

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in CHILD DEVELOPMENT

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2012-2013	SLO 1: Foundations of Child Development	Fall 2012: A 40-item multiple-choice assessment was administered (11 of the 40 items assessed this SLO in 3 classes: CHLD 250, 252, and 382). A benchmark for the multiple-choice items was set at 70%. Data was collected in CHLD 250/252, 382, and 495 in the spring semester.	Fall 2012: Students improved on 9 out of 11 items from the pretest in CHLD 250/252 to the posttest in CHLD 382. Spring 2013: Students improved on 11 out of 11 items from the pretest in CHLD 250/252 to the posttest in CHLD 495.	Faculty plan to discuss further program improvement in 2013-2014.
	SLO 2: Child and Environmental Assessment	Fall 2012 and Spring 2013: A 40 item multiple-choice assessment was administered (10 of the 40 items assessed this SLO in 3 classes: CHLD 250/252, and 382). A benchmark for the multiple-choice items was set at 70%. Data was collected in CHLD 250/252, 382, and 495 in the spring semester.	Fall 2012: Students improved on 7 out of 10 items from the pretest in CHLD 250/252 to the posttest in CHLD 382. Spring 2013: Students improved on 7 out of 10 items from the pretest in CHLD 250/252 to the posttest in CHLD 495.	The SLO was revised. Faculty plan to discuss further program improvement in 2013-2014.
	SLO 3: Developmental Context (formerly SLO 6)	Fall 2012 and Spring 2013: A 40 item multiple-choice assessment was administered (19 of the 40 items assessed this SLO in 3 classes: CHLD 250/252 and 382). A benchmark for the multiple-choice items was set at 70%. Data was collected in CHLD 250/252, 382, and 495 in the spring semester.	Fall 2012: Students improved on 14 out of 19 items from the pretest in CHLD 250/252 to the posttest in CHLD 382. Spring 2013: Students improved on 16 out of 19 items from the pretest in CHLD 250/252 to the posttest in CHLD 495.	The SLO was revised. Faculty plan to discuss further program improvement in 2013-2014.

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	SLO 4: Professionalism	Spring 2013: A 13 item rubric was developed and administered in CHLD 492. The benchmark was set at "Sometimes" on a scale of "Always," "Often," "Sometimes," and "Never."	Spring 2013: 100% of students achieved the benchmark.	The SLO was revised.
	SLO 5: Critical Thinking	Spring 2013: A) Six multiple-choice items were developed in CHLD 353 to assess knowledge of this SLO. The benchmark was set at 70%. B) A 5-item rubric was developed in CHLD 353 to assess critical thinking skills in a writing assignment. C) A 4-item rubric was developed and administered in CHLD 495 to assess senior portfolios.	Spring 2013: A) Students achieved the benchmark on 5 out of 6 multiple-choice items. Students obtained an overall score of 81% correct. B) No data was collected this semester. C) 100% of the students achieved the benchmark in CHLD 495.	The SLO was revised.
	Programs for Children and Families (formerly SLO 3)	This SLO was folded into Developmental Context and no longer exists. Faculty agreed that programs for children and families were indeed a developmental context and that attempting to separate a program from a developmental context was not possible - in essence, these two SLOs overlap.	N/A	The SLO was eliminated.
2013-2014	SLO 1: Foundations of Child Development Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.	Eleven items on a 40-item multiple choice test were used to assess knowledge of this SLO during fall and spring semesters. Assessment occurred in CHLD 252, 353, and 495.	Students met the benchmark for this SLO. The benchmark is set at 70% as assessed in CHLD 495 of their senior year. Overall performance was 69% for fall semester and 70% for spring semester.	No action was taken.
	SLO 2: Child and Environmental Assessment and Study Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.	Ten items on a 40-item multiple choice test were used to assess knowledge of this SLO during fall and spring semesters. Assessment occurred in CHLD 252, 353, and 495.	Students did not meet the benchmark for this SLO. The benchmark is set at 70% as assessed in CHLD 495 of their senior year. Overall performance was 53% for fall semester and 54% for spring semester.	One course of action that has been taken was to return CHLD 440, Assessment Issues for Children and Families to the classroom as the mode of instruction in fall 2014 (This course was put online when Melissa Groves who was teaching the class was ill). While the course was being taught online for several semesters, students did not have

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				experience with actual assessment instruments that was previously a part of the curriculum. Faculty also discussed the need for face-to-face discussions of assessment issues to enrich students' comprehension. Also, through the use of professional development funds and student learning fees (Melissa Groves and Gail Walton's efforts), new assessment instruments were purchased that can now be used in this class. In addition, this class is being taught by a tenure track faculty member, Shelley Hart, whom has expertise in assessment.
	SLO 3: Developmental Context Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children's well-being.	Nineteen items on a 40-item multiple choice test were used to assess this SLO during fall and spring semesters. Assessment occurred in CHLD 252, 353, and 495.	Students did not meet the benchmark on the multiple choice items for this SLO. The benchmark was set at 70% as assessed in CHLD 495 of their senior year. Overall performance was 56% for fall semester and 54% for spring semester.	No action was taken. Faculty plan to discuss actions that can be taken during the 2014 - 2015 AY.
	SLO 4: Professionalism Students will engage in professional behavior appropriate to the discipline in professional contexts.	A 13-item rubric of professional qualities and behavior was completed by community internship supervisors in CHLD 492 in fall and spring semesters.	100% of students scored at the benchmark "Sometimes" or above on a scale of "Always," "Often," "Sometimes," and "Never" for both fall and spring semesters. The benchmark for this rubric was set at "Sometimes" and "Average."	No action was taken.
	SLO 5: Critical Thinking Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's well-being.	Critical Thinking was assessed in 3 ways in fall and spring semester: A. Six multiple choice and fill in items of students' scientific knowledge was assessed on a midterm in CHLD 353 in fall and spring semesters. B. A 6-item rubric of critical thinking and logical and empirical reasoning was assessed in CHLD 353 in an embedded research paper assignment in fall and spring	A. A benchmark of 70% indicated success. Students achieved the benchmark of 70% on 5 out of 6 multiple choice items for fall and spring semesters. Students obtained an overall correct score of 77% in fall and 79% in spring. B. A benchmark of 2 "attempted – tried but inaccurate" indicated student success. Students achieved the benchmark of "2 Attempted – Tried but inaccurate" on 96% of all ratings in fall and 97% of all ratings in	No action was taken.

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		<p>semesters.</p> <p>C. A 4-item rubric of critical thinking skills was used to assess a critical thinking scenario in an embedded assignment in CHLD 495 in fall and spring semesters.</p>	<p>spring. The benchmark of "2" indicates a student response that is approximating but not entirely correct according to scientific standards.</p> <p>C. A benchmark of 2 "attempted –tried but inaccurate" indicated student success. 100% of the students achieved or surpassed the benchmark "2 Attempted – Tried but inaccurate" in both fall and spring semesters. Students' responses are stated in narrative and qualitative differences occur. The benchmark of "2" is a student response that is proficient but not entirely correct or is in need of further clarity according to the field of child development.</p>	
2014-2015	<p>SLO 1: Foundations of Child Development</p> <p>Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.</p>	<p>Ten items on a 30-item multiple choice test were used to assess knowledge of this SLO during fall and spring semesters. Assessment occurred in CHLD 252, 353, and 495.</p>	<p>Students met the benchmark for this SLO. The benchmark is set at 70% as assessed in CHLD 495 of their senior year. Overall performance was 69% for fall semester and 72% for spring semester.</p>	<p>No action was taken because students are meeting the benchmark.</p>
	<p>SLO 2: Child and Environmental Assessment and Study</p> <p>Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.</p>	<p>1. Ten items on a 30-item multiple choice test were used to assess knowledge of this SLO during fall and spring semesters. Assessment occurred in CHLD 252, 353, and 495. 2. A Child Assessment rubric was developed to assess "...perform qualitative and quantitative assessments of children..." portion of the SLO. The rubric was implemented in an embedded assignment in CHLD 440 in the spring semester.</p> <p>3. An Environmental Assessment rubric was developed to assess "...perform qualitative and quantitative assessments of ... their environments." The rubric was implemented in an embedded assignment in CHLD 440 in the spring semester.</p>	<p>1. Students did not meet the benchmark for this SLO. The benchmark is set at 70% as assessed in CHLD 495 of their senior year. Overall performance was 54% for fall semester and 58% for spring semester.</p> <p>2. Students met or exceeded the benchmark for this SLO. The benchmark was set at "Developing," on a scale of "Beginning, Developing, and Practiced," and 100% met the benchmark.</p> <p>3. Students met or exceeded the benchmark for this SLO. The benchmark was set at "Developing," on a scale of "Beginning, Developing, and Practiced," and 99% of student responses met or exceeded the benchmark.</p>	<p>Faculty have discussed the level of conceptual difficulty of this SLO and are considering lowering the benchmark on the 10 items on the multiple choice test. One course of action that was taken was to return CHLD 440, Assessment Issues for Children and Families to the classroom as the mode of instruction in fall 2014. CHLD 440 was previously taught online. As a result, the class is being taught by a tenured track faculty member with expertise in assessment, students have hands on access to assessment instruments, and face-to-face discussions have been resumed in the classroom.</p>

