

2014-2015 Annual Assessment Report Template

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- | | |
|-------------------------------------|---|
| ☒ | 1. Critical thinking |
| ☐ | 2. Information literacy |
| ☒ | 3. Written communication |
| ☐ | 4. Oral communication |
| ☐ | 5. Quantitative literacy |
| ☒ | 6. Inquiry and analysis |
| ☐ | 7. Creative thinking |
| ☐ | 8. Reading |
| ☐ | 9. Team work |
| ☐ | 10. Problem solving |
| ☐ | 11. Civic knowledge and engagement |
| ☐ | 12. Intercultural knowledge and competency |
| ☐ | 13. Ethical reasoning |
| ☐ | 14. Foundations and skills for lifelong learning |
| ☐ | 15. Global learning |
| ☐ | 16. Integrative and applied learning |
| ☐ | 17. Overall competencies for GE Knowledge |
| ☐ | 18. Overall competencies in the major/discipline |
| ☐ | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q1.3. Are your PLOs closely aligned with the mission of the university?

- | | |
|-------------------------------------|---------------|
| ☒ | 1. Yes |
| ☐ | 2. No |
| ☐ | 3. Don't know |

Q1.4. Is your program externally accredited (other than through WASC)?

- | | |
|-------------------------------------|----------------------------|
| ☐ | 1. Yes |
| ☒ | 2. No (Go to Q1.5) |
| ☐ | 3. Don't know (Go to Q1.5) |

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- | | |
|--------------------------|---------------|
| ☐ | 1. Yes |
| ☐ | 2. No |
| ☐ | 3. Don't know |

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- | | |
|-------------------------------------|--------------------------------------|
| ☐ | 1. Yes |
| ☒ | 2. No, but I know what the DQP is |
| ☐ | 3. No, I don't know what the DQP is. |
| ☐ | 4. Don't know |

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

Yes we did.

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

Critical thinking: We examined the CHDV program learning outcome 2.2: Apply critical thinking to the examination of research, theory and issues in the discipline (see Appendix 1). This is linked with the Baccalaureate Learning Goal of *Intellectual and Practical Skills* in that we examined student work in both early-program courses and late-program courses using the Value Rubric of *Critical Thinking*.

Written Communication: We examined the CHDV program learning outcome 3.1: Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format (see Appendix 1). This is linked with the Baccalaureate Learning Goal of *Intellectual and Practical Skills* in that we examined student work in both early-program courses and late-program courses using the Value Rubric of *Written Communication*.

Inquiry and Analysis: We examined the CHDV program learning outcome 2.4: Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings (see Appendix 1). This is linked with the Baccalaureate Learning Goal of *Intellectual and Practical Skills* in that we examined student work in our early-program methodology courses using the Value Rubric of *Inquiry and Analysis*

Q1.2.1. Do you have rubrics for your PLOs?

- | | |
|-------------------------------------|------------------------------|
| ☐ | 1. Yes, for all PLOs |
| ☒ | 2. Yes, but for some PLOs |
| ☐ | 3. No rubrics for PLOs |
| ☐ | N/A, other (please specify): |

Question 2: Standard of Performance for the selected PLO

Q2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):
CHDV program learning outcome 3.1: Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format (see Appendix 1) was examined in both early-program courses (CHDV 133), and in later-program courses (CHDV 137 and 138). In both instances a key assessment was used to apply the rubrics to analyze samples of 10 – 15 students' work.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☐ 1. Yes
☒ 2. No
☐ 3. Don't know
☐ 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

See appendix 2 – Written Communication Value Rubric

Q2.4. Please indicate the category in which the selected PLO falls into.

