Assessment Activity Report Due April 22, 2019
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Assessment of Program Learning Goal(s) Annual Assessment Report

Department  Child and Adolescent Development  College  Health and Social Sciences

Degree Program  Child and Adolescent Development – all concentrations

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program’s learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
</tr>
<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
<td></td>
</tr>
</tbody>
</table>

The assessment of program learning goals should be on a rotation, so that only one or two are evaluated in any given year, but all would be evaluated over approximately five to seven years. This cycle might be shorter or longer depending on the number of learning goals. Likewise, accredited programs may have a longer review cycle based on the accreditation cycle.

1. Please list your program learning goals.

*PLO #1 To promote and advocate for social justice and be culturally aware, sensitive, and responsive in the context of CAD.*

*PLO #2 To understand the professional roles and responsibilities in the field of CAD in a variety of work settings.*

*PLO #3 To apply developmental, learning and cultural theories used in the context of the field.*

*PLO #4 To communicate clearly, respectfully, persuasively, coherently, and powerfully in the context of CAD including but not limited to working with children, families and colleagues.*

*PLO #5 To write clearly, cohesively, and persuasively in the CAD genre in a variety of formats including but not limited to reports, policy analyses, assessments, and proposals.*

*PLO #6 To understand research methods, assessment, evaluation, and data collection, analysis, and reporting; to conduct action research in the context of CAD.*

*PLO #7 To be able to locate and utilize a variety of appropriate and relevant resources and technologies in the context of CAD.*

2. Which program learning goal did you choose to assess this semester?

*PLO #1 To promote and advocate for social justice and be culturally aware, sensitive, and responsive in the context of CAD.*
3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

The Curriculum Committee drew on evidence from three courses in the CAD major, CAD 230 Principles and Practices in Early Childhood Programs (Early Childhood concentration only), CAD 300 Professional Roles and Careers in Child and Adolescent Development, and CAD 625 Children, Youth, and Public Policy. CAD 230 was included because it also satisfies the SF State Studies Social Justice requirement. In addition, a syllabus audit was completed to determine whether the PLOs were included in the fall 18 and spring 19 syllabi.

4. What did you find? Is the program learning goal being met?

In the Fall 2018 semester, 13% of syllabi included the program learning goals. In the Spring 2019 semester 28% of syllabi included the program learning goals. See Question #5 below to see plans to improve this process.

In the following sections, we discuss how students fared on seven assignments that pertained to a range of social justice issues. At the end of this section we discuss these findings.

**CAD 230 Principles and Practices in Early Childhood Programs (1 section; 25 students; 2 assignments)**

Over the course of the 2019 Spring semester, students engaged in class discussions and readings on social justice. These included, but were not limited to:

- History of early childhood education (including segregation and funding disparities)
- Publicly funded early childhood programs
- Variations in teacher expectations of children of color and those living in poverty
- Beneficial cognitive outcomes for dual-language learners

Using the lens of mathematical development, two assignments queried students *at the beginning and the end of the semester* on their beliefs about the relationship between children’s socioeconomic background and their abilities (Table 1). Compared to the beginning of the course, at the end of the course, students more strongly agreed that children living in poverty (a) can become proficient in math, (b) are equally capable of learning mathematics as children from higher income families, and (c) that all children can be good at math if they work hard at it (all at $p<.05$). Trends suggested that students also felt that children can learn math regardless of their English-language development status and that children from low-income environments are ready to learn math when they start school.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pre-test Mean</th>
<th>Post-test Mean</th>
<th>Mean Difference</th>
<th>SD</th>
<th>$t$</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important for children to learn English before they begin to learn math</td>
<td>3.40</td>
<td>3.96</td>
<td>-.560</td>
<td>1.734</td>
<td>-1.615</td>
<td>.119</td>
</tr>
<tr>
<td>Children living in poverty can become proficient in math</td>
<td>2.00</td>
<td>1.64</td>
<td>.360</td>
<td>.810</td>
<td>2.221</td>
<td>.036</td>
</tr>
<tr>
<td>Children from low-income families are equally capable of learning mathematics as children from higher income families</td>
<td>2.04</td>
<td>1.60</td>
<td>.440</td>
<td>1.044</td>
<td>2.107</td>
<td>.046</td>
</tr>
<tr>
<td>Children from low-income families are ready to learn mathematics when they start school</td>
<td>3.44</td>
<td>2.92</td>
<td>.520</td>
<td>1.711</td>
<td>1.520</td>
<td>.142</td>
</tr>
<tr>
<td>All children can be good at math if they work hard at it</td>
<td>2.32</td>
<td>1.64</td>
<td>.680</td>
<td>1.547</td>
<td>2.198</td>
<td>.038</td>
</tr>
<tr>
<td>Children from low-income families cannot learn math until their basic needs are met</td>
<td>3.68</td>
<td>3.56</td>
<td>.120</td>
<td>1.424</td>
<td>.421</td>
<td>.677</td>
</tr>
</tbody>
</table>
Students in CAD 300 in the Fall 2018 semester were assessed on aspects of social justice, including understanding (a) the importance of knowledge about the socioeconomic status of local, state, and US populations, (b) the intersection of education and social justice, and (c) social justice outcomes of federal education policies. Descriptions of these follow.