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	<p>SLO 3: Developmental Context Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.</p>	<p>1. Ten items on a 30-item multiple choice test were used to assess this SLO during fall and spring semesters. Assessment occurred in CHLD 252, 353, and 495. 2. A Developmental Context rubric was developed to assess the second part of this SLO "...will be able to analyze systems that support children’s well-being." The rubric was implemented in an embedded assignment in CHLD 495 in the spring semester.</p>	<p>1. Students did not meet the benchmark on the multiple choice items for this SLO. The benchmark was set at 70% as assessed in CHLD 495 of their senior year. Overall performance was 54% for fall semester and 60% for spring semester. 2. Students met the benchmark for this SLO. The benchmark is set at "Sometimes" on a scale of "Rarely, Sometimes, and Consistently," and 92% of student responses were at benchmark.</p>	<p>Faculty have discussed possible improvements to pedagogy, and changes have been made to CHLD 495 to make content related to this SLO more explicit.</p>
	<p>SLO 4: Professionalism Students will engage in professional behavior appropriate to the discipline in professional contexts.</p>	<p>A 13-item rubric of professional qualities and behavior was completed by community internship supervisors in CHLD 492 in fall and spring semesters.</p>	<p>100% of students scored at or exceeded the benchmark "Sometimes" or above on a scale of "Always," "Often," "Sometimes," and "Never" for both fall and spring semesters. The benchmark for this rubric was set at "Sometimes" and "Average."</p>	<p>No action was taken because students are meeting the benchmark.</p>
	<p>SLO 5: Critical Thinking Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.</p>	<p>Critical Thinking was assessed in 3 ways in fall and spring semester: 1. Eight multiple choice and fill in items of students’ scientific knowledge was assessed on a midterm in CHLD 353 in fall and spring semesters. 2. A 6-item rubric of critical thinking and logical and empirical reasoning was assessed in CHLD 353 in an embedded research paper assignment in fall and spring semesters. 3. A 4-item rubric of critical thinking skills was used to assess a critical thinking scenario in an embedded assignment in CHLD 495 in fall and spring semesters.</p>	<p>1. A benchmark of 70% indicated success. Students achieved the benchmark of 70% on 4 out of 8 multiple choice items for fall and 7 out of 8 items for spring semester. Students obtained an overall correct score of 72% in fall and 80% in spring. 2. A benchmark of 2 "attempted –tried but inaccurate" indicated student success. Students achieved the benchmark of "2 Attempted – Tried but inaccurate" on 97% of all ratings in fall and 99% of all ratings in spring. The benchmark of "2" indicates a student response that is approximating but not entirely correct according to scientific standards. 3. A benchmark of 2 "attempted –tried but inaccurate" indicated student success. 100% and 99% of the students achieved or surpassed the benchmark "2 Attempted –</p>	<p>1. No action was taken because students meet the benchmark on most items related to critical thinking in child development. Students' lower performance on 4 out of 8 items in fall semester was unusual and may be due to a variety of unknown factors. 2. No action was taken because students are meeting or exceeding the benchmark. 3. No action was taken because students are meeting or exceeding the benchmark.</p>