- ☐ 1. Critical thinking
☐ 2. Information literacy
☒ 3. Written communication
☐ 4. Oral communication
☐ 5. Quantitative literacy
☐ 6. Inquiry and analysis
☐ 7. Creative thinking
☐ 8. Reading
☐ 9. Team work
☐ 10. Problem solving
☐ 11. Civic knowledge and engagement
☐ 12. Intercultural knowledge and competency
☐ 13. Ethical reasoning
☐ 14. Foundations and skills for lifelong learning
☐ 15. Global learning
☐ 16. Integrative and applied learning
☐ 17. Overall competencies for GE Knowledge
☐ 18. Overall competencies in the major/discipline
☐ 19. Other:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO			
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities	x		x
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence collected for the selected PLO in 2014-2015? ☒ 1. Yes ☐ 2. No (Skip to Q6) ☐ 3. Don't know (Skip to Q6) ☐ 4. N/A (Skip to Q6)	Q3.2. If yes, was the data scored/evaluated for this PLO in 2014-2015? ☒ 1. Yes ☐ 2. No (Skip to Q6) ☐ 3. Don't know (Skip to Q6) ☐ 4. N/A (Skip to Q6)	
Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO? In Spring 2015, we used the written communication Value rubric to assess assignments from 6 different sections of CHDV courses.	Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300] Data were collected from key assignments in three different courses. Early-program assessments were performed in CHDV 133, a pre-requisite for the upper-division courses. Later-program assessments were performed in CHDV 137 and 138, both courses predominantly populated by seniors or graduating seniors in the program.	
<i>Q3A: Direct Measures (key assignments, projects, portfolios)</i>		
Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO? ☒ 1. Yes ☐ 2. No (Go to Q3.7) ☐ 3. Don't know (Go to Q3.7)	Q3.3.1. Which of the following direct measures were used? [Check all that apply] ☐ 1. Capstone projects (including theses, senior theses), courses, or experiences ☒ 2. Key assignments from required classes in the program ☐ 3. Key assignments from elective classes ☐ 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques ☐ 5. External performance assessments such as internships or other community based projects ☐ 6. E-Portfolios ☐ 7. Other portfolios ☐ 8. Other measure. Specify:	
Q3.3.2. Please attach the direct measure you used to collect data. Each assignment is specifically assigned by the instructor, but have key elements in common. The assignments all require a) the establishment of context of the paper/presentation; b) APA-style (discipline-specific conventions); c) support the argument with empirical evidence; and d) use proper writing mechanics and syntax. The specific assignments are attached in Appendix 3.		
Q3.4. How was the data evaluated? [Select only one] ☐ 1. No rubric is used to interpret the evidence (Go to Q3.5) ☐ 2. Used rubric developed/modified by the faculty who teaches the class ☐ 3. Used rubric developed/modified by a group of faculty ☐ 4. Used rubric pilot-tested and refined by a group of faculty ☒ 5. The VALUE rubric(s) ☐ 6. Modified VALUE rubric(s) ☐ 7. Used other means. Specify:		
Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO? ☐ 1. Yes ☒ 2. No ☐ 3. Don't know ☐ 4. N/A	Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric? ☐ 1. Yes ☒ 2. No ☐ 3. Don't know ☐ 4. N/A	Q3.4.3. Was the rubric aligned directly and explicitly with the PLO? ☒ 1. Yes ☐ 2. No ☐ 3. Don't know ☐ 4. N/A

Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? Discussions of the data collection were discussed at numerous department meetings throughout the academic year. In the end, five tenure-track faculty were involved in the collection and assessment of the data to assess this PLO.		Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? ☐ 1. Yes ☒ 2. No ☐ 3. Don't know	
Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? The papers were drawn at random from the class, either by the program coordinator (via access to all course samples) or by the instructor, who directly provided the random sample of course assignments.		Q3.6.1. How did you decide how many samples of student work to review? To sample across courses, we decided on 10 – 15 samples per course.	
Q3.6.2. How many students were in the class or program? Approximately 450 students were enrolled in the courses that were sampled. However, not every section of each course was sampled. So of the courses sampled, only 240 were the population.	Q3.6.3. How many samples of student work did you evaluate? We evaluated 30 students from CHDV 133, 20 students from chdv 137 and 20 students from CHDV 138. A total of 70 students were evaluated.	Q3.6.4. Was the sample size of student work for the direct measure adequate? ☒ 1. Yes ☐ 2. No ☐ 3. Don't know	
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)			
Q3.7. Were indirect measures used to assess the PLO? ☐ 1. Yes ☒ 2. No (Skip to Q3.8) ☐ 3. Don't know		Q3.7.1. Which of the following indirect measures were used? [Check all that apply] ☐ 1. National student surveys (e.g., NSSE) ☐ 2. University conducted student surveys (e.g. OIR) ☐ 3. College/Department/program student surveys ☐ 4. Alumni surveys, focus groups, or interviews ☐ 5. Employer surveys, focus groups, or interviews ☐ 6. Advisory board surveys, focus groups, or interviews ☐ 7. Other, specify:	
Q3.7.2 If surveys were used, how was the sample size decided?			
Q3.7.3. If surveys were used, briefly specify how you selected your sample.		Q3.7.4. If surveys were used, what was the response rate?	
Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)			
Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? ☐ 1. Yes ☒ 2. No (Go to Q3.8.2) ☐ 3. Don't know		Q3.8.1. Which of the following measures were used? ☐ 1. National disciplinary exams or state/professional licensure exams ☐ 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) ☐ 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) ☐ 4. Other, specify:	
Q3.8.2. Were other measures used to assess the PLO? ☐ 1. Yes ☒ 2. No (Go to Q3.9) ☐ 3. Don't know (Go to Q3.9)		Q3.8.3. If other measures were used, please specify:	

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q3.9.1. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- ☐ 1. Yes
☐ 2. No
☒ 3. Don't know

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

We examined student performance at two points in the program, early-program courses and later-program courses. We examined PLO 3.1: Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format using the Written Communication VALUE rubric. Specifically, we looked at 1) Genre and Disciplinary Conventions (APS-style and formal tone), 2) Sources of Evidence, and 3) Control of Syntax and Mechanics.

Tables and conclusions are summarized in Appendix 4.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Key findings and future goals:

Results indicate that while students in the program are meeting general writing milestones, with clear improvement in control of syntax and mechanics, CHDV students, while improving from early to later program status, are still not reaching milestones in Genre and Disciplinary Conventions.

Furthermore, Students ability to support arguments with sources of evidence should be a focus in future assessments.

The department is currently undertaking an extensive examination of our research methods courses and will consider these PLOs as we move forward with the re-development of that curriculum.

Q4.3. For **selected** PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
☐ 2. **Met** expectation/standard
☒ 3. **Partially** met expectation/standard
☐ 4. **Did not meet** expectation/standard
☐ 5. No expectation or standard has been specified
☐ 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☒ 1. Yes
☐ 2. No (Go to Q6)
☐ 3. Don't know (Go to Q6)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. [Word limit: 300 words]

The department is currently undertaking an extensive examination of our foundational research methods courses in which students begin to formally write in APA-style (the writing convention of the discipline). As we move forward with the re-development of that curriculum we will continue to assess student abilities in these areas. The conventions are further supported in development in later courses such as CHDV 137 and 138, courses predominantly taken in the senior year.

Q5.2. How have the assessment data from last year (2013 - 2014) been used so far? [Check all that apply]

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses				x	
2. Modifying curriculum			x		
3. Improving advising and mentoring			x		
4. Revising learning outcomes/goals			x		
5. Revising rubrics and/or expectations	x				
6. Developing/updating assessment plan	x				
7. Annual assessment reports				x	
8. Program review					x
9. Prospective student and family information				X	
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)				X	
12. Program accreditation				X	
13. External accountability reporting requirement				X	
14. Trustee/Governing Board deliberations				X	
15. Strategic planning				X	
16. Institutional benchmarking				X	
17. Academic policy development or modification				X	
18. Institutional Improvement				X	
19. Resource allocation and budgeting				X	
20. New faculty hiring				X	
21. Professional development for faculty and staff			X		
22. Recruitment of new students				X	

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

The assessment activities of recent years have helped us to both develop our Program Learning Outcomes into measureable dimensions, and to further develop our assessment plan into a more manageable program. We have not completely modified our curriculum, but have been discussing the results during faculty meetings to identify courses where these PLOs should be integrated more fully and in which we can more carefully assess how our students are performing in them.

