Specify: changing program assessment practices X					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

- We continued revision of program goals to be more concise, revising from 10 goals in the earlier plans to 6 goals in 2012-13; then in 2013-14 we worked to consolidate these down to 4 broad program goals aligned with 21 Learning Outcomes (see Appendix A). We still need to consolidate and make more concise the 21 Learning Outcomes as we feel that is still too many to assess.
- Rather than assess individual assignments in individual courses as we have done in the past, this year we developed and piloted an exit survey that addresses multiple goals and outcomes. This was administered to students in all sections of two different classes.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

X	1. Yes
	2. No **(If no, go to Q5.3)**
	3. Don't know **(Go to Q5.3)**

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

- Examine the initial results from the fall 2013 exit survey to determine if we need to make any revisions to the survey items themselves. For example, there are not survey items related to every one of the 21 LO's.
- The program assessment plan needs further work in reducing and making more concise the current 21 LO's as we feel this is still too many.
- The LO's still need to have explicit performance expectations developed.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

	1. Yes
X	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

X	1. Critical thinking (WASC 1) [1]
X	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to **assess but not included above:** a. b. c.

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

X	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet **developed** a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009

	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
X	8. 2013-2014
	9. Have not yet **updated** the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes working on it…
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

	1. Yes
X	2. No
	3. Don't know

A5. Does the program have any capstone class?

	1. Yes
X	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [_____]

A6. Does the program have **ANY** capstone project?

	1. Yes
X	2. No
	3. Don't know

A7. Name of the academic unit: [__Child Development Program_ ____]

A8. Department in which the academic unit is located: [Undergraduate Studies – College of Education_]

A9. Department Chair's Name: [_Ana Garcia-Nevarez_____]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014:

[_1 from CHDV undergraduate and you will receive 1 from CHDV Graduate – please note the graduate CHDV program is housed in the Graduate Studies branch of the College of Education___]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
X	3. Education

	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):
A12. Number of undergraduate degree programs the academic unit has: [___1 BA]
A12.1. List all the name(s): [__Child Development_____]
A12.2. How many concentrations appear on the diploma for this undergraduate program? [__5_ ___]

- Elementary Pre-Credential
- Integrated Pre-Credential
- Early Development, Care and Education
- Social/Community
- Individualized

Master Degree Program(s):
A13. Number of Master's degree programs the academic unit has: [__ _2__]
A13.1. List all the name(s): [_____]

- Master of Arts: Child Development (Applied Settings)
- Master of Arts: Child Development (Theory and Research)

A13.2. How many concentrations appear on the diploma for this master program? [___0___]

Credential Program(s):
A14. Number of credential degree programs the academic unit has: [____**0**__]
A14.1. List all the names: [_____]

Doctorate Program(s)
A15. Number of doctorate degree programs the academic unit has: [__0_____]
A15.1. List the name(s): [_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

X	1. Yes
	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

The four main Program Goals in the CHDV assessment plan apply across all five of the concentrations in the B.A. so this CHDV Assessment report applies to all five of the concentrations in the CHDV B.A.

16.1. If yes, please specify the name of each program: _____

16.2. If yes, please specify the name of each diploma concentration: _____

- Elementary Pre-Credential
- Integrated Pre-Credential
- Early Development, Care and Education
- Social/Community
- Individualized

CSUS BLGs's	2014 Program Goals (8)	Learning Outcomes (21)	Fall 2013 Survey Q#
1, 2	**Goal 1: Foundational Knowledge in the Discipline: Content, Theory and Research**	1.1 Demonstrate knowledge of the processes and major milestones of physical, cognitive, social and emotional development from infancy to adulthood	6, 7, 11, 12
2		1.2 Understand the processes and milestones of language acquisition and use in monolingual, bilingual, and English learners	8, 13
2		1.3 Identify individual variations in development as well as the biological and social influences that lead to such variation	
2		1.4 Demonstrate understanding of cross cultural factors that influence children's development	
1, 2		1.5 Demonstrate understanding of the major theoretical perspectives in the field	
3, 5		1.6 Apply an understanding of discipline-based knowledge, theory and research to analyze and reflect upon children's experiences in a variety of contexts	18
3	**Goal 2: Application Processes**	2.1 demonstrate ability to use qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings	
3		2.2 Apply critical thinking to the examination of research, theory and issues in the discipline	10, 15, 29
4, 5		2.3 Apply understandings of developmental concepts, theory and research through engagement in mediated field experiences	16
3		2.4 Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.	9, 14

