2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | BA CHDV Individualized Assessment |

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☑ 2. Information Literacy
- ☑ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☑ 11. Civic Knowledge and Engagement
- ☐ 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, specify any assessed PLOs not included above:

a. [   ]
b. [   ]
c. [   ]

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

The CHDV programs evaluated student outcomes in two primary domains specific to our programs: Goal 3: Communication in the Discipline, which involves both writing competency and Information Literacy and Goal 5: Professional and Career Knowledge and Behaviors, which involves both Integrative and Applied Learning, as well as Overall Competencies in the Major/Discipline.

These PLOs are explicitly linked to the Sac State BLGs in the following ways:

a) Through examination of writing competency and discipline specific writing, including information literacy, we are addressing Sac State BLG 1: **Competency in the Disciplines.**
As a social science, students in Child Development are expected to be able to draw on empirical information and to present it in clear and concise language, as well as write reports that conform to the conventions of the discipline. Furthermore, these are explicitly addressing Sac State BLG 3:**Intellectual and Practical Skills,**

The program holds very high expectations of student writing as a foundational skill to carry forward, and which promotes intellectual skills development and processes of inquiry in the discipline.

b) Through examination of Integrative and Applied Learning and Overall Competencies in the Major/Discipline, we have specifically addressed the Sac State BLG of **Intellectual and Practical Skills.**

In this assessment we examined both direct measures of student performance on a key/signature assignment, as well as indirect (student survey measures) which specifically addressed the Sac State BLG of **Intellectual and Practical Skills.**

 Direct measures indicated student performance on the creation of a curriculum project that assessed students' ability to draw on theory and research to create a practical project.
Indirect measures of perceptions and experiences in our fieldwork courses, noting the components of the experience which most promoted social and community (school) engagement, as well as obstacles to the students' development. Furthermore, this process also specifically addressed Sac State BLG **Personal and Social Responsibility**

by examining students' perceptions of their own experiences in community and socially engaged settings.

Q1.2.1.
Do you have rubrics for your PLOs?

○ 1. Yes, for all PLOs

◉ 2. Yes, but for some PLOs

○ 3. No rubrics for PLOs

○ 4. N/A

○ 5. Other, specify: [   ]

Q1.3.
Are your PLOs closely aligned with the mission of the university?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

○ 1. Yes

◉ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

○ 1. Yes

○ 2. No

○ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

○ 1. Yes

◉ 2. No, but I know what the DQP is

○ 3. No, I don't know what the DQP is

○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

> Integrative and Applied Learning

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

> While the program does not have a specific standard of performance for this PLO, for some direct indicators of the PLO, based on student performance of signature assignments, we do. For other indicators of the PLO, including indirect measures of student experience, we are utilizing a more qualitative analysis of how to continually improve student opportunities to connect theory and practice in applied educational and community settings.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

○ 1. Yes

◉ 2. No

○ 3. Don't know

○ 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

> For the direct measure of student performance on a key assignment in the course CHDV 136: Developmental Experiences, Methods and Curriculum, the following standards of performance for the overall rubric are as follows: Total Score   13-14 - exceeds competency   11-12 - meets competency   10 - minimally meets competency The rubric for the assessment of this assignment is attached.
> 9 or below - fail

📎 CHDV 136 assessment rubric.docx
13.68 KB | 📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
✔	☐	✔	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
✔	☐	✔	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In 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. Other, specify: [ ]

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

[2]

Q3.2.
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Data were collected in three classes: Direct measures of student performance on a key assignment in the required course CHDV 136: Developmental Experiences, Methods and Curriculum. The primary goals of this project include:

> · **Demonstrate your understanding of developmental theory and principles relevant to your group's age/grade level**
>
> · **Focus on meaningful concepts or skills related to your unit topic**
>
> · **Identify related CA K-12 content standards or PLF Foundations**
>
> · **Identify age appropriate objectives**
>
> · **Include standards, objectives, development/content areas and procedures that align with each other**
>
> · **Incorporate appropriate learning strategies and procedures**
>
> · **Integrate more than one content or domain area if appropriate**

Student perceptions and experiences of fieldwork courses and opportunities were assessed in CHDV 35F (lower-division fieldwork) and CHDV 132 (upper-division fieldwork).

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☑ 2. Key assignments from required classes in the program

☐ 3. Key assignments from elective classes

☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify: [_____]

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

Direct measure of this PLO was measured with the signature assignment that examined the following learning outcomes:

> · **Demonstrate your understanding of developmental theory and principles relevant to your group's age/grade level**
>
> · **Focus on meaningful concepts or skills related to your unit topic**
>
> · **Identify related CA K-12 content standards or PLF Foundations**
>
> · **Identify age appropriate objectives**
>
> · **Include standards, objectives, development/content areas and procedures that align with each other**
>
> · **Incorporate appropriate learning strategies and procedures**
>
> · **Integrate more than one content or domain area if appropriate**

The assignment is attached here.

📎 **CHDV 136 Lesson Plan Guidelines.doc**
37.5 KB   📎 **No file attached**

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

● 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: [_____]   (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

approximately 5

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

three

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

○ 1. Yes

○ 2. No

◉ 3. Don't know

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

15 student papers were selected at random from all three sections of the course offered in Fall 2015.

Q3.6.1.
How did you **decide** how many samples of student work to review?

This was decided in a faculty meeting discussing assessment. Because there are 40 - 45 students per section, 15 would be approximately 30% of the students in the class.

Q3.6.2.
How many students were in the class or program?

120 students

Q3.6.3.
How many samples of student work did you evaluated?

45 student samples were used

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☑ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify:

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

The student survey examined student perceptions of their fieldwork experiences by specifically examining a) the connections between the student's career goals and aspirations and the fieldwork placement/experience; b) the student rating of the experience based on the student expectations and goals; and c) the benefits and limitations (challenges) of the fieldwork setting and experience.

📎 **CHDV Program Survey Memo Fall 2015.docx**
13.04 KB

📎 **No file attached**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

The sample size was determined simply by the response rate.

Q3.7.3.
If surveys were used, how did you **select** your sample:

All students in the major who were enrolled in the selected fieldwork courses were given the link to the student survey.

Q3.7.4.
If surveys were used, what was the response rate?

76 students returned the survey

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ○ 1. Yes
- ◉ 2. No (skip to **Q3.8.2**)
- ○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

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

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

📎 No file attached   📎 No file attached

(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

📎 Fieldwork analyses.docx
13.65 KB

📎 CHDV 136 assessment analyses.docx
15.89 KB

Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

78% of students assessed were performing at or above standards for the curriculum project, which is a direct measure of student performance on Integrative and Applied Learning in the major. In this project, students are required to integrate knowledge on theories of development and apply them into the creation of a curriculum project. However, 22% of students were performing below the minumum expectation. This year the program will be taking a look at the projects required and see if student preparation (units completed prior to enrollment) play a part in student success.

Data from the fieldwork surveys indicated that students are generally very pleased with their fieldwork experience. However, some concerns were raised that should be addressed immediately. The findings will be presented at program area meetings to discuss the concerns that students have, and to consider adjustments to how the student work is assessed, as well as increasing opportunities for students that match their stated career goals.

📎 No file attached   📎 No file attached

Q4.3.
For the selected PLO, the student performance:

○ 1. **Exceeded** expectation/standard

◉ 2. **Met** expectation/standard

○ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

○ 1. Yes

◉ 2. No

○ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

◉ 1. Yes

○ 2. No (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Based upon the feedback on the fieldwork survey, the faculty will be undertaking a detailed examination of the collaboration between fieldwork placement sites and student career goals.

The fieldwork survey will be revised to examine student perceptions, and will also include more long-range data to explore the relation between student experiences and alterations in career goals.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

○ 1. Yes

○ 2. No

◉ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	○	◉	○	○
2. Modifying curriculum	◉	○	○	○	○
3. Improving advising and mentoring	○	○	○	◉	○
4. Revising learning outcomes/goals	○	○	◉	○	○

	1	2	3	4	5
5. Revising rubrics and/or expectations	○	○	◉	○	○
6. Developing/updating assessment plan	◉	○	○	○	○
7. Annual assessment reports	○	○	○	◉	○
8. Program review	○	○	○	○	◉
9. Prospective student and family information	○	○	○	◉	○
10. Alumni communication	○	○	○	◉	○
11. WSCUC accreditation (regional accreditation)	○	○	○	○	◉
12. Program accreditation	○	○	○	○	◉
13. External accountability reporting requirement	○	○	○	○	◉
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	◉	○	○
16. Institutional benchmarking	○	○	○	○	◉
17. Academic policy development or modifications	○	○	○	○	◉
18. Institutional improvement	○	○	○	○	◉
19. Resource allocation and budgeting	○	○	○	○	◉
20. New faculty hiring	○	○	○	○	◉
21. Professional development for faculty and staff	○	◉	○	○	○
22. Recruitment of new students	○	○	○	○	◉

23. Other, specify: _____

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

The assessment data/report from 2014-15 examined student writing in the discipline as well as critical thinking. Based on the findings, significant curricular alterations have been made in the foundational research methods courses to ensure that students are given a full year of training in discipline-based writing and data analysis skills prior to moving forward into upper-division theory courses. This curricular change included moving from two separate courses (CHDV 123 and CHDV 133) to making the courses into an integrated two-semester foundational research methods experience that will ensure adequate training in the discipline.

(**Remember**: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

📎 No file attached   📎 No file attached

Q7.

What PLO(s) do you plan to assess next year? [**Check all that apply**]

☐ 1. Critical Thinking

☑ 2. Information Literacy

- ☑ 3. Written Communication
- ☑ 4. Oral Communication
- ☑ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☑ 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, specify any PLOs not included above:

a.

b.

c.

Q8. Please attach any additional files here:

| 📎 No file attached | 📎 No file attached | 📎 No file attached | 📎 No file attached |

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

CHDV 136 Assessment rubric

CHDV 136 lesson plan guidelines

CHDV Program survey memos Fall 2015

fieldwork analyses

CHDV 136 assessment analysis

CHDV curriculum map

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

BA CHDV Individualized Assessment

P1.1.
Program/Concentration Name(s): [by department]

CHDV Individualized Assessment BA

P2.
Report Author(s):

Karen Davis O'Hara

P2.1.
Department Chair/Program Director:

Karen Davis O'Hara

P2.2.
Assessment Coordinator:

Karen Davis O'Hara

P3.
Department/Division/Program of Academic Unit

Education - Undergraduate

P4.
College:

College of Education

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

936 in Fall 2014 according to Fac

P6.
Program Type:

○ 1. Undergraduate baccalaureate major

○ 2. Credential

○ 3. Master's Degree

○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

○ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

6

P7.1. List all the names:

Child Development -- Elementary Pre-Credential

Child Development -- Integrated Pre-Credential Subject Matter

Child Development -- Early Development, Care, and Education

Child Development -- Social and Community Settings

Child Development -- Individualized

ASL/ Deaf Studies

P7.2. How many concentrations appear on the diploma for this undergraduate program?

6

P8. Number of **master's degree programs** the academic unit has?

0

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

0

P9. Number of **credential programs** the academic unit has?

0

P9.1. List all the names:

[text area]

P10. Number of **doctorate degree programs** the academic unit has?

[0]

P10.1. List all the names:

[text area]

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	●	○	○	○	○	○	○
P11.1. last updated?	○	○	○	○	●	○	○

P11.3.
Please attach your latest **assessment plan**:

📎 **No file attached**

P12.
Has your program developed a **curriculum map?**

● 1. Yes

○ 2. No

○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:
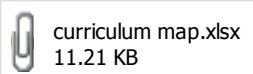
📎 curriculum map.xlsx
11.21 KB

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes

○ 2. No

● 3. Don't know

P14.
Does your program have a capstone class?

○ 1. Yes, indicate: [_____]

● 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

○ 1. Yes
◉ 2. No
○ 3. Don't know

(**Remember**: Save your progress)

Student Name, Unit Group, Grade Level	
Learning Objectives (3 pts)	- List 2-4 specific objectives describing what you want students to learn or be able to do - Be explicit in your objective statements - Objectives should be connected to the lesson purpose, standards and procedures
Standards (3 pts)	- List 2-4 standards addressed in the lesson from your unit standards set (you can copy and paste these) - Standards should address the content areas or domains included in the lesson - Standards should align with your objectives, purpose and procedures
Instructional Strategies (3 pts)	- List specific learning/teaching strategies to be used in this lesson (see chapter 3 notes) - Strategies should be selected to best achieve your objectives and your standards - Strategies should reflect your understanding of development relevant to your age/grade level
Procedures (3 pts)	- List the sequence of steps needed to complete the lesson - Be sure to include how you will introduce/start the lesson as well as how you will wrap it up - Procedures should address your standards and objectives.
Developmental Connections (2 pts)	Identify at least two ways in which your lesson plan is supportive of developmental theory/ies and principles

UNIT PROJECT - LESSON PLAN

Each student in your group will create a Lesson Plan related to your group's project topic. Lessons should:

- Demonstrate your understanding of developmental theory and principles relevant to your group's age/grade level
- Focus on meaningful concepts or skills related to your unit topic
- Identify related CA K-12 content standards or PLF Foundations
- Identify age appropriate objectives
- Include standards, objectives, development/content areas and procedures that align with each other
- Incorporate appropriate learning strategies and procedures
- Integrate more than one content or domain area if appropriate

INSTRUCTIONS:

- Each lesson should address at least one of the major concepts or topic areas in your unit summary and unit web. Group members should coordinate your lesson topics so that everyone is doing a different lesson.

- Lessons should be based upon state curriculum standards or learning foundations selected from your group's unit standards set. As appropriate to the concepts, lessons should integrate two or more of the content or developmental domains.

Language/literacy	Cognitive/Math
Cognitive/Science	Social Studies
Health/Physical Development	Arts/Music/Drama

- Instructions, a blank lesson template and lesson examples are included in the Unit Assignments folder for the Lesson Plan.

- Each student will submit the lesson plan individually through the assignment link in the Lesson Plan folder.

- The lesson plans will be graded individually using this scale: 18-20 A, 15-17 B, 12-14 C, 9-11 D, 8 or less F. This assignment is worth 10% of your overall grade.

Dear Child Development Students,

Each semester the CHDV program gathers assessment information about students' experiences in the CHDV programs. This information is used to make improvements to the program and curriculum. This semester's program assessment is focused on students' experiences in field based or service learning classes. You are receiving this message because you are enrolled in one of these classes this semester.

We are asking that you complete a brief (under 8-minute) survey that will help us to understand how the Child Development Program is supporting student achievement of program learning goals. Your participation in the survey is voluntary. Completion of the survey will indicate your consent to participate. Your responses will be kept confidential and anonymous. Data collected through the survey will be aggregated and you will not be identified by name in any written documents.

You can complete the survey by clicking on the link below and following the directions on each page. The survey includes some simple ranking items and should only take about 8 minutes or so to complete. The link will be available through December 21, 2015.

Link to Survey:

https://csus.co1.qualtrics.com/jfe1/form/SV_cSe5R7g9MntmOMZ

This survey is intended for the sole purpose of collecting information related to CHDV program assessment. **It will not in any way affect your grade in the course in which you are enrolled.** Individual course instructors will not have access to any of this program assessment data.

Please take a few minutes to share your experiences and help us improve the CHDV program for all our students!!

Thank you,

Dr. Susan Gomez
CHDV Assessment Coordinator

Course	Goal alignment	Challenges	Positive experience
CHDV 35F	Aligned with or intensified goal: 84% Not in line with or changed goal: 16%	• Difficult children behaviors • Not feeling prepared for kids • Not knowing teacher expectations • Balance fieldwork time in schedule • School site/department lack of communication	• Learning about the classroom • Hands-on experience and seeing all sides of teaching • Personal satisfaction • Learning about the classroom • Understanding children's linguistic backgrounds
CHDV 132	• Most students reported they felt either unchanged in their career goals or the experience solidified their goals • Increased awareness of other careers with a degree in child development • Not interested in low income schools	• Need more flexibility • Need more placement options/more in line with non-teaching concentrations • Not have supervisors "sign off" on reflection papers (assignments) • Concern with the amount of work for 3 units • Travelling/commuting issues	• Rewarding watching children's skills develop • Increased respect for child development careers • Very rewarding experience

Competency standards and criterion			
All Criteria except Dev. Conn.		0 = fail	
		1 - minimally meets competency	
		2 - meets competency	
		3 - exceeds competency	
Dev. Connections		0 - fail	
		1 - minimally meets competency	
		2 - meets competency	
Total Score		13-14 - exceeds competency	
		11-12 - meets competency	
		10 - minimally meets competency	
		9 or below - fail	

Average scores on criterion

Criteria	Mean Score
Learning Objectives	2.2
Standards	2.6
Teaching Strategies	2.5
Procedures	2.5
Developmental Connections	1.7
Global Score	11.5