Data from our student survey last year have been discussed in faculty meetings and a group has formed to examine our advising policies and materials.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on the program elements, please briefly report your results here. [Word limit: 300]

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| ☒ | 1. Critical thinking |
| ☒ | 2. Information literacy |
| ☒ | 3. Written communication |
| ☐ | 4. Oral communication |
| ☐ | 5. Quantitative literacy |
| ☒ | 6. Inquiry and analysis |
| ☐ | 7. Creative thinking |
| ☐ | 8. Reading |
| ☐ | 9. Team work |
| ☐ | 10. Problem solving |
| ☐ | 11. Civic knowledge and engagement |
| ☒ | 12. Intercultural knowledge and competency |
| ☐ | 13. Ethical reasoning |
| ☐ | 14. Foundations and skills for lifelong learning |
| ☐ | 15. Global learning |
| ☐ | 16. Integrative and applied learning |
| ☐ | 17. Overall competencies for GE Knowledge |
| ☐ | 18. Overall competencies in the major/discipline |
| ☐ | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

Appendix 1: Child Development Program Goals 2014-15

Appendix 2: Value Rubrics: Written Communication, Critical Thinking, and Inquiry and Analysis

Appendix 3: Course assignments used in assessment data

Appendix 4: Data and Findings for PLO 3.1

Appendix 5: Data and Findings for PLO 2.2

Program Information

P1. Program/Concentration Name(s): Child Development – Elementary Pre-Credential P1.1. Report Authors: Karen Davis O’Hara					P2. Program Director: Karen Davis O’Hara P2.1. Department Chair: Ana Garcia-Nevarez														
P3. Academic unit: Department, Program, or College: Undergraduate Studies in Education					P4. College: Education														
P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment: 192					P6. Program Type: [Select only one] <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30px; text-align: center;">x</td><td>1. Undergraduate baccalaureate major</td></tr> <tr><td style="text-align: center;"> </td><td>2. Credential</td></tr> <tr><td style="text-align: center;"> </td><td>3. Master’s degree</td></tr> <tr><td style="text-align: center;"> </td><td>4. Doctorate (Ph.D./Ed.d)</td></tr> <tr><td style="text-align: center;"> </td><td>5. Other. Please specify:</td></tr> </table>					x	1. Undergraduate baccalaureate major		2. Credential		3. Master’s degree		4. Doctorate (Ph.D./Ed.d)		5. Other. Please specify:
x	1. Undergraduate baccalaureate major																		
	2. Credential																		
	3. Master’s degree																		
	4. Doctorate (Ph.D./Ed.d)																		
	5. Other. Please specify:																		
Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 2 P7.1. List all the name(s): Child Development and Deaf Studies P7.2. How many concentrations appear on the diploma for this undergraduate program? 5					Master Degree Program(s): P8. Number of Master’s degree programs the academic unit has: P8.1. List all the name(s): P8.2. How many concentrations appear on the diploma for this master program?														
Credential Program(s): P9. Number of credential programs the academic unit has: 0 P9.1. List all the names:					Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: P10.1. List all the name(s):														

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed	x									
P12. Last updated								x		

	1. Yes	2. No	3. Don’t Know
P13. Have you developed a curriculum map for this program?	x		
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?	x		
P15. Does the program have any capstone class?		x	
P16. Does the program have ANY capstone project?		x	

Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

Report Assessment Activities on Additional PLOs Here

We also examined PLO 2.2: Apply Critical thinking to the examination of research, theory, and issues in the discipline. We used the Critical Thinking and the Inquiry and Analysis VALUE Rubrics. See Appendix 5.