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			Tried but inaccurate” in fall and spring semesters, respectively. The benchmark of “2” is a student response that is proficient but not entirely correct or is in need of further clarification according to expectations of a senior level student.	
2015-2016	SLO 1: Foundations of Child Development: Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.	A 10 item pretest and posttest was administered in CHLD 252, 353, and 495 in the fall and spring semesters. Posttest data collected in CHLD 495 indicates whether students have met the benchmark.	The benchmark is set at 70%. In CHLD 495, 61% of students met the benchmark in the fall semester and 56% of students met the benchmark in the spring semester.	CHLD would like a higher percentage of students to reach the benchmark. CHLD has discussed the revision of curriculum to increase student ehgagement with foundational content. There are two plans: 1) provide more instruction in a core course at the 300 level. 2) Revise assignments in core and/or developmental courses.
	SLO 4: Professionalism: Students will engage in professional behavior appropriate to the discipline in professional contexts.	A 13 item rubric of students' professional behavior was assessed in CHLD 492 by internship supervisors in the spring semester.	The benchmark on the rubric is set at "Sometimes" and "Average." 100% of students met the benchmark.	No progrm improvement was taken; student performance met the bechmark.
2016-2017	SLO 3: Diversity and Developmental Context Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.	1a. SLO 3 Developmental Context was assessed using a 10 item multiple choice test (pre- posttest) of child development students’ knowledge for the portion of the SLO “Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop...” Students were assessed in 3 courses at the beginning (CHLD 252), middle (CHLD 353), and end (CHLD 495) of students’ CD career. The test was developed based on a widely used textbook in child development (Cook, G., & Cook, J. (2014). The world of children. New York: Pearson). The test was given on the first or second day of class in CHLD 252 (Spring 2017, N = 24) and 353 (Spring 2017, N = 58), and toward the end of the semester in CHLD 495 (Spring 2017, N = 48). The	A. SLO 3 Developmental Context: 10-item multiple choice test in CHLD 495 – Students did not meet the benchmark as assessed in CHLD 495 their senior year for the knowledge portion of the SLO. The benchmark was set at 70%. Overall performance was 61% in the spring. Students did improve on 9 out of 10 items. Given that the test assesses knowledge, it is possible that the curriculum needs strengthened across the students’ CD career because the items do not reflect knowledge gained in one course. B. Developmental Context rubric in CHLD 495 – The benchmark was set at “1 – Introducing” and 100% met the benchmark. The faculty member teaching the class revised the assignment, including replacing the	SLO 3 Developmental Outcomes: Faculty are discussing possible courses of action to improve student knowledge, including pedagogical changes. Pedagogical changes have been made to CHLD 495 to improve student learning of that SLO. Our results indicate that knowledge on the 10 item test has not improved, but on average, students perform above the benchmark in terms of analyzing systems that support children’s well being.

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		<p>students were evaluated during regular class time by course professors. All students present were assessed and answers were recorded on a scantron. Successful performance was measured by tallying correct answers for each test item for each student. A benchmark of 7 correct out of 10 or higher across items for the SLO indicates successful performance.</p> <p>1b. SLO 3 Developmental Context (Spring 2017, N = 23) was assessed using an embedded assignment in CHLD 495 Senior Seminar. Students answered questions about developmental context regarding the documentary "Raising of America." Students were assessed for the underlined portion of SLO 3 "...be able to analyze systems that support children's well-being" using a rubric adapted from the AACU Intercultural Knowledge Rubric on a scale of 3 – Mastery, 2 – Practicing, and 3 – Introducing." Successful performance was measured using a benchmark of "Introducing" or higher. Students were assessed by the assessment facilitator; all students who completed the assignment were assessed.</p>	<p>documentary to include more intercultural content. Most students' scores on the rubric were at Practicing or Mastery, indicating that students can analyze contexts that affect children's well-being.</p>	
	<p>SLO 5: Critical Thinking Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's well-being.</p>	<p>2. SLO 5 Critical Thinking was assessed using a scenario that students may encounter in their career. A 4-item rubric of critical thinking skills was used to assess a critical thinking scenario in an embedded assignment in CHLD 495 (Spring 2017, N = 21). This rubric was developed from critical thinking skills from the Foundation for Critical Thinking at http://www.criticalthinking.org. Students'</p>	<p>SLO 5 Critical Thinking: CHLD 495 Critical Thinking Scenario Assignment – Students met the benchmark of "2 – Introducing" on 100% of responses assessed. This is an actual scenario that students could encounter in the child development field, and students seem to critically reason about the scenario. Most responses are above the benchmark.</p>	<p>SLO 5 Critical Thinking: Students are performing well regarding critical thinking, so no improvements are planned for this SLO.</p>

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		<p>responses are stated in narrative, and the assessment coordinator assessed the students' responses to the scenario for a subset of students who completed the assignment. A benchmark of 2 "Introducing" indicated student success. The benchmark of "2 - Introducing" is a student response that is proficient but not entirely correct or is in need of further clarification according to a graduating senior of child development. The range of the scale on the rubric is "1 – N/A Not Completed" to "3 – Mastery."</p>		