22%	**below or minimal competency**				
78%	**met or exceeded competency**				
	0 - 9	10	11 to 12.5	13 to14	
Total Score	7	3	21	14	
(range 5 - 14)					
Percent	15%	7%	47%	31%	

Focus Area	Program Goal
Skills and Competencies	**Goal 1: Ability to communicate in the discipline (old goals 5, 6, 8)**
	Goal 2: Ability to apply the processes of the discipline (old goal 3 and new LOs)
	Goal 3: Professional and Ethical Behaviors annd Dispositions (old Goal 7).
Knowledge and Foundations	**Goal 4: Foundational knowledge and concepts in the discipline (old Goal 1)**
	Goal 5: Theory and Research in the discipline (old goal 2)

Focus Area	Program Goal
Attitudes and Dispositions	**Goal 6: Personal and Social Responsibility (old goals 4, 9, 10; this dovetails w/ CSUS Bacc. Learning Goals)**

IntPre and ElemPre concentrations

EDCE Concentration

Social/Community Individualized

Learning Outcome

Demonstrate the discipline-specific writing competencies of organization, writing style, mechanics, style and format **(Old Goal 5)**
Demonstrate proficient levels of writing skills in organization, focus, point of view, usage, structure, and conventions in the analysis and critique of discipline-related written materials (old Goal 6) *combine this with the one above???*
Demonstrate competency in the use of Information technology, including use of online database search tools, data analysis and interpretation skills, applicaton of information and evidence and critical evaluation of information sources for purposes of augmenting discipline-based knowledge and inquiry.**(old Goal 8)**.

employ techniques of qualitative methods and reasoning, observation and assessment **(old Goal 3)**.
critical thinking - tie objective to the rubric characteristics?
quantitative methods and reasoning, including students' ability to locate, understand, critique and report research findings.

 demonstrate practices and understandings of professional ethics and responsibilities in academic and applied settings
Career exploration
Understand the physical, socio-cultural, intellectual and emotional aspects of growth and development from conception to adulthood. Overlaps with 137/138 goal below??
Understand the acquisition and use of language in monolingual, bilingual, and English learners, including the development of language and its relationship to school learning, cognitive development and social development.
Understand individual variations in development, including the biological and social influences on development
Understand childrens' development from a crosscultural orientation, including cultural variables that influence child development
Cognitive, social and emotional development of children from conception through adolescence with consideration of biological and environmental influences
demonstrate understanding of the major theories and research in the field
apply CD knowledge, theory and research to describe, analyze, and reflect upon children's and parents' cultural practices and experiences in formal and informal contexts (old Goal 2)

Learning Outcome

Students will demonstrate positive attitudes and behaviors related to a personal and professional understand of diversity (i.e., cultural,ethnic, gender, social, disability, linguistic) (**old goal 4**).

Students will participate in a learning community that facilitates collaboration with peers and faculty **(old Goal 10)** *do we want to keep this one?*

Participate in varied field experiences that are mediated using theory, concepts, and research (old Goal 9) to explore developmental content and issues

Demonstrate an understanding of civic and community resources and issues through engagement in community-based learning experiences
Demonstrate understanding of theory, research, and exemplary curriculum and practices for children in elementary grades, including planning, methods, and instruction for implementing integrated curriculum in elementary school settings.
Demonstrate understanding of theory, research, and exemplary curriculum and practices for children in infant/toddler and preschool settings, including planning and methods for implementing integrated curriculum in early childhood settings.

Method of Assessment	Courses/Assignments	Performance Standard
Discipline specific writing rubric (also a VALUE rubric available)	CHDV 133, 137, 138	
Writing assessment rubrics (also a VALUE rubric available)	CHDV 30, 35, 133, 137, 138	
Information Competence Rubric or Information Competence Quiz	CHDV 133	
	CHDV 123??	
critical thinking VALUE rubric???		
quantitative analysis VALUE rubric??	CHDV 133	
evaluation surveys of fieldwork supervisors??	CHDV 35F, 132	
	CHDV 132, 194	
	CHDV 30,35	
	CHDV 137 and 138	
	CHDV 135	
	CHDV 137 and 138	

Method of Assessment	Courses/Assignments	Performance Standard
	CHDV 135, 132	
Teamwork VALUE rubric??	CHDV 136	

CHDV 35F, 132, 144, 194

CHDV 136

CHDV 136
student surveys   132, alumni
student surveys   132, alumni