**2019-2020 Annual Program Assessment Report Guide**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. 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 include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form, and be sure to check that your report is ADA accessible.**

**College: College of Health and Human Development (CHHD)**

**Department: Child and Adolescent Development (CADV)**

**Assessment liaisons: Drs. Nancy Miodrag and Shu-Sha Angie Guan**

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

**A. \_\_\_\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

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

**D. \_\_\_\_X\_\_\_ Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

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, application, or GE assessment) 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
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* 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: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

**What Student Learning Outcome did CADV assess?**

We participated in the 2019-2020 assessment of General Education Section D1 (Social Sciences and U.S. History and Government) in which the goal is for students to understand the complexities of social relations and human experiences and the ways in which they have changed over time, as well as the nature, scope and the systematic study of human behaviors and societies. We focused on Student Learning Outcome (SLO) #4: Demonstrate an understanding of how social problems impact individuals, communities, and societies.

**Why did our department choose to focus on this particular SLO?**

The General Education Section D1 SLOs reflect the mission of CSUN to “help students develop academic competencies, professional skills, critical and creative abilities, and ethical values of learned persons who live in a democratic society, an interdependent world and a technological age.” This aligns with the mission of the Department of Child and Adolescent Development (CADV) to “provide challenging and active learning environments for students to connect theories and research to applied settings in culturally-diverse communities.” As technological advances better empower us to become global citizens and we enter the greatest public health crisis of this generation caused by the coronavirus 2019 (COVID-19), it is even more critical for our graduates to demonstrate knowledge and understanding of what social problems exist, why they exist, and how they affect individuals across multiple contexts (CADV Department Student Learning Outcome #1). Through this knowledge, students will be better able to apply the theories and research they have learned to real-world settings in the service of diverse, underserved, and underrepresented communities.

**What classes and/or contexts did we assess?**

CADV 150, an introductory course in Child and Adolescent Development, is currently a course in the Section D1: General Education Social Sciences Area of the General Education Program. The CADV 150 course requires students to examine development from birth to adolescence through the lens of various theories useful to explaining contemporary issues in the field and addresses all four General Education Section D1 SLOs. The emphasis in the course on how context shapes developmental outcomes (e.g., Genes x Environment interaction, ecological systems frameworks for development) help students understand the complex nature of human and social behavior and directly aligns with General Education SLO Section D1 #4.

The CADV Department offers multiple sections of CADV 150 each semester and, historically, approximately 75% of students enrolled are non-majors. It is also a course in the CADV Department with one of the highest rates (10%) for non-passing grades (D/F/WU). We expect course content that is more closely connected to real-world social problems and students’ lived experiences will have a positive effect on student engagement and passing grades.

**What assessment instruments were used and what methodology was employed?**

Items from final exams in two large CADV 150 courses in Spring 2020 were reviewed (Cohort A and Cohort B; please see Table 1 below). We selected final exams because they were uniformly administered after the transition to virtual instruction (whereas, this may not have been the case for midterm exams). Each of the three members of the CADV Department Assessment Committee separately identified items aligned with GE D1 #4. We convened as a group in-person and virtually over email to review our selections and reach consensus. In the selection process, we were guided by questions such as “Does this item reflect a social problem?” and “Does this item reflect an understanding of diverse individuals?” Social issue items fell into four categories relevant to CADV 150: issues related to public health (e.g., alcohol abuse, disorders, bullying, mental well-being), economic and social inequality (e.g., poverty, socioeconomic status), parents and parenting (e.g., attachment, parenting styles), and education (e.g., growth mindset). SLO competency was operationally defined as correct responses to identified final exam items.

**What were the resulting scores?**

In both Cohorts A and B, a majority of students showed mastery of GE D1 #4 content questions (89% and 81%, respectively). Contrary to our hypothesis, t-tests for data aggregated across both cohorts revealed that students were not more likely to respond correctly to items related to GE D1 #4 (*M* = 86.96, *SD* = 14.70) relative to items not related to GE D1 #4 (*M* = 87.28, *SD* = 12.95), *t*(112) = .12, *p* = .905. As noted in Table 1, t-tests also showed the number of students who correctly responded to GE D1 #4 related questions did not significantly differ from the number of students who correctly responded to questions not related to GE D1 #4 within each course.

In terms of social issues represented in the final exam (and, therefore, course content), problems related to public health and parents/parenting were more common than those related to economic/social inequality and education. However, a Fisher exact probability test of independence, which was used given the presence of zeroes and low-frequency observations, suggests the distribution of exam items by social issue category was marginally different across the two courses (*p* = .054). There also appear to be differences in how students performed in each cohort. In Cohort A, a large majority of students correctly answered questions related to education (92%) and parents/parenting (91%), followed by public health (87%). In Cohort B, a large majority of students correctly answered questions related to public health (92%) and parents/parenting (80%), followed by economic/social inequality (56%).

These results will be reported to CADV faculty during our faculty meetings in Fall 2020.

*Table 1. Average Scores for CADV 150 Section Cohorts*

|  |  |  |
| --- | --- | --- |
| **Items** | **Cohort A**  *n* = 113  Spring 2020 | **Cohort B**  *n* = 143  Spring 2020 |
| Totals |  |  |
| Total Final Exam Items | 65 items | 50 items |
| Items Related to GE D1 #4 | 30 items (46%) | 15 items (30%) |
| Average % of Correct Responses to Items Related to GE D1 #4 | 90% | 81% |
| Average % of Correct Responses to Items NOT Related to GE D1 #4 | 89% | 85% |
| T-test Comparing GE D1 Items to Non-GE D1 Items | *t*(62) = -.01, *p* = .993 | *t*(48) = .70, *p* = .488 |
| Social Issue Categories |  |  |
| # Items Public Health | 18 items | 6 items |
| # Items Economic and Social Inequality | 0 items | 2 items |
| # Items Parents and Parenting | 8 items | 7 items |
| # Items Education | 4 items | 0 items |
| % Correct Items Related to Public Health | 87% | 92% |
| % Correct Items Related to Economic and Social Inequity | - | 56% |
| % Correct Items Related to Parents and Parenting | 91% | 80% |
| % Correct Items Related to Education | 92% | - |

**3. Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

In 2020-21, we plan to participate in the assessment of General Education Section E (Lifelong Learning) in which the goal is for students to develop cognitive, physical and affective skills that allow them to become integrated, well-rounded individuals within various physical, social, cultural, and technological environments and communities. We will focus on Student Learning Outcome (SLO) #2: Identify and apply strategies leading to health, well-being, or development for community members of diverse populations. For program and assessment continuity, we plan to assess behavioral measures of student competency (i.e., final exam performance) in describing short- and long-term physical, cognitive, social/emotional effects typical in children who have experienced abuse, neglect and other forms of childhood trauma (Course Objective 1), identifying and preventing personal biases and pre-conceptions to work in professional settings with children who have been abused and maltreating families (Course Objective 2), and developing awareness, prevention, reporting, and advocacy strategies including but not limited to common signs and symptoms of abuse/neglect and modes of reporting and advocacy (Course Objective 3). Additionally, in line with previous assessments (e.g., CADV Assessment Report 2017-2018), we will create a grading and coding rubric to assess course reflection assignments for metacognition, an critical growth mindset component central to lifelong learning.