Program: Child Development

Concentration:
- Elementary Pre-credential

Department: Child Development

Number of students enrolled in the program in Fall, 2011 819

Faculty member completing template Ana Garcia-Nevarez (Date January 19, 2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

[Please limit your response to 200 words or less]

The College of Education has been engaged in an extensive program of restructuring over the last 2.5 years. At the center of this is the streamlining of many of our administrative functions including our approach to assessment. In 2008, we began exploring opportunities to centralize our college efforts and collecting data for assessment of learning goals around a central vision of TEACHing for change, which includes Transformation, Equity and Social Justice, Advocacy, Collaboration, Civic and Community Engagement and Human Capital and Diversity. This overarching vision of students and credential candidates in the College of Education is adopted by all programs. As many of our programs also must adhere to strict regulations of accrediting bodies, these standards are also aimed to integrate within the central assessment system. The college a College of Education has begun work toward hiring a director of assessment within the college to oversee the collection, analysis, and synthesis of assessment data for all programs, integrating with CMS and CTQ data.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

In the Child Development major, students can choose from one of five concentrations. In each concentration, students select 15 units of course work from an appropriate list of approved electives, this allows for a more focused academic program. These electives provide a broad liberal education with an emphasis on child development from infancy through adolescence, and
with a sound academic program in Child Development. All concentrations have a similar set of core classes.

The concentration in elementary pre-credential is for students who are planning on pursuing a career in elementary school teaching. This concentration prepares students for admission to a credential program. Courses in this concentration are geared for the preparation for the California Subject Examinations for Teachers (CSET) and California Basic Educational Skills Test (CBEST) exams.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University's Baccalaureate Learning Goals? Please be as specific as possible.

Program Level Learning Outcomes

Graduates from the BA degree program in Elementary Pre-Credential will have successfully achieved the identified learning outcomes, in both cognitive and affective domains, through their active engagement with and completion of coursework, field-based experiential learning, and other program requirements. The Program Level Learning Outcomes for the BA-CHDV are as follows:

Knowledge and Comprehension

Graduates will demonstrate knowledge and understanding of the major concepts, theories, and issues that characterize the field of Child Development, including:

(1) Major milestones of development from infancy to adulthood.
(2) Developmental similarities and variations in major domains of study (e.g., biological, cognitive, cultural, ethnic, emotional, gender, linguistic).
(3) Acquisition and use of language in monolingual, bilingual, and bidialectical learners.
(4) Biological and environmental influences on development, and the complex interaction between these.
(5) Major social issues confronting children and their families.
(6) Best practices in developmental and educational settings and variations by ability, age, culture, and other relevant characteristics.
(7) The ideals, principles, and values of ethical conduct adopted by central professional organizations associated with Child Development and Early Education (Society for Research in Child Development, and the National Association for the Education of Young Children).

Analysis and Evaluation

(8) Develop discipline-based oral and written communication skills, including application of the writing guidelines published by the American Psychological Association.
(9) Analyze and evaluate written materials related to Child Development and Early Education using tools and processes widely recognized in the discipline.
Employ techniques of observation, evaluation, and assessment using a variety of measures and methods.

**Application and Integration for Practice**

(11) Use technology for purposes of augmenting discipline-based knowledge and inquiry.
(12) Apply theory and research to describe, analyze, and reflect upon cultural practices and experiences in both formal and informal settings.
(13) Participate successfully in a variety of practicum experiences mediated using concepts, research, and theory validated through discipline-based tools.
(14) Demonstrate appropriate and effective practices in developmental and educational settings, and show evidence of ability to vary practice by ability, age, culture, and other relevant characteristics of the children.

**Ethical Engagement**

(15) Develop and maintain positive attitudes towards diversity and its manifestations in children and families (e.g., ability, cultural, economic, ethnic, gender, linguistic, social).
(16) Demonstrate practices and understandings of professional responsibility in both academic and community-based developmental and educational settings.
(17) Engage actively in a learning community that facilitates collaboration with peers and faculty.
(18) Instantiate in practice the ideals, principles, and values of ethical conduct adopted by central professional organizations associated with Child Development and Early Education (Society for Research in Child Development, and the National Association for the Education of Young Children).

Please limit your response to 400 words or less.

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

Please limit your response to 200 words or less per learning outcome.

**Assessment Strategies**

The approach of the Child Development Department toward assessment is multi-faceted, with the intentional inclusion of both formative and summative assessment procedures as well as
longitudinal and cross-sectional measures of student progress toward articulated learning objectives for the Child Development major.