3	**Goal 3: Communication in the Discipline**	3.1 Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format	24
3	**Goal 3: Communication in the Discipline (cont'd)**	3.2 Demonstrate competency in the use of information technology for the purposes of augmenting discipline-based inquiry, including use of technology tools in the analysis, application and evaluation of information	25, 26, 27
4	**Goal 4: Professional Development and Ethical Behaviors**	4.1 Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic and applied settings	
4		4.2 Identify and explore professional, career and educational opportunities in the field of human development	21, 22, 33, 34, 35, 36
4		4.3 Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings	30, 31, 32
3, 4		4.4 Apply the skills of teamwork, creative thinking, collaboration and problem solving in engagement with a learning community of peers and faculty.	
4		4.5 Demonstrate knowledge and experience of civic and community resources and issues through engagement in community-based learning	
1, 5	**Goal 5: Elementary School Curriculum (Integrated & Elementary Precredential)**	5.1 Demonstrate ability to develop curriculum, methods and learning experiences for children in elementary school settings	
1, 5	**Goal 6: Early Education Curriculum (Early, Development, Care and Education)**	6.1 Demonstrate ability to develop curriculum, methods and learning experiences for children in early education/preschool settings	

1, 4	**Goal 7: Community Based Careers (Social and Community)**	7.1 Demonstrate knowledge of community-based and social service-oriented professional, career and educational opportunities in the field of human development through engagement in community-based learning	34
1, 4	**Goal 8: Other Discipline-Related Careers (Individualized)**	8.1 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	

1. Is Child Development your major?*
Yes
No.
Other, please specify

2. Or is Child Development your minor?*
Yes
No.
Other, please specify

3. What is your emphasis if Child Development is your major or minor?
*
EDCE
Pre-credential
Social & Community Service
Individualized
Other, please specify

4. When do you plan to graduate?*
Fall 2013
Spring 2014
Fall 2014
Other

5. What is your gender?*
Male
Female

For the following items please rank your response using the scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree:

6. I feel the Child Development Program increased my knowledge in the following content domain: Social and emotional development

7. I feel the Child Development Program increased my knowledge in the following content domain: Cognitive development

8. I feel the Child Development Program increased my knowledge in the following content domain: Language development

9. I feel the Child Development Program increased my knowledge in the following content domain: Research-reading and understanding research articles

10. I feel the Child Development Program increased my knowledge in the following content domain: Research – critically analyzing research methods and findings

11. Class assignments and activities in my Child Development courses enhanced my learning in: Social and emotional development

12. Class assignments and activities in my Child Development courses enhanced my learning in: Cognitive development

13. Class assignments and activities in my Child Development courses enhanced my learning in: Language development

14. Class assignments and activities in my Child Development courses enhanced my learning in: Research – reading and understanding research articles

15. Class assignments and activities in my Child Development courses enhanced my learning in: Research – critically analyzing research methods and findings

16. The content I learned about in the Child Development Program influenced my fieldwork experiences.

17. The content I learned about in the Child Development Program influenced my work experience with children.

18. Engagement in research methods courses structured and supported my learning of child development.

19. In the Child Development Program, I had the opportunity to apply my content and theoretical knowledge in the following activities: Conferences

20. In the Child Development Program, I had the opportunity to apply my content and theoretical knowledge in the following activities: Professor's research projects

21. In the Child Development Program, I had the opportunity to apply my content and theoretical knowledge in the following activities: Career exploration

22. In the Child Development Program, I had the opportunity to apply my content and theoretical knowledge in the following activities: Career enhancement

23. In the Child Development Program, I had the opportunity to apply my content and theoretical knowledge in the following activities: Research mentoring activities

24. The Child Development Program prepared me well for: Writing in APA style

25. The Child Development Program prepared me well for: Analyzing sources of information

26. The Child Development Program prepared me well for: Using technology to do research

27. The Child Development Program prepared me well for: Using technology to communicate

28. The Child Development Program prepared me well for: Writing literature reviews

29. The Child Development Program prepared me well for: Critically analyzing conclusions drawn in research

30. The Child Development Program contributed to my professional development by enhancing my: Appreciation of the role of cultural diversity in children's development

31. The Child Development Program contributed to my professional development by enhancing my: Appreciation of the role of linguistic diversity in children's development

32. The Child Development Program contributed to my professional development by enhancing my: Appreciation for the role of gender in children's development

33. The Child Development Program motivated me to become active in my community in: Schools

34. The Child Development Program motivated me to become active in my community in: Non-profit organizations

35. The Child Development Program motivated me to become active in my community in: After-school settings

36. My participation in the Child Development Program motivated me to extend my Education.

37. My highest education goal is:
BA.
MA.
Credential
Doctorate
Other

38. Please leave a comment: