**2014-2015 Annual Program Assessment Report**

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, director of assessment and program review, by September 30, 2015. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. Please identify your department/program in the file name for your report.

**College: Health and Human Development**

**Department: Child and Adolescent Development**

**Program: B.A. in Applied Developmental Science**

**Assessment liaison: Nancy Miodrag, Associate Professor**

1. **Please check off whichever is applicable:**

**A. \_\_\_\_\_\_\_\_ Measured student work.**

**B. \_\_\_\_\_X\_\_\_ Analyzed results of measurement.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision.**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* an explanation for why your department chose the assessment activities (measurement, analysis, and/or application) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

**3. Preview of planned assessment activities for next year.** Include a brief description and explanation of how next year’s assessment will contribute to a continuous program of ongoing assessment.

**2. OVERVIEW OF ANNUAL ASSESSMENT PROJECT**

For this 2014-2015 report, we in the Department of Child and Adolescent Development chose to assess activities related to our department Student Learning Outcome (SLO) 6: **Professional Development.** As a background, below is a list of our SLOs and highlighted is SLO6.

*Table 1. Department of Child and Adolescent Development SLOs*

|  |  |
| --- | --- |
| **STUDENT LEARNING OUTCOME** | **DESCRIPTION** |
| SLO1: Critical Thinking | Demonstrate knowledge of the theories, concepts, and methodology that underlie the study of the physical, cognitive, and social development of children and adolescents and the multiple contexts in which they live. Apply developmental theories in community settings.  |
| SLO2: Oral and Written Communication | Write critically about theories and constructs of child and adolescent development. Orally deliver information in a manner that engages an audience.  |
| SLO3: Culture, Race, and Ethnic Diversity  | Facilitate the development of children in a culturally pluralistic society. Gain knowledge of culture, race, and ethnicity while increasing their personal self-awareness and discovering strategies for implementing social justice within the larger community.  |
| SLO4: Information Literacy  | Demonstrate technological literacy that allows both access to and dissemination of information electronically. Demonstrate effective management of information by utilizing media sources and complying with the ethics of manipulating and presenting information.  |
| SLO5: Methodology | Describe, critique, and practice various empirical methodologies used to study child and adolescent development including design, data analysis, and interpretation.  |
| **SLO6: Professional Development** | **Articulate and participate in the importance of developing professionalism including the areas of career exploration, ethical issues of direct services to youth, and service learning in the community.**  |

**BACKGROUND: SETTING THE CONTEXT**

Child and Adolescent Development majors have the option to complete a department-sponsored, yearlong internship (CADV 394 in the Fall and CADV 494 in the Spring). The fall semester sequence enables our majors to apply theory to practice in a community setting. Students must complete 90 hours of service in addition to regular class meetings. The spring semester internship builds on the in-depth understanding of the program and experiences gained from the first semester. Individual goals enhance the professional development of students. Another 90 hours of service must be completed by May of the following year.

**WHAT WE CHOSE TO ASSESS: Professional Development**

We chose to evaluate the professional development of the CAVD interns who completed the internship program in 2014-2015.

**ASSESSMENT MEASURE USED**

The College of Health and Human Development (HHD) designed a tool targeting the areas of Ethical and Professional Standards (HHD SLO1) and Cultural Competencies (HHD SLO2) to assess students in our college who fulfill an internship or clinical rotation in their respective programs. We used this existing tool and submitted the measure to all internship supervisors in May of 2015. See Appendix A for full measure.

There are 40 items in the Ethical and Professional Standards section and 9 items in the Cultural Competence Standards section. For each expected behavior or skill listed on the assessment form, supervisors and/or site mentors rated how well each student intern performed. The scale ranged from 1-5 with 1 representing “strongly disagree” and 5 representing “strongly agree.” Raters could also annotate not applicable. Raters also provided qualitative answers to the question stem: *describe the outstanding strengths exhibited by the student and/or areas that need improvement, student’s mastery of skills, methods, techniques or procedures unique to this agency.*

**WHY WE CHOSE TO UNDERTAKE THIS ASSESSMENT ACTIVITY**

We chose to assess professional development because interns are expected to show competencies in professionalism within a community setting upon completing the program. We used the HHD Ethical and Professional Standards and Cultural Competencies Assessment form because we wanted to evaluate mastery of skills in 8 categories around ethical and professional standards including: (1) Practitioner’s Code, (2) Comportment Code (dress & appearance), (3) Comportment Code (work habits), (4) Comportment Code (professional demeanor/rapport), (5) Human Relations Code (conflict resolution), (6) Human Relates Code (leadership skills), (7) Human Relations Code (effective communication), and (8) Ethical Code.