This multiple strategy approach incorporates (a) faculty in-course assessments using objective, written, and performance-based measures; (b) objective, non-course based assessment of student general understanding of the discipline of child development and early education; (c) objective, non-course based assessments of student information literacy competency; (d) student perceptions of their own writing competency; and (e) non-course based measures of student discipline-based writing competency. This multi-faceted approach is aligned with the conceptual orientation to assessment presented at the beginning of this document.

The Child Development faculty adheres to the position that the overarching purpose of assessment is to benefit students’ educational experience. The Child Development assessment plan provides for analysis of artifacts of student performance, faculty input, programmatic examination and reported student perceptions. The plan also includes administering common measures across classes as well as a variety of course-embedded assessment practices.

An important issue related to the purpose of assessment centers on whether standards and their related measures should reflect basic levels of demonstrated competence or ideal levels of performance as benchmarks. The child development program assessment plan reflects the position that the most meaningful approach to this issue is to establish the “basic” or “ideal” sensitivity level for each assessment by carefully considering the implications of each for student learning and program development. Specifically, in the plan are assessment practices that are sensitive to both basic and ideal levels of performance. By recognizing the difference between them, we hope to be able to both recognize the assessment of student standards, as well as inform us of “growth” areas.

Goals
The following general goals were adopted for the Child Development BA program.

1. Students will learn research and theory to increase their knowledge of growth and development in the following areas:
   a. Major milestones of development from infancy to adulthood
   b. Acquisition and use of language in monolingual, bilingual, and English learner settings
   c. Biological influences on development
   d. Social influences on development
   e. Individual variation
   f. Major social issues confronting children and their families
2. Students will apply theory and research to describe, analyze, and reflect upon children’s and parents’ cultural practices and experiences in both formal (e.g. schools, daycare) and informal (e.g. family, social) contexts.
3. Students will employ techniques of observation and assessment using a variety of methods.
4. Students will develop and maintain positive attitudes towards diversity (i.e., cultural, ethnic, gender, social, disability, linguistic).
5. Students will develop discipline-based written communication skills.
6. Students will analyze and critique written materials related to child development using tools and processes widely recognized as fundamental to proficient college-level writing.
7. Students will demonstrate practices and understandings of professional ethics and responsibility in both academic and applied child development contexts.
8. Students will use technology for purposes of augmenting discipline-based knowledge and inquiry.
9. Students will participate in varied field experiences that are mediated using theory, concepts, and published research that has been validated using established discipline-based tools and processes.
10. Students will participate in a learning community that facilitates collaboration with peers and faculty.

