Instructions
1. Complete the attached form and submit it as an email attachment to Graduate and Undergraduate Programs (academicassessment@sjsu.edu) on or before March 1, 2017.

2. Please copy your college’s Associate Dean and Assessment Facilitator on the email submission. Assessment Facilitators are also available to provide support - please feel free to contact them with any questions or concerns.

3. Completed forms will be posted on your Program Records webpage.

This report is organized into three sections designed to organize your annual assessment efforts and to inform your department’s Program Planning. Here is the rationale behind each section.

Part A – The Big Picture
• This section will likely only need to be prepared once at the beginning of your assessment cycle, although it should be reviewed each year and updated as necessary. This information should be included in each annual report, even if it has not changed.
• This section lists your Program Learning Outcomes (PLOs) and, more importantly, how they connect with your curriculum within the program and the University Learning Goals (ULGs).
• Finally, this section presents your assessment plan for the current planning cycle in the form of a multi-year schedule (usually 5 years, updated as part of Program Planning). This schedule should indicate which PLO(s) will be assessed each year, as well as your plans for implementing changes based on assessment results, and re-assessment after changes have been given time to take effect.

Part B – What We Did This Year
• This section details your assessment efforts over the last year (AY 2016-17).
• Which PLO(s) were assessed, how was the data collected, and what do the data tell you with regard to student achievement on this PLO? What do you plan to do, if anything, to improve future achievement levels (i.e., “close the loop”)?

Part C – Keeping Track of the Changes (“Closing the loop”)
• This section is meant to keep a running record of your efforts to improve your students’ outcomes. This table should grow throughout your assessment cycle and will be an important part of your next Program Plan.
• Create a new row in the table each time you propose a change as a result of your assessment efforts. Then be sure to keep track of your change efforts in subsequent years.
SJSU Annual Program Assessment  
Academic Year 2016-2017

Department: Child & Adolescent Development  
Program: Child & Adolescent Development  
College: Education  
Website: [http://www.sjsu.edu/chad](http://www.sjsu.edu/chad)  
Website link to PLOs:  
[http://www.sjsu.edu/chad/Programs/plana/index.html](http://www.sjsu.edu/chad/Programs/plana/index.html)  
[http://www.sjsu.edu/chad/Programs/planb/index.html](http://www.sjsu.edu/chad/Programs/planb/index.html)  
[http://www.sjsu.edu/chad/Programs/graduate/index.html](http://www.sjsu.edu/chad/Programs/graduate/index.html)  
[http://www.sjsu.edu/chad/about/index.html](http://www.sjsu.edu/chad/about/index.html)  
Program Accreditation (if any): NA  
Contact Person and Email: Toni Campbell  toni.campbell@sjsu.edu  
Date of Report: 4/4/17

Part A  
1. List of Program Learning Outcomes (PLOs)  
   (PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist.  
   Each outcome should describe how students can demonstrate learning.)

ChAD Program Learning Outcomes  
In spring 2015 the department faculty refined the seven critical program learning outcomes  
(PLOs) to reflect different expectations for students completing their baccalaureate (BA) and for  
masters (MA) degrees. Note that the core PLOs are identical for both BA and MA students but  
the level of achievement differs for the two degree programs. The revised PLOs are:

1. **Demonstrate knowledge of child and adolescent development in four major domains**  
   (cognitive, emotional, social, and physical) and understand the interrelationships  
   among these domains.

   - **BA:** Define and understand basic elements of the four domains of development and  
     draw on multiple perspectives to understand the interrelationships among these  
     domains.
   - **MA:** Articulate an advanced understanding of the complexity of the four domains of  
     development and characterize the impact of the interrelations among domains on child  
     and adolescent development.

2. **Understand the role of context in the growth and development of children and**  
   **adolescents and their socialization by family, community, society, and culture.**

   - **BA:** Describe and evaluate different contextual perspectives that affect the growth and  
     socialization experiences of children and adolescents.
   - **MA:** Analyze the significance of context on child and adolescent growth and evaluate  
     how different contextual perspectives contribute to both dominant assumptions and  
     alternative viewpoints in our field.
3. **Apply research, theory, and problem-solving skills to social policy, education, intervention, and practical situations pertaining to children and adolescents.**
   - BA: Identify and describe recognized ways to apply research, theory and problem-solving skills to address social policy, education, intervention, and practical situations.
   - MA: Apply research, theory and problem-solving skills to evaluate best practices in social policy, education, intervention, and practical situations relevant to child and adolescent development.

4. **Examine and evaluate information about children and adolescents from a variety of sources.**
   - BA: Differentiate between sources of information (research, professional, and popular) and evaluate the credibility and validity of each type of information source.
   - MA: Categorize, investigate, and critically analyze different sources of information with respect to credibility and validity and determine the appropriate contexts to use each type of source.

5. **Demonstrate inquisitiveness about the development of children and adolescents by articulating appropriate and logical questions and methods for seeking answers to those questions.**
   - BA: Identify and describe key developmental questions in our field and define methods to investigate these questions.
   - MA: Analyze existing questions as well as formulate new questions that are relevant to our field and describe and apply the appropriate methodologies for seeking answers to these questions.