In addition, through course work and field placements like the internship, we prepare CADV majors to work in diverse settings with diverse populations of children, adolescents, and their families. We believe that being culturally competent is a must-have skill in one’s future profession. Thus, we were interested in evaluating how culturally competent our students are in the real world setting.

**Summary of Results**

The interns evaluated in Fall 2014 and Spring 2015 included *n* = 60 CADV majors. Most interns (approximately 70%) were seniors and the remaining 30% were juniors.

Total number of students = 60. Minimum score on the assessment = 1.00; Maximum score on the assessment = 5.00.

**SLO1 Ethical and Professional Standards (40 items)**

Mean score for Practitioner’s Code (*M* = 4.27)

Mean score Comportment Code: dress & appearance (*M* = 4.91)

Mean score Comportment Code: work habits (*M* = 4.84)

Mean score Comportment Code: professional demeanor/rapport (*M* = 4.86)

Mean score Human Relations Code: conflict resolution (*M* = 4.87)

Mean score Human Relates Code: leadership skills (*M* = 4.80)

Mean score Human Relations Code: effective communication skills (*M* = 4.77)

Mean score Ethical Code (*M* = 4.90)

Mean score Ethical and Professional Standards (*M* = 4.84)

**SLO2: Cultural Competencies (9 items)**

Mean score for Cultural Competencies (*M* = 4.87)

OVERALL Mean Score for Ethical and Professional Standards & Cultural Competencies = 4.86

**CONCLUSIONS**

The results of our evaluation provide evidence to suggest that 97% of our 2014-2015 CADV interns demonstrated high rates of ethical and professional standards and cultural competencies at the completion of their internship program and as rated by their direct supervisors. Examples of specific skills that students were effectively able to engage in included: sound scientific inquiry (practitioner’s code), maintained appropriate workplace appearance (dress and appearance), showed initiative and began/completed tasks effectively with minimal direction (work habits), demonstrated rapport with clients (demeanor/rapport), showed respect of others (conflict resolution skills), empowered others (leadership skills), used correct grammar in all verbal and non-verbal correspondence (effective communication skills), did not engage in conflicts of interest (ethical code), and exhibited caring, compassion, and empathy (cultural competencies).

In addition to our quantitative analysis, our assessment included a section where internship supervisors could describe the outstanding strengths exhibited by the student and/or areas that need improvement, student’s mastery of skills, methods, techniques or procedures unique to their agency/school/center. Overall, the written comments highlighted the main ideas: (a) the positive behaviors, skills, and competencies of students while undertaking their placements; (b) areas for improvements that students needed to work on; and (c) gains made from fall to spring semester. Below, we have created a Table summarizing the strengths, needs for improvement, and gains made across the internship year (See Table 1).

Overall, our findings suggest that students exhibited professional development skills during their yearlong internship. The skills and competences surrounding professional development has clear and direct implications for our program and students because our department strives to prepare CADV majors for working in myriad applied fields. Many of the occupational settings that our students enter after graduation necessitate direct, close, and ongoing contact with diverse children, adolescents, their families as well as direct professionals. Professionals include social workers, general and special education teachers, school counselors, therapies, child life specialists and psychologists to name a few. In addition to mastering an understanding of key developmental theories and how one applies those theories to children and families, CADV students must exit the program with professional skills that will make them effective to work with families, children, and other professionals.

Table 1. *Summary of written feedback from supervisions stating the positive attributes and strengths of the interns (items collapsed into three categories)*

|  |
| --- |
| **CATEGORY A. Personal attributes – character traits, disposition, personality** |
| * Caring; kind; trusting; empathy; sensitivity; calm; patient; friendly; warm personality
 |
| * Confidence; has positivity
 |
| * Pleasant personality; positive attitude; welcoming demeanor
 |
| * Creative
 |
| * Enthusiastic; fun to be around
 |
| * Team player; easy to work with
 |
| * Reliable; consistent; responsible
 |
| * Has the ability to make connections with clients and families; builds rapport; supportive; has positive relationships with others
 |
| * Attentive to the situation; has sensitivity
 |
| **CATEGORY B. Competence and Mastery of skills** |
| * Competence at facilitating small group discussions
 |
| * Active participation
 |
| * Reflection
 |
| * Willingness to help; ready to engage; involvement; implements feedback; motivated to learn; eagerness to learn
 |
| * Takes initiative; is a self-starter; has a willingness to learn in her role
 |
| **CATEGORY C. Motivation, Participation, and Insight** |
| * Engages in curriculum planning and effective written work
 |
| * Has good expressive and oral communication skills; is articulate
 |
| * Has mastery of child development concepts and theory; develops developmentally appropriate activities; applies child development principles
 |
| * Quick learner with quality work
 |
| * Organization skills; preparedness to work
 |
| * Establish professional boundaries
 |
| * Following policies and procedures
 |