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>COURSES</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Comprehension</strong></td>
<td></td>
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<tr>
<td>Major milestones in development from infancy to adulthood</td>
<td>CHDV 30, CHDV 35, CHDV 131, CHDV 135, CHDV 137, CHDV 138, CHDV 143</td>
<td>Face-face discussions, Web-based discussions, Course-specific tests, Course-specific assignments, Content knowledge rubric, Content knowledge test</td>
</tr>
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<td>Developmental similarities and variations in major domains of study (e.g., biological, cognitive, cultural, ethnic, emotional, gender, linguistic).</td>
<td>CHDV 30, CHDV 35, CHDV 130, CHDV 135, CHDV 137, CHDV 138, CHDV 143</td>
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<td>Acquisition and use of language in monolingual, bilingual, and bidialectical learners</td>
<td>CHDV 30, CHDV 35, CHDV 131, CHDV 137, CHDV 150</td>
<td>Face-face discussions, Web-based discussions, Course-specific tests, Course-specific assignments</td>
</tr>
<tr>
<td>Biological and environmental influences on development, and the complex interaction between these</td>
<td>CHDV 30, CHDV 35, CHDV 131, CHDV 135, CHDV 137, CHDV 138, CHDV 143</td>
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<td>Best practices in developmental and educational settings and variations by ability, age, culture and other relevant characteristics</td>
<td>CHDV 35, CHDV 130, CHDV 131, CHDV 135, CHDV 136, CHDV 137, CHDV 138, CHDV 139, CHDV 140</td>
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<td>CHDV 150 CHDV 152</td>
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<td>Face-face discussions Web-based discussions Course-specific tests Course-specific assignments Information competence rubric Information competence test</td>
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<td>Ideals, principles, and values of ethical conduct adopted by central professional organizations in Child Development (Society for Research in Child Development) and Early Education (National Association for the Education of Young Children).</td>
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<tbody>
<tr>
<td>CHDV 30 CHDV 35 CHDV 131 CHDV 133 CHDV 135 CHDV 137 CHDV 138</td>
<td></td>
<td>Face-to-face discussions Web-based discussions Course-specific tests Course-specific assignments Writing competence rubric Information competence rubric Information competence test</td>
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<td>Develop discipline-based oral and written communication skills, including application of the writing guidelines published by the American Psychological Association.</td>
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| Application and Integration with Practice                                         |
|--------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------|
| CHDV 131 CHDV 132 CHDV 133 CHDV 137 CHDV 138                                  |                                | Web-based discussions Course-specific tests Course-specific assignments Information competence rubric Information competence test |
| Use technology for purposes of augmenting discipline-based knowledge and inquiry |                                |                                                                                                  |
| CHDV 131 CHDV 132 CHDV 133 CHDV 137 CHDV 138                                  |                                | Face-to-face discussions Web-based discussions Course-specific tests Course-specific assignments Writing competence rubric |
| Apply theory and research to describe, analyze, and reflect upon cultural practices and experiences in both formal and informal settings. |                                |                                                                                                  |
| CHDV 131 CHDV 132 CHDV 135 CHDV 137 CHDV 138                                  |                                | Face-to-face discussions Web-based discussions Course-specific tests Course-specific assignments Writing competence rubric |
| Participate successfully in a variety of                                        | CHDV 131                       | Face-to-face discussions Web-based discussions Course-specific tests Course-specific assignments Writing competence rubric |
| CHDV 131 CHDV 132 CHDV 133 CHDV 137 CHDV 138                                  |                                |                                                                                                  |
| Practicum Experiences Mediated Using Concepts, Research and Theory Validated Through Disciplined-Based Tools and Processes | CHDV 132  
CHDV 137  
CHDV 138 | Web-Based Discussions  
Course-Specific Tests  
Course-Specific Assignments  
Information Competence Rubric  
Information Competence Test |
|---|---|---|
| Demonstrate Appropriate and Effective Practices in Developmental and Educational Settings and Show Evidence of Ability to Vary Practice by Ability, Age, Culture, and Other Relevant Characteristics of the Children. | CHDV 131  
CHDV 132  
CHDV 137  
CHDV 138 | Face-to-Face Discussions  
Web-Based Discussions  
Course-Specific Tests  
Course-Specific Assignments |

**Ethical Engagement**

| Develop and Maintain Positive Attitudes Towards Diversity and Its Manifestations in Children and Families (e.g., Ability, Cultural, Economic, Ethnic, Gender, Linguistic, Social) | ALL CHDV COURSES | Face-to-Face Discussions  
Web-Based Discussions  
Course-Specific Assignments |
|---|---|---|
| Demonstrate Practices and Understandings of Professional Responsibility in Both Academic and Community-Based Developmental and Educational Settings. | CHDV 131  
CHDV 132  
CHDV 137  
CHDV 138 | Face-to-Face Discussions  
Web-Based Discussions  
Course-Specific Assignments  
Information Competence Rubric  
Information Competence Test |
| Engage Actively in a Learning Community that Facilitates Collaboration with Peers and Faculty | ALL CHDV COURSES | Face-to-Face Discussions  
Web-Based Discussions  
Course-Specific Assignments |
| Instantiate in Practice the Ideals, Principles, and Values of Ethical Conduct Adopted by Central Professional Organizations Associated with Child Development (the Society for Research in Child Development) and Early Education (the National Association for the Education of Young Children). | CHDV 131  
CHDV 132  
CHDV 137  
CHDV 138 | Face-to-Face Discussions  
Web-Based Discussions  
Course-Specific Assignments  
Information Competence Rubric  
Information Competence Test |

*(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)*

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

*[Please limit your response to 200 words or less per item]*

(a) **Key Findings**

First, for assessment of content knowledge and discipline specific writing, students in the exit-level courses showed slightly better performance than students in the entry-level courses. While this increase may be underestimated due to higher expectations of the instructor in the higher
level courses, the fact that this improvement was so modest highlights an area of potential improvement in the program. Another factor in the modest improvement in scores may be due to the assessment design. Because the entry-level assessments were taken at the end of the semester, it may be that the students were at the end of the instruction for these skills. Therefore, in future assessment cycles, these measures should be performed within the first few weeks of the semester. Furthermore, because the scores were not assessed in a within-subjects manner, we cannot assume individual improvement in scores. For the 2009 – 2010, the department assessment committee is putting together a web-based database for a pilot test of a within-subjects design of growth on discipline-specific writing skill.

