San Francisco State University
Inventory of Department Assessment Activities

Department: Child and Adolescent Development   **College:** Health and Social Sciences   **Date:** December 3, 2012

Department Mission: The Department of Child and Adolescent Development (CAD) prepares students to be competent professionals in their work with children, youth and families. CAD values teaching and experiential learning that incorporates a diversity of background and experiences, current and relevant research, and high quality instruction. To this end, students are prepared to: 1) Apply theory and knowledge in varied contexts; 2) Understand the issues underlying equity and social justice and respect their complex impact on the lives of children, youth, and families in our society; and 3) Use guiding theoretical frameworks to understand children, youth and families

Assessment Process: The assessment was conducted in May 2012 by supervising teachers at both the Children's Campus and the ASI ECE Center on campus. The majority of interns in the Young Child and Family concentration who are enrolled in CAD 601, Internship in CAD, complete their required minimum of 120 hours at these two sites. The total number of interns who were assessed by their supervising teachers was 26. The following two competencies were used in this assessment: APPLIED DEVELOPMENT and DIVERSITY and SOCIAL JUSTICE. There were nine measurable student learning outcomes for the first competency and four learning outcomes for the second competency.

Measurable Student Learning Outcomes	Place in curriculum where outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
Competency 1: *APPLIED DEVELOPMENT:* Did the intern apply developmental knowledge and theory in her/his interactions with children? Student learning outcomes (SLO) for the competency, Applied Development, were: THE INTERN: 1. Used developmentally appropriate approaches in interactions with children/youth 2. Treated children and youth	• CAD Core Courses: CAD 210, 260 or their community college equivalents, and CAD 410. • EC Concentration Course: CAD 215 Foundations of Early Childhood or its community college equivalent. *Please note: Students have taken courses in the CAD major offered by other departments but this assessment does not*	Spring 2012 Students in the Early Childhood concentration, starting with the 2011-12 Bulletin, are required to have 150 documented work hours in a licensed child care setting prior to completing the internship and seminar. With these required hours, our goal is to ensure students have a	**Assessors:** Internship supervisors (Head teachers) from Children's Campus and ASI ECE Center assessed interns at end of the 120 hour internship based upon their observations of the interns in their classroom. CAD interns observe and participate in best practices when they intern at the on campus centers. CAD will continue to place interns primarily at these two centers.	**Summary of Findings**: The competency, APPLIED DEVELOPMENT, was met, according to the data summarized below and according to each mean per measurable student learning outcome, also below. <u>Mean of Means</u>: The mean of means was 3.43, indicating supervisors "Agreed" that interns applied developmental knowledge and theory in their interactions with children.	**Discussion:** The lowest mean of 3.00 on SLO #7, *Used positive strategies to guide the behavior of children and youth,* is acceptable since it represents "Agree," yet indicates that interns can develop and/or demonstrate this skill more frequently in their work with children. It would be helpful to examine this topic in the curriculum to determine if these skills should be emphasized and practiced more. It also might be the case that some interns have not had

with respect 3. Listened to what children/youth had to say in a developmentally appropriate way 4. Demonstrated understanding of developmental differences both within and between ages of children and youth 5. Promoted developmentally appropriate conflict resolution techniques among children and youth 6. Demonstrated knowledge of healthy child and youth development 7. Used positive strategies to guide the behavior of children and youth 8. Used developmentally appropriate limit setting and discipline for children and youth 9. Used approaches that promoted developmentally appropriate autonomy and responsibility in children and youth	*include those courses. It focuses solely on CAD department courses.*	foundation of quality practice upon which to base their terminal internship experience. While we still have some students with earlier Bulletin years that did not require 150 hours, that number eventually will decrease as those students graduate.	Scale of responses: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree NA=Not Applicable Range of Means: The means on the nine individual learning outcomes ranged from 3.00 to 3.92. The lowest mean of 3.00 indicated supervisors "Agreed" that interns *Used positive strategies to guide the behavior of children and youth* while the highest mean of 3.92 showed supervisors closely "Strongly Agreed" that interns *Listened to what children/youth had to say in a developmentally appropriate way.* Means Per SLO: The numbers per SLO below correspond to SLO numbers in first column on the left. 1. *Used developmentally appropriate approaches in interactions with children/youth* =**3.38** 2. *Treated children and youth with respect* =**3.77** 3. *Listened to what children/youth had to say in a developmentally appropriate way* =**3.92** 4. *Demonstrated understanding of developmental differences both within and between ages of children and youth* =**3.31** 5. *Promoted*	sufficient experience with young children to know when to put these strategies into practice. The same can be said for the other means that are acceptable in the "Agree" category but are low, such as SLO #5 *Promoted developmentally appropriate conflict resolution techniques among children and youth* =**3.12**; SLO #8 *Used developmentally appropriate limit setting and discipline for children and youth* =**3.25** (Two supervisors indicated NA); and SLO #9 *Used approaches that promoted developmentally appropriate autonomy and responsibility in children and youth* =**3.27** For SLOs #5, 8, and 9, it might be beyond the realm of an intern's responsibility in the classroom to set boundaries, promote conflict resolution techniques, or use approaches that promote autonomy. While it may seem that there is a role the interns can play to support these behaviors and practices, we will check with the supervisors (Head teachers) to find out more about this matter and develop an action plan