6. **Demonstrate communication and interpersonal skills for facilitating the development of children and adolescents and meeting the challenges of working with other professionals.**
   - BA: Demonstrate effective communication and interpersonal skills in fieldwork settings that exemplifies professional behavior designed to best facilitate the development of children and adolescents.
   - MA: Evaluate different styles of, and engage in, audience-appropriate forms of communication that lead to a shared understanding of developmental issues through negotiation and translation across multiple modes of communication.

7. **Understand ethical and advocacy responsibilities in working with and on behalf of children and adolescents.**
   - BA: Demonstrate understanding of effective advocacy and describe ethical issues present in our field and how these issues inform advocates’ decision-making.
• MA: Delineate different methods of advocacy, elaborate on key ethical issues, and articulate how differing ethical perspectives influence their decision-making as advocates in our field.

2. **Map of PLOs to University Learning Goals (ULGs)**
(Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples [here](#)). Use the link above for a full description of each ULG.)

<table>
<thead>
<tr>
<th>University ULGs</th>
<th>ChAD PLOs</th>
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<td>X</td>
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<td>5</td>
<td>X</td>
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3. **Alignment – Matrix of PLOs to Courses**
(Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples [here](#))

<table>
<thead>
<tr>
<th>ChAD PLO/ survey</th>
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<th>60</th>
<th>101</th>
<th>158/159/160</th>
<th>162/164</th>
<th>163/173</th>
<th>169</th>
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<th>195</th>
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### Planning – Assessment Schedule

(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

Note in #3 above that the ChAD assessment plan is based on a two-year repeating cycle.

Each year the faculty discuss our assessment reports and data at or near the beginning of each academic year. If changes in the curriculum are indicated, then those changes can be implemented starting in the fall semester, if possible. If not, then the changes are implemented in the spring of the AY. Our two-year repeating assessment schedule allows for immediate implementation of changes to be followed by a repeated assessment the following year.

In AY 16/17 we were not able to carve out time to conduct our annual review of student learning outcomes. There were two primary reasons. First, the entire tenured and tenure-track faculty were engaged during the fall semester in a search to fill three faculty positions. The workload was extraordinary – 135 applications; about 40 telephone interviews; 11 on-campus candidate visits. In the spring semester we have needed to focus on our department RTP guidelines to supplement those prepared by the Academic Senate.

It is our intention to use much of fall 17 and part of spring 18 to examine our student learning outcomes data but, more importantly, to review our entire portfolio of assessments. The goal of that effort will be to create a plan that is not only meaningful in terms of the quality of the data, but one that is both clearly integrated and logistically manageable.

### Student Experience

(PLOs should be described with student-friendly terms.

*Provide a weblink that points to your PLOs. The weblink should be one-click away on your department/program homepage.* Quick links on the right side panel, menu items on the top or side panel, or explicit links on your department/program homepage are one-click away links.)

- How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

<table>
<thead>
<tr>
<th></th>
<th>All sessions</th>
<th>Each sem</th>
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<td>Educ. exp. survey</td>
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<td>Exit survey</td>
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At the time of preparation of this report the ChAD website is undergoing revisions that meet the ‘one-click’ standard. That work should be completed by the end of April. Currently the following links exhibit ChAD PLOs by degree and emphasis:

http://www.sjsu.edu/chad/Programs/plana/index.html
http://www.sjsu.edu/chad/Programs/planb/index.html
http://www.sjsu.edu/chad/Programs/graduate/index.html

ULGs and PLOs as well as course learning outcomes are included on virtually all ChAD syllabi.

- Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

As indicated in the table in #3 above, we collect survey data from our graduating seniors. A substantial portion of that survey addresses the ChAD PLOs in various ways. Although both the survey and the SOTE assessments provide opportunities for open-ended comments, we have not observed that this is a topic students choose to comment on. Our newer educational experience survey does ask our students to self-assess their understanding of the PLOs at various times during their college career (ChAD 60, during TOP, ChAD 168, and ChAD 195). The survey also allows us to gather indirect evidence of whether and at what point our students are attaining the PLOs.

Part B

6. Assessment Data and Results
(Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices. PLOs should be evaluated based on direct assessments of learning, not grades earned by students)

The ChAD faculty collect assessment data using a variety of tools: course assignments, exams, group work, presentations, and surveys. For all course assessments the faculty use a rubric to evaluate achievement of the PLOs. The same assignments, exams, etc. as well as the accompanying rubrics are employed by all faculty who collect data for any particular PLO.

7. Analysis
(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

Our assessment data collection efforts are still in process at this time. Data collection and analysis activities will not be completed and reported to the chair until sometime well into the summer of 2017 for discussion by the entire faculty at the start of the fall semester.

8. Proposed changes and goals (if any)
(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?)
While the faculty regularly assess PLOs – changes are made at the course level by the course coordinators and with input from the faculty who teach those courses. The department faculty hear about those changes and goals when a course-level report is discussed.

**Part C**
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 16/17: Examine the new BA Plan B.2 curriculum with respect to PLO achievement.</td>
<td>Examination of this curriculum has been postponed until AY 17/18 (see #4 above).</td>
</tr>
<tr>
<td>AY 16/17: Examine achievement of PLO #6 in response to the offering of ChAD 152 for the first time in fall 2016.</td>
<td>Examination of this curricular change has been postponed until AY 17/18 (see #4 above).</td>
</tr>
</tbody>
</table>

Last updated: Feb. 20, 2017