Second, assessment of our field-work/service-learning courses was very informative. It is noteworthy that 100% of the students surveyed would recommend the course to a friend. From the quantitative measures, the highest scores came from the quality of the experience and many felt that they were making a difference in the lives of children. Many students commented that it was a “great experience” and that they were able to directly apply what they had learned in their child development theory classes. On a more critical note, many students wanted more of an orientation and clearer expectations of their work in the fieldwork settings.

(b) Application to enhance program quality and to improve assessment

A number of the insights drawn from the assessments can help to enhance program quality. First, the use of the MC quizzes to assess content knowledge of developmental theory and research is a very efficient manner to collect this information. However, without assurance that the students are all taking the same quiz (with centrally important developmental questions), we cannot truly assess improvement of content knowledge. Therefore, the department has begun working on core curriculum goals that should be implemented both in the core theory courses (CHDV 138 and 137), and that should also guide the questions in the MC quizzes, and these should be consistent across all three levels of the courses (entry, mid- and exit).

Similar insights about our writing assessments were drawn, primarily regarding difficulty in drawing inferences about the results. The undergraduate committee is working to create a “signature assignment” that would be assessed by all CHDV 133, CHDV 137, and CHDV 138 instructors for a writing assignment early in the semester. These assignments can then be “traded” between the instructors for assessment on a similar rubric to create a “single-blind” control for reliability of assessments. In general, assessments show that the department should continue to focus on developing students’ writing, both in general writing and discipline-specific skills.

Fieldwork placement assessments showed a couple of areas of means for improving the program. First, students generally enjoyed the experience, and therefore the department should invest more energy in advertising these fieldwork experiences, especially to other majors and other programs. We have begun an active recruitment project at transfer orientations, and informational flyers are being distributed to all CHDV majors at orientation. Second, many students desired more orientation and clearer expectations in the fieldwork placements. This information should be integrated into the course orientation, and the department should work with the fieldwork supervisors to help ensure that students are properly prepared for their experiences.
(c) Insights about the assessment cycle and means to involve faculty and staff participation in cycle

Conducting the assessment report has highlighted the many limitations of the data we have currently collected. One of the limitations has to do with the timing of the delivery of assessment activities. Therefore, a more specific schedule of activities has been developed, calling for a) collection of data in entry level courses (CHDV 133) in the fall semester and exit-level courses (CHDV 137 and CHDV 138) in the spring semester; and b) for the assessments to be administered at the beginning of the semester in the fall, and at the end of the semester in the spring. This will allow us to assess more effectively if the delivery of curriculum is guiding improvement in student performance. The instructors were instructed as to the time of delivery; however, with no oversight from the department chair, there is no certainty that this was done. Therefore, all assessment activities will now be centralized into a SacCT course, so that dates of collection can be noted, as well as closer tracking of individual students’ performance. This will also help to avoid the previously noted confound of individual differences in faculty expectations, which could bias the results of the assessments. By separating the assessments from the course instructors, we can assess the student without making the assessment about the instructor, or introduce instructor bias.

The department is working to make all reporting tools in a standardized electronic format so that the instructors all have detailed reporting formats and instructions, and to increase the efficiency of aggregating and tabulating the assessment data. These reporting tools are being developed for fall semester using WebCT and PDF Forms (both integrated with Microsoft Excel). It is expected that a systematic and simplified reporting format, along with “swapping” assignments between instructors and decreasing the number of assessment activities per semester should serve to increase faculty involvement in assessment activities.

(d) Next steps in the implementation of program assessment process

In the coming academic year, the Child Development Department assessment committee will be:

a) Developing a schedule of assessment activities for our lower-level (CHDV 30 and 35), mid-level (CHDV 123 and 133), and exit-level (CHDV 137 and 138) courses.

b) Creating a centralized electronic scoring system for direct student access;

c) Developing an assessment and

d) Drawing together a committee of the instructors of these courses to review the Content Knowledge assessment questions and create a “signature assignment” to be used in the assessment of writing.

