

CHILD DEVELOPMENT, CFCS

Jordan College of Agricultural Sciences and Technology

Student Outcomes Assessment Plan (Soap)

[CTRL + CLICK TO VIEW EXAMPLE](#)

I. Mission Statement

It is the mission of the Child Development program to prepare graduates who have knowledge, skills, and dispositions to work to improve the quality of life for all children through education, research, and service.

[Guide: The mission statement gives a general direction for teaching and learning. The mission statement for a program should be in keeping with the mission of the university while addressing the needs of the program. Each of the mission statements should address the long term needs of the program.]

II. Goals and Student Learning Outcomes

[CTRL + CLICK TO VIEW EXAMPLE](#)

Note: There are no set number of goals and outcomes. You may indicate as little or as many goals and outcomes as needed. Goal The outline below only serves as a formatting guide.

1. **Goal: Knowledge:** To prepare graduates who are knowledgeable about child development through the study of multiple theoretical perspectives and cultural contexts.
Outcomes
 - a. Describe, compare, and contrast the assertions of the major theories of child development: Freud's Psychodynamic Theory, Erickson's Stages of Psychosocial Development, Piaget's Cognitive Developmental Theory, Behaviorism, Social Learning Theory, Attachment Theory, Information Processing, and Vygotsky's Sociocultural Theory.
 - b. Construct a timeline of milestones of development and typical behaviors, identified through research, of children conception through adolescence, identifying and describing development in the following domains: physical, cognitive, emotional, and social.
 - c. Critique research methods used to investigate developmental topics by assessing the strengths of limitations of study designs, temporal orientation of studies, and methods of data collection.
 - d. Discuss the influence of family, cultural, societal, and legal context on the development of children.
2. **Goal: Skills and Application:** To prepare graduates who contribute to the quality of life for children and their families through effective application of cognitive, technical, and interpersonal skills.

Outcomes

- a. Apply critical thinking, problem solving, decision making, and self-reflection skills through classroom and practical experiences.
 - b. Interpret, effectively demonstrate, and communicate knowledge and principles associated with child development.
 - c. Locate, investigate, organize, analyze and effectively present data and other information in oral, written, and technology-based formats.
 - d. Demonstrate computer skills commonly utilized in the child development field.
 - e. Apply theories and engage in practices that foster healthy child development in the home, work place, and community.
 - f. Demonstrate the knowledge, skills, and dispositions necessary for professional success, including those for seeking and retaining employment.
3. **Goal: Dispositions:** To prepare graduates who have examined themselves in relation to their values, beliefs, expectations, capabilities, needs, and professional interests.

Outcomes:

- a. Examine themselves with respect to issues of diversity.
- b. Evaluate the core values and core values embraced by the child development field in light of their own values and ethics.
- c. Practice civic engagement through community and professional service.

[Guide: Goals are general statements supporting the mission but are specific to a discipline. These statements give specificity to a program and serve as a guide to long-term directions for student learning. The major distinction between goals and objectives is the non-behavioral nature of goals. Goals may contain student learning outcomes such as appreciate, understand, and value. These are all worthy aspirations but cannot be measured directly.]

III. Curriculum Map (Matrix of Courses X Learning Outcomes)													
Child Development	1a	1b	1c	1d	2a	2b	2c	2d	2e	2f	3a	3b	3c
CFS 38/39	I	I	I	I			I				I	I	I
CFS 131				R	R	R	R	R		RA	RA	R	
CFS 135		RA		RA	R	R	R	R	R		RA	R	
CFS 134		R		A	R	R	RA	R	R		RA	RA	
CFS 137 / 136 / 146	R	RA	RA	RA	R	RA	R	R	R		R	R	
CFS 133S				A	R	RA	R	R	R	RA	R	R	RA

[CTRL + CLICK TO VIEW EXAMPLE](#)

CFS 140	A	R				R	RA	R	R		R		
CFS 139 / 145b / 193	A	RA	R		A	A	RA	R	RA	RA	R	RA	RA
Coun 150				A	A							R	
Psych 153	R		A		A								

I=Introduced R=Reinforced A=Advanced

CFS 38 Lifespan Development
 CFS 39 Introduction to Child Development
 CFS 131 Family Relations
 CFS 135 Parenting
 CFS 134 Multicultural Perspectives on Children and Families
 CFS 137 Infant Toddler Development
 CFS 136 Adolescent Development
 CFS 146 Middle Childhood Development
 CFS 133S Child and Family Crisis
 CFS 140 Advanced Child Development Theories
 CFS 139 Advanced Child Development Practicum
 CFS 145b Advanced Observation of Development
 CFS 193 Internship
 Coun 150 Laws Relating to Children
 Psyc 153 Developmental Research and Inquiry

[Guide: A curriculum map is an organizational tool to plot student progress in attaining the objectives for a program. A course-by-objective curriculum map should make clear where in the program students are introduced, reinforced, emphasized, and mastered the stated learning objectives. In addition to courses, other required activities such as projects and major papers required for progress in the program could be included in the curriculum map. This map should be used to identify points in the program where direct measurements of student learning can be made.]