|  |
| --- |
| **NEEDS FOR IMPROVMENTS OF INTERNS** |
| * Flexibility; needs to go with the flow more
 |
| * More self-motivation needed
 |
| * Needs to take more initiative
 |
| * Needs to improve writing
 |
| * Needs to implement more child development theories in internship setting
 |
| * Needs to ask for feedback
 |
| * Needs to be more consistent with schedule
 |
| * Needs to focus on relevant patient information
 |
| **IMPROVEMENTS MADE BY INTERNS** |
| * Became more comfortable as time when on
 |
| * Took more initiative
 |
| * Used feedback to improve oneself
 |
| * Was proactive in assisting others
 |
| * Reached out for professional growth
 |
| * Increased her participation over time
 |
| * Continued to work to understand ABA
 |

**CHANGES TO THE PROGRAM**

We are not planning any changes to the internship program per se, but we are going to change to how often we administer the assessment tool. For the 2014-2015 year we only had the opportunity to assess student interns at one time point (end of internship). Our plan is to administer a pre-survey of the 9 items for Cultural Competence. We will do this in October 2015. Then, in May 2015, we will administer the full survey (Ethical Standards and Cultural Competence). We can compare pre- and post-test data to explore change across time for behavior concerning cultural competencies.

**COMMITMENT TO DIVERSITY**

The CADV’s commitment to diversity is reflected in our department SLOs, particularly in our SLO3 (see underlined language).

SLO1 Critical Thinking: Demonstrate knowledge of the theories, concepts, and methodology that underlie the study of the physical, cognitive, and social development of children and adolescents and the multiple contexts in which they live. Apply developmental theories in community settings.

 SLO2 Oral and Written Communication: Write critically about theories and constructs of child and adolescent development. Orally deliver information in a manner that engages an audience.

SLO3: Culture, Race, and Ethnic Diversity: Facilitate the development of children in a culturally pluralistic society. Gain knowledge of culture, race, and ethnicity while increasing their personal self-awareness and discovering strategies for implementing social justice within the larger community.

SLO4: Information Literacy: Demonstrate technological literacy that allows both access to and dissemination of information electronically. Demonstrate effective management of information by utilizing media sources and complying with the ethics of manipulating and presenting information

SLO5: Methodology: Describe, critique, and practice various empirical methodologies used to study child and adolescent development including design, data analysis, and interpretation.

SLO6: Professional Development: Articulate and participate in the importance of developing professionalism including the areas of career exploration, ethical issues of direct services to youth, and service learning in the community.

Moreover, specific to this year, our assessment survey included 9 important items that reflects the university’s commitment to diversity. These 9 items are found under the HHDs SLO2 (Cultural Competencies) and include behaviors and competencies that students must have with respect to diversity –particularly with respect to working with culturally diverse and underrepresented families. They include:

1. Does not discriminate against others
2. Treats others with dignity and respect
3. Recognizes and acts upon cultural factors that affect health and well-being of others.
4. Demonstrates ability to interact effectively with people of different cultures.
5. Engages with community partners to promote a healthy environment and healthy behaviors for all cultural contexts.
6. Demonstrates ability to assess one’s cultural biases and assumptions for all cultural contexts.
7. Demonstrates knowledge of evidence-based literature regarding the potential cultural disparities in the health and well-being of culturally diverse individuals and families.
8. Exhibits caring, compassion and empathy.
9. Effectively communicates in a culturally-competent manner.
10. **PREVIEW OF PLANNED ASSESSMENT ACTIVITIES FOR NEXT YEAR**

Distribute our Exit Survey to all sections of our capstone course CADV 470, Advanced Theories and Concepts. Our very first Exit Survey was launched in May of 2015 with over 100 respondents from graduating CADV seniors. This compilation of Exit Survey’s will contribute to a continuous program of ongoing assessment in our department.

Continue assessing the HHD SLO1 and SLO2 Assessment of Ethical and Professional Standards and Cultural Competence for our 2015-2016 internship program. In the upcoming assessment cycle however, we will implement a new pre-survey as well (sent out October 2015). The pre-survey however, will only ask about SLO2 – the 9 items on Cultural Competence. The post-survey will be the complete survey with 49 items assessing both SLO1 and SLO2.

Assess CADV SLO2: Oral and Written Communication. In our last faculty meeting, there was interest in assessing the American Psychological Association’s (APA) style and formatting. Many students at all levels, continue to have trouble with APA formatting. APA is the most commonly used citation source in our department, across all courses and across all levels of courses (from 150 to 470). We are interested in general formatting of APA papers, in-text citations, and referencing. The 6th edition of the APA manual will be used as our guide as well as papers written in freshman year (CADV 150) and senior year (CADV 470).