Planned or implemented changes in response to these results

The assessment report has highlighted a number of limitations of our assessment plan, and changes in the assessment activities for next year are being proposed by the department assessment committee. They are as follows:
1. Last year, we proposed the addition of assessments of our other fieldwork courses (CHDV 35F, CHDV 132, CHDV 148), similar to those conducted in CHDV 144/194. However, this plan was rejected by the faculty. We now plan to engage in a more broad survey of all CHDV students at three levels of study to assess their experience with fieldwork more generally.

2. Addition of demographic and student information assessments from data gathered from the Office of Institutional Research the Teacher Credentials office (TPAC; e.g., retention rates, graduation rates, rates of acceptance to graduate and credential programs, etc.) This was proposed last year, but has not yet been implemented.

3. In Fall 2008, we implemented a second research-methods class, CHDV 123: Observation and Assessment. Fitting with goal #3 of the Child Development program, the department chair will work with the instructors of this class to develop rubrics or tools to use in this course to assess the degree to which we are meeting this goal.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program's curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.  

[Please limit your response to 300 words or less]

The department uses the graduating student survey that is administered by the Office of Institutional Research. We use this information to better understand and improve our students learning, educational experience and their future educational plan.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?  

[Please limit your response to 300 words or less]

INAPPLICABLE

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?  

[Please limit your response to 200 words or less]
The department is currently in the process of developing an assessment plan for our five concentrations. The undergraduate committee will begin formulations for assessment of a) general writing; b) time to completion; c) jobs attained after completion; and d) elective coursework specific to the learning goals within the concentration.

The creation of the five concentrations has only been in effect since 2008. As such, we have not yet differentiated the assessment of learning outcomes between the concentrations and focused instead on the shared core foundation courses in the major. However, the department is in process of ensuring that the assessment in general is aligned with to our program goals.
Department of Child Development
Information Competence Quiz

(1) A good reason for non-researchers to learn about research strategies is that:
(a) lay people should build their own theories of development
(b) everyone should be a critical consumer of knowledge
(c) there are many employment opportunities in research
(d) parents and teachers should learn how to experiment with children

(2) You have just read an article in a *Newsweek* that stated, "People who jog live longer than people who don't jog." On the basis of this information, a well-educated citizen should
(a) begin jogging.
(b) accept the statement as true.
(c) want to know that results from a study testing the statement have been reported.
(d) be most concerned with what university the researchers graduated from

(3) A major problem with using Internet search engines such as Yahoo or Google as a method of obtaining research information is that
(a) they are difficult to use
(b) the credibility of the source and the accuracy of the information are often unclear
(c) computers are too expensive for many people
(d) the information provided can be complicated and difficult to read

(4) One safeguard against scientific fraud is that
(a) scientists are trained to be ethical
(b) the researcher's hypotheses are not always supported
(c) all research is subject to peer review and replication by other scientists
(d) the faker's colleagues usually report him or her

(5) A scientist states that “there is evidence for the existence of ghosts because she herself has felt their presence”. As a well-educated reader, this claim should
(a) be accepted because the person making it is a scientist.
(b) be reassuring because you, or someone you know, have also felt the presence of ghosts
(c) have an influence on you toward believing in ghosts.
(d) make you very skeptical about this scientist’s credibility

(6) The advantage of employing the scientific approach over other ways of knowing about the world is that it
a. fails to embody a number of rules for testing an idea.
b. allows you to rule out intuition and authority as sources of ideas about behavior.
c. provides an objective set of rules for gathering, evaluating, and reporting information.
A critical consumer of education research
(a) is comfortable drawing conclusions based on one study
(b) takes whatever researchers say as the closest to truth we can get
(c) depends only on quantitative studies and statistics
(d) looks for replication of research findings across studies for evidence of reliability

Of the following topics, items ____ and ____ can be resolved by research, but items ____ and ____ are not appropriate questions for research.
(a) Teaching students phonics improves reading performance
(b) School prayer should be a regular part of school
(c) Self-efficacy is related to school success
(d) Sex education is morally wrong.