In the 9th week of the semester, students were assessed on their understanding of the use of demographic data on income, ethnicity, homelessness, and school readiness by the CAD workforce when examining policies on children, youth, and families. In their responses:

- 61% discussed only importance for understanding local demographics (understanding needs of students in classrooms, connecting families to services, curriculum).
- 23% discussed importance for understanding local demographics and the use of demographic information in the creation of policy
- 11% discussed only policy
- 3% discussed teaching children the value of understanding the diversity in their communities
- 3% didn’t seem to understand the question

Ideally, students would leave the class understanding both local and policy-related implications of demographic data on these issues.

In the 10th week of the semester, students were asked to answer the following question: “What does education have to do with social justice?” All students addressed the question adequately:

- 27% discussed the important role of teachers and others who work with children and youth in teaching and engaging them in social justice.
- 22% discussed the fact that children and youth feel empowered when they learn and engage in social justice concepts.
- 33% discussed the increase in opportunities that results from education.
- 22% argued that teachers teach better when they have an understanding of social justice.
- 5% stated that teachers and those who work with children and youth can be better advocates when they have an understanding of social justice.
- 5% discussed the beneficial effects on children when their teachers look like them.
- 5% discussed the importance of a just educational system.
- 2% discussed the role of teachers and others who work with families in informing and engaging them in social justice

In the 12th week of the semester, students were asked to examine the goals and determine if there were any positive outcomes of the Bush era’s No Child Left Behind and Clinton’s Goals 2000 for children of color. 91% of students were able to identify the goals of these two educational policies and 61% were able to identify a positive outcome (primarily that the achievement gaps in the most highly segregated schools were narrowed).
One of the student learning outcomes in CAD 625 entails a focus on social justice, students’ ability to “Appreciate the impact of policies and services on diverse populations.” Assignments that support this course are short written assignments, a bill analyses paper, and a policy memo presentation. Table 2 details the percentage of students who achieved four levels of understanding of equity, both at the process level and the outcome level. As is noted, over the course of the semester, students gained a greater understanding of equity as evaluated in the three assignments. However, not all students are able to use the process and outcome lenses by the end of the course.

Table 2. Student performance on equity knowledge

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Could discuss process equity or outcomes equity, but not both; inadequate understanding of equity</th>
<th>Exhibited a partial understanding of equity, but did not discuss either process or outcome equity</th>
<th>Exhibited a partial understanding of equity, and discussed process and outcome equity</th>
<th>Exhibited a deep understanding of process and outcome equity and how the policy will increase or decrease those two types of equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Worksheet: Evaluation of a federal or state level policy on equity</td>
<td>15%</td>
<td>31%</td>
<td>44%</td>
<td>10%</td>
</tr>
<tr>
<td>7</td>
<td>Paper: Evaluation of a federal or state level policy on equity</td>
<td>3%</td>
<td>41%</td>
<td>21%</td>
<td>36%</td>
</tr>
<tr>
<td>15</td>
<td>Presentation: Policy memo (local, state, or federal)</td>
<td>32%</td>
<td>67%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusions

The assessments on students’ understanding of social justice as it applies to (a) attitudes towards children from low-income environments, (b) the opportunities and challenges that children, youth and families face, (c) education, and (d) equity in policies at local, state and federal levels, illustrated that students do gain skills to enable them to promote and advocate for social justice and be culturally aware, sensitive, and responsive in the context of CAD. However, as illustrated, there are students who finish these courses with a less than complete understanding of the role of social justice in our society.
5. What assessment activities do you plan to undertake next academic year?

Next year, we will be assessing PLO #2 To understand the professional roles and responsibilities in the field of CAD in a variety of work settings. Outcomes from the assessment of several PLOs will enable us to more efficiently align courses and develop signature assignments that build upon one another. Simultaneously, we will be working to revise PLO #1 goal in order to make it more measureable. We will also be developing a CAD-specific syllabus checklist (items additional to the university-wide checklist) to better ensure that our students are aware of our program learning goals.