				developmentally appropriate conflict resolution techniques among children and youth =**3.12** 6. *Demonstrated knowledge of healthy child and youth development* =**3.88** 7. *Used positive strategies to guide the behavior of children and youth* =**3.00** (One supervisor responded NA). 8. *Used developmentally appropriate limit setting and discipline for children and youth* =**3.25 (**Two supervisors indicated NA). 9. *Used approaches that promoted developmentally appropriate autonomy and responsibility in children and youth* =**3.27**	accordingly. Since CAD is an applied, pre-professional major, we expect that students would have a chance to put theory and knowledge into action. That is a key feature of the major and we will want to confirm that our interns have an opportunity to utilize their knowledge in an appropriate and supervised manner and setting.
Competency 2: *DIVERSITY AND SOCIAL JUSTICE:* Did the intern understand and apply knowledge about multiple forms of diversity and its application of social justice to broader contexts. Learning outcomes for the competency, Diversity and Social Justice, were: THE INTERN: 1. Demonstrated respect for	• CAD Core Courses: CAD 210, 260 or their community college equivalents, CAD 410, CAD 450, and CAD 460. *Please note: Students may have taken courses in the major that are offered by other departments but this assessment does include those courses. It focuses solely on CAD*		Scale of responses: 4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree NA=Not Applicable	**Summary of Findings**: The competency *DIVERSITY AND SOCIAL JUSTICE*, was met, according to the data summarized below and according to each of the four means per measurable student learning outcome, also below. <u>Mean of Means</u>: The mean of means was 3.43, indicating supervisors "Agreed" that interns	**Discussion:** The lowest mean of 3.00 in *Used skills and strategies to communicate in a culturally sensitive manner*, requires further investigation to determine if students had adequate opportunities to display this skill during their internships, if the topic was covered sufficiently in courses, or if there are other explanations that clarify for CAD what 3.00 actually

cultural values, heritages, and traditions of children, youth and their families. 2. Demonstrated strategies and skills to communicate effectively with a diverse range of clients 3. Used skills and strategies to communicate in a culturally sensitive manner 4. Facilitated cooperation and collaboration among participants	*department courses.*			*understood and applied knowledge about multiple forms of diversity and its application of social justice to broader contexts.* Range of Means: The means on the four individual learning outcomes ranged from 3.00 to 3.75. The lowest mean of 3.00 indicated supervisors "Agreed" that interns *Used skills and strategies to communicate in a culturally sensitive manner,* while the highest mean of 3.75 showed supervisors nearly "Strongly Agreed" that interns *Demonstrated respect for cultural values, heritages, and traditions of children, youth and their families.* Means Per SLO: The numbers per SLO below correspond to SLO numbers in first column on the left for Competency 2. 1. *Demonstrated respect for cultural values, heritages, and traditions of children, youth and their families.* =**3.75** (Two supervisors indicated NA). 2. *Demonstrated strategies and skills to communicate effectively with a diverse range of clients* =**3.38**	means. This issue has particular relevance for an applied major such as CAD.

			(Two supervisors indicated NA). 3. *Used skills and strategies to communicate in a culturally sensitive manner* =**3.00** (One supervisor responded NA). 4. *Facilitated cooperation and collaboration among participants* =**3.39** (Three supervisors indicated NA).	

CONCLUSION: Overall, CAD early childhood education concentration students who have completed their capstone internship experience at the on-campus early childhood lab schools have been assessed as meeting the major's competencies (with an average assessment of '3' for agree or above). This suggests that students are having an opportunity to implement what they are learning about child development and social justice in an applied context. This is appropriate for a degree such as CAD, which prepares students to join the workforce in fields such as early childhood education. Based on this assessment, some next steps by the CAD department will be to assess where the CAD curriculum could enhance students' skills in certain areas, such as application of developmental knowledge and communicating in a culturally relevant manner. Both of these student learning outcomes depend on application, which suggests applied learning approaches such as role play and simulation in the classroom, as well as direct application through community service learning and internship activities.