Generally, a study is ethical to perform if
(a) the benefits outweigh the costs associated with the study
(b) the costs outweigh the benefits associated with the study
(c) there is at least one benefit from the study
(d) the study will advance knowledge regardless of the costs

Which of the following is necessary in obtaining informed consent for participation in a research study?
(a) A description of the statistical analyses to be carried out
(b) The purpose of the research
(c) A description of the reliability and validity of tests used
(d) A list of the researcher's publications

If parents give consent for a child to participate in a study taking place at school, and the child does not want to go along with the researcher when asked to do so,
(a) his or her parents can override the child's objection
(b) a teacher can override a child's objections
(c) the researcher must obey the wishes of the child
(d) the child must still participate once consent forms have been signed

The principle of informed consent requires that participants be told
(a) everything about the study
(b) about the hypotheses of the study, but not about the procedure
(c) everything about the purpose and procedure of the study, but not about the hypotheses
(d) about aspects of the study that might influence their willingness to participate

The group which directly oversees research involving human participants at most colleges and universities is called the
Imagine you doing a research project at a school site on the general topic of cognitive and linguistic development. A teacher whose class has students participating in your study asks you how one of her students “performed” on the tasks you administered. The most appropriate response for you as a researcher would be:

(a) Make an appointment with the teacher to explain carefully how the student performed
(b) Tell the teacher that you can give her the information only if the student’s parents are present
(c) Inform the teacher that you will be writing a brief report outlining the individual performance of each of her students
(d) Say something general about all participating students, such as “They were all very cooperative” but give no specific information about individual student performance

If you are a teacher or college instructor and you wish to distribute graded papers to students in your class, which of the following would be the best approach, from a privacy and ethical perspective?

(a) Leave papers, with students names on the front, in a box outside your office
(b) Use the last 6-digits of student social security numbers as an ID and leave papers in a box outside your office
(c) Put papers on your desk for students to collect at the end of class, with student last names as the ID
(d) Use a unique identifier, that is not their social security number, for each student and hand out papers in person to individual students
## Writing Assessment Rubric (for use in CHDV 33, 137, 138) – Adapted from C-BEST Writing Score Scale

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Fail</th>
<th>2 – Marginal Fail</th>
<th>3-Marginal Pass</th>
<th>4-Pass</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Rhetorical Force</strong></td>
<td>The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.</td>
<td>The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.</td>
<td>The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.</td>
<td>The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.</td>
<td>Organization of ideas may be evident, but is largely ineffective, and response is generally unclear.</td>
<td>Organization of ideas is generally clear and effective, and the meaning is generally clear.</td>
<td>Ideas or points of discussion are logically arranged, and their meaning is clearly communicated</td>
<td></td>
</tr>
<tr>
<td><strong>Support + Development</strong></td>
<td>Generalizations and assertions not supported or severely underdeveloped; the presentation of details is confused.</td>
<td>Generalizations and assertions only partially supported; response may contain irrelevant, insufficient, or imprecise details.</td>
<td>Generalizations and assertions are adequately supported, although perhaps unevenly.</td>
<td>Generalizations and assertions are well supported with relevant, specific, and detailed development.</td>
<td></td>
</tr>
<tr>
<td><strong>Usage</strong></td>
<td>Word choice and usage are largely imprecise, and there are severe distracting errors.</td>
<td>Word choice and usage are generally imprecise and distracting.</td>
<td>Word choice and usage are adequate; some errors exist but do not impede meaning.</td>
<td>Choice of words is precise; usage is careful and accurate.</td>
<td></td>
</tr>
<tr>
<td><strong>Structure + Conventions</strong></td>
<td>The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.</td>
<td>The writer’s response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modifications.</td>
<td>The writer’s response may have errors in paragraphing, sentence, structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse reader.</td>
<td>The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.</td>
<td></td>
</tr>
<tr>
<td><strong>Appropriateness</strong></td>
<td>The response demonstrates little or no understanding of any of the assignment’s tasks; language and style may be inappropriate for audience and purpose.</td>
<td>The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.</td>
<td>The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or incompletely addressed), but language and style are appropriate for given audience and purpose.</td>
<td>The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.</td>
<td></td>
</tr>
</tbody>
</table>
## Writing Assessment Rubric – Discipline-Specific Technical Writing in APA Style
### CHDV 133, 137, 138