IV. Assessment Methods

A. Direct Measures (at least three)

1. **Exit Exam:** All students in a capstone course for the major (CFS 139, 145b, or 193) will take a comprehensive exam over content described in the knowledge objectives of this document. Content areas include: Genetics, Pregnancy & Childbirth, Infancy, Early Childhood, Middle Childhood, Adolescence, Child Development Theory, Laws and Policies Related to Children, Diversity, Crisis, and Developmental Research. The exam is not attached because of the need to keep its contents guarded. However, it

consists of 100 multiple choice questions provided by the instructors of the core courses in the curriculum. This is the third year it has been used, and it has been modified significantly each time as a result of item analysis (e.g., inter-item correlations, alpha's cronbach for internal reliability, etc.) and other test development strategies (including periodic review for face validity by the course instructors). Our goal is that all students answer at least 70% of the test items correctly.

2. **Writing Quality:** Students enrolled in selected upper division courses (CFS 146 and 140) will be asked to respond to a writing prompt, which will then be assessed on a standardized writing rubric designed to match traditional grading of A, B, C and lower. The rubric is one developed by one of our faculty that uses a 10 points scale, with 9 and 10 representing an A, 8 representing a B, etc. Multiple faculty will use the rubric to score a sample of papers in order to determine the quality of interrater reliability. If such reliability is low, the rubric will be revised until we achieve an acceptable level of interrater reliability with the rubric. Our goal is that 80% of the student papers in selected upper division classes are at a C level or higher.
3. **Mock Interview:** Students in capstone courses (listed above) will be asked to participate in mock job interviews, which will be videotaped for future analysis by the faculty. Responses will be coded for indicators of professionalism, as well as for their answer to a question about reflective practice related to cultural diversity.

B. Indirect Measures (*Alumni Survey is required*)

1. **Survey Graduating Seniors:** Graduating seniors will be asked to rate the effectiveness of the curriculum on each of the learning objectives identified in this document. Our goal is that 80% of graduating seniors will report that they feel adequately prepared on each of the learning outcomes of our degree program. They will also be asked to divulge their plans with regard to graduate school and employment. We have no target with regard to this information. We hope to gain an understanding of the career objectives of our students, to see if our impressions are accurate or need to be updated. Our target is to achieve an 80% response rate.
2. **Alumni Survey:** We have already crafted a draft alumni survey. It has been used to ask alumni about their employment and post-baccalaureate education. Our intention is to broaden the survey to ask about objectives under our third goal of dispositions (e.g., core values, civic engagement) and to increase our response rate by diversifying the method of survey administration and improving follow-up. Our goal is to achieve 80% response rate for recent alumni (5 years ago or less) and a 50% response rate for more distant alumni.

3. Employer Survey: We intend to interview agencies and business-owners in the local area who could potentially hire our graduates. This list will be augmented by the ongoing alumni surveys, which will tell us some of the places our graduates have worked. Interviews will be open-ended, as our goals are qualitative in nature. We want to know what jobs are available to our graduates (to see if it matches what we think) and general employer perceptions of Fresno State graduates. We will also ask what they need of our students that we might be able to provide.

[Guide: In contrast to indirect measures such as opinion surveys and instruments that gather self-reports and/or third-party reports of student knowledge, direct measures of student learning are generated when students are evaluated in their performance of a stated objective. To obtain a direct measure of student learning, systematically gather data across student performances using scores on standardized or locally prepared examinations or activities, or scoring rubrics for performances, projects, theses, etc. If you choose to base your assessment in part on culminating experiences or portfolios be explicit in explaining how the products of these activities will be analyzed.]

V. Student Learning Outcomes X Assessment Methods Matrix													CTRL + CLICK TO VIEW EXAMPLE
Child Development	1a	1b	1c	1d	2a	2b	2c	2d	2e	2f	3a	3b	3c
Exit Exam	X	X	X	X									
Writing Quality							X						
Mock Interview					X	X				X	X		
Senior Survey	X	X	X	X	X	X	X	X	X	X	X	X	X
Alumni Survey					X					X	X	X	X
Employer Survey					X	X	X	X	X	X			X

[Guide: SOAPs should include a matrix that shows linkages between outcomes and the methods designed to measure performance on those outcomes.]

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations												CTRL + CLICK TO VIEW EXAMPLE
---	--	--	--	--	--	--	--	--	--	--	--	------------------------------

Year 2012 to 2013

Method 1. Exit Exam

Method 2. Writing Quality

Year 2013 to 2014

Method 1. Survey Graduating Seniors

Method 2. Alumni Survey

Year 2014 to 2015

Method 1. Mock Interview

Method 2. Employer Survey

[Guide: SOAPs should include a simple, concise timeline that states when each assessment technique will be carried out. Be specific about the year. Rather than Year 1, Year 2, use AY 2008-09, AY 2009-10, etc.]

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

**CTRL + CLICK TO
VIEW EXAMPLE**

Each of these activities will require the participation of several members of the faculty throughout the academic year. The department meets weekly, and the assessment coordinator will use those meeting times to map out and monitor the progress of the activities. As has been our department's practice, the half-day departmental meeting at the beginning of the academic year will be used, in large part, to present and discuss the findings of the assessment activities of the prior academic year. The lead faculty on each project will take responsibility for planning and leading that discussion. Each discussion will conclude with an action plan based on the findings presented.

[Guide: Closing the loop refers to using the findings for improvement of curricula, instruction or programs. This is the reason for doing assessment. Without it, the preceding steps are meaningless. How findings were used to draw conclusions and/or make change must be documented, although that documentation does not need to be extensive.]