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Weak or No Evidence</th>
<th>2– Adequate Evidence</th>
<th>3– Strong Evidence</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Student applies no or few of the basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats</td>
<td>In most cases, student applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats</td>
<td>Student consistently applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats</td>
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<tr>
<td>Heads</td>
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<tr>
<td>Layout</td>
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<tr>
<td>Header</td>
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<tr>
<td>Page numbers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>Student adheres to no or few of the APA writing style guidelines, including orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals</td>
<td>In most cases, student adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals</td>
<td>Student consistently adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals</td>
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<tr>
<td>Orderly presentation</td>
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<tr>
<td>Clear + concise</td>
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<tr>
<td>Appropriate voice</td>
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<tr>
<td>Avoiding bias</td>
<td></td>
<td></td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>Student demonstrates minimal grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows no evidence of adherence to APA guidelines where these differ from the standard</td>
<td>Student demonstrates adequate grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows evidence of adherence to APA guidelines where these differ from the standard</td>
<td>Student demonstrates strong grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows consistent evidence of adherence to APA guidelines where these differ from the standard</td>
<td></td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar</td>
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<td>Punctuation</td>
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<tr>
<td>Capitalization</td>
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<tr>
<td>(Numbers, Tables + Figures)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Format Rules</strong></td>
<td>Student adheres to none or few of the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.</td>
<td>In most cases, student adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.</td>
<td>Student consistently adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.</td>
<td></td>
</tr>
<tr>
<td>In-text Citations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td></td>
<td></td>
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<tr>
<td>Quotations</td>
<td></td>
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</tr>
</tbody>
</table>
**Attachment D—Writing competence in CHDV 30 and CHDV 35**

**Writing Assessment Rubric - CHDV 30 and CHDV 35**

**General Education Outcomes**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Unacceptable</th>
<th>2-Competent</th>
<th>3-Proficient</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Comprehend physical, socio-cultural, emotional, cognitive growth and development, and interrelationships among these</td>
<td>Demonstrates minimal or no understanding of concepts and their relationships; description and/or application as required by the assignment is limited or absent;</td>
<td>Demonstrates basic understanding of relevant concepts through description and application as required by the assignment; adequate understanding of relationships among concepts</td>
<td>Demonstrates thorough understanding of all relevant concepts and their interrelationships through detailed description and in-depth application as required by the assignment</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>Comprehend biological and environmental factors influencing growth and development, and interrelationships among these</td>
<td>Concepts relevant to the specific assignment topic are omitted or inadequately described; analysis of these concepts is incorrect, limited or absent</td>
<td>Partially describes and/or analyzes concepts relevant to the specific assignment topics; may address some but not all of the relevant topics; description and/or analysis lacking in depth and detail</td>
<td>Describes AND analyzes in depth and with detail concepts relevant to all of the specific assignment topics</td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td>Reflect upon and apply critical concepts of development (e.g., sexuality, culture, ethnicity, nutrition, health, family, aging, death) to own experience, behavior and development</td>
<td>Limited or no application of concepts to own personal experience; lacking in specific examples</td>
<td>Application of relevant concepts to personal experience; connections between concepts and personal experience are superficial or lacking in depth and detail; limited use of specific examples</td>
<td>Demonstrates an in-depth and thoughtful application of concepts to own personal experience; application indicates thorough understanding of relevant concepts; provides specific examples and details</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Writing quality, including organization, structure, mechanics, presentation of ideas</td>
<td>Inadequately addresses assignment, organization is unclear or illogical, lacks generalizations, analysis or supporting details, fails to cite sources where relevant. Inadequate control of syntax and conventions of standard English, grammatical and syntactic errors impede the overall reading of the paper</td>
<td>Addresses assignment with some analysis, demonstrates adequate organization, some analysis of generalizations with some supporting detail. Most of the paper displays adequate control of standard English conventions, some grammatical errors but do not interfere with overall reading of paper</td>
<td>Addresses assignment thoughtfully, clear and coherent organization, supports generalizations with specific details, cites sources where relevant, correct and consistent use of syntax and conventions of standard English.</td>
</tr>
</tbody>
</table>
### Information Competence Assessment Rubric (for use in CHDV 133 only)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Weak or No Evidence</th>
<th>2-Adequate Evidence</th>
<th>3-Strong Evidence</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of online database search tools (PsycInfo + ERIC)</strong></td>
<td>Student unable to access databases and produce abstracts or other evidence of locating materials via PsycInfo or ERIC</td>
<td>Student shows some ability to access online databases and search tools (e.g., PsycInfo and ERIC) and locate research materials meeting specific criteria</td>
<td>Student consistently and competently able to access online databases and utilize search tools (e.g., PsycInfo and ERIC) to locate published research and other materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Data Analysis + Interpretation</strong></td>
<td>Student shows no ability to use data; cannot extract basic information from tables and graphs, shows minimal comprehension of descriptive statistics and none of inferential statistics</td>
<td>Student demonstrates some basic competence in data interpretation (e.g., understanding tables and graphs) and basic comprehension of descriptive statistics and introductory inferential statistics</td>
<td>Student demonstrates strong grasp of data interpretation (e.g., understanding tables and graphs) and a good beginning understanding of descriptive statistics and inferential statistics</td>
<td></td>
</tr>
<tr>
<td><strong>Application of information + evidence</strong></td>
<td>Student does not demonstrate the ability to apply information and evidence to everyday situations or even a context different from the one in which it was first presented</td>
<td>Student demonstrates some evidence of being able to apply information and evidence to situations and contexts beyond those in which first presented</td>
<td>Student consistent and competent in ability to apply information and evidence to situations and contexts beyond those in which first presented</td>
<td></td>
</tr>
<tr>
<td><strong>Critical evaluation of information sources: credibility, reliability, validity</strong></td>
<td>Student does not view evidence through a critical lens and shows no appreciation of the “culture of evidence”. Does not understand the scientific practices employed to demonstrate validity and reliability of evidence and to establish credibility of information</td>
<td>Student shows minimum competence of viewing evidence analytically and critically. Student also demonstrates some awareness of scientific standards of evidence, including methodology, reliability, and validity.</td>
<td>Student consistently demonstrates ability to view evidence analytically and critically. Student demonstrates clear awareness of scientific standards of evidence, including methodology, reliability, and validity.</td>
<td></td>
</tr>
</tbody>
</table>
### EVALUATION OF SETA HEAD START EXPERIENCE

CSUS ACES and SETA SUBS

**Program (circle one)**
- [ ] ACES
- [x] SUBS
- [ ] Site(s)

**Site(s)**
- Mather

**Date**
- May 4th, 2008

Please evaluate your experience with the SETA Head Start program during the current academic year, by answering the questions on both sides of this sheet. Please circle the appropriate rating for each item.

<table>
<thead>
<tr>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Neither Agree/Disagree (N)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 This experience enhanced my understanding of child Development and early childhood education</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>2 I felt well prepared academically for this experience.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>3 This experience increased my desire to work in the educational field</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>4 My supervisor provided me with responsibilities consistent with my ability and growth.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>5 My fellow workers were friendly and cooperative</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>6 My supervisor was reasonable, sincere, and fair</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>7 I was given an orientation to the site and clear explanation about the work expected of me.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>8 I was offered feedback on my progress and abilities</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>9 My supervisor and/or coworkers made effort to make this a learning experience for me</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>10 I was given adequate explanation regarding assignments and expectations at my site</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>11 I was given assistance when needed by my supervisor and coworkers at the site</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>12 My workload at the site(s) usually kept me busy</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>13 I experience good cooperation and communication with my coworkers at the site</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>14 This work assignment was of professional value to me.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
</tr>
</tbody>
</table>
All responses will remain anonymous so please be frank with any comments or suggestions that you think will help improve the program.

1 What kind of work were you typically assigned (primary tasks and responsibilities)?

I would take turns with the other teachers in making the meals. I would prepare activities for the children on days when the teacher didn't have enough time. I would do the circle activity (days of the week, books, helpers...)

2 Were you provided with an orientation to the site and the work expected of you?

Yes, at first I was supposed to be in classroom #3 and then I got switched to be in classroom #1. In both rooms an orientation was given.

3 Are there any areas of this experience for which you think students need additional training/preparation?

I think some students may need some training in dealing with difficult children. It is something that is still hard for me to do.

4 How did you feel about the people with whom you worked (coworkers and supervisors)?

I really enjoyed working with everybody at this school. They were all very helpful to me.

5 What did you like most about your Head Start experience?

I really liked that I got to work at Mather for the majority of the semester. It made my schedule consistent, and I enjoyed that.

6 What aspect of your field placement gave you the most difficulty?

I think the most difficult part of work at Mather is the full inclusion classroom that I work in. It can become overcrowded when we have 4 extra teachers in the room for SCOE children.

7 Will you be returning to the program next semester? Why or why not?

I will continue working with Seta Headstart through the summer, and possibly next semester. But I will not be returning to the CHDV 194 class.

8 Would you recommend the program to other students? Why or why not?

Yes, I have already! I think it is good work for students who wish to work with children. There is a bunch of experiences that is great to have gone through.

9 Please comment on what you think might improve this experience for future students.

I think for what the schools need, it is kind of hard to make the schedules more consistent. But if there was a way to have only 2 or 3 main schools to work between, it might save the subs time and money.

10 Any additional comments or suggestions?