CHDV Program Goals 2014-15

2014 Program Goals (8)	Learning Outcomes (21)
Goal 1: Foundational Knowledge in the Discipline: Content, Theory and Research	1.1 Demonstrate knowledge of the processes and major milestones of physical, cognitive, social and emotional development from infancy to adulthood
	1.2 Understand the processes and milestones of language acquisition and use in monolingual, bilingual, and English learners
	1.3 Identify individual variations in development as well as the biological and social influences that lead to such variation
	1.4 Demonstrate understanding of cross cultural factors that influence children's development
	1.5 Demonstrate understanding of the major theoretical perspectives in the field
	1.6 Apply an understanding of discipline-based knowledge, theory and research to analyze and reflect upon children's experiences in a variety of contexts
Goal 2: Application Processes	2.1 demonstrate ability to use qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings
	2.2 Apply critical thinking to the examination of research, theory and issues in the discipline
	2.3 Apply understandings of developmental concepts, theory and research through engagement in mediated field experiences
	2.4 Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.
Goal 3: Communication in the Discipline	3.1 Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format
	3.2 Demonstrate competency in the use of information technology for the purposes of augmenting discipline-based inquiry, including use of technology tools in the analysis, application and evaluation of information
Goal 4: Professional Development and Ethical Behaviors	4.1 Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic and applied settings
	4.2 Identify and explore professional, career and educational opportunities in the field of human development
	4.3 Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings
	4.4 Apply the skills of teamwork, creative thinking, collaboration and problem solving in engagement with a learning community of peers and faculty.
	4.5 Demonstrate knowledge and experience of civic and community resources and issues through engagement in community-based learning
Goal 5: Elementary School Curriculum (Integrated & Elementary Precredentialed)	5.1 Demonstrate ability to develop curriculum, methods and learning experiences for children in elementary school settings
Goal 6: Early Education Curriculum (EDCE)	6.1 Demonstrate ability to develop curriculum, methods and learning experiences for children in early education/preschool settings
Goal 7: Community Based Careers (Social and Community)	7.1 Demonstrate knowledge of community-based and social service-oriented professional, career and educational opportunities in the field of human development through engagement in community-based learning
Goal 8: Other Discipline-Related Careers (Individualized)	8.1 Demonstrate knowledge of other professional, career and educational opportunities in the field of human development (nursing, law, medicine, etc.) through engagement in community-based learning

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact rahie@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact valuel@aauch.org



Definition

Inquiry is a systematic process of exploring issues/ objects/ works through the collection and analysis of evidence that result in informed conclusions/ judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/ or Views	Synthesizes in-depth information from relevant sources representing various points of view/ approaches.	Presents in-depth information from relevant sources representing various points of view/ approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/ or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact valuel@acu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Early-Program (CHDV 133) Course Assignment:

Final research paper. The purpose of the final paper is to apply the knowledge you gained in this course to a specific issue that interests you. You will design and propose a study in the form of a paper that will include an introduction (statement of the problem, research questions, review of related literature), methodology (subjects, instruments, research design, procedures), expected results (with figures or graphs), data analysis plan, and contributions/limitations of the study and study design. The final write-up should be in APA formatting, 10-12 pages typed, double-spaced, and in 12-point font.

Later-program (CHDV 137 and CHDV 138) Course assignments:

a) Final research paper and presentation.

Using what you learn and do through lab assignments, you will look closely at a developing school-age child or an adolescent's cognitive development and link what you learn from observations, experiments, and interviews to the readings you are doing on their cognitive development. Your case study should either be a school-age child between 4-9 years old or an adolescent between 10-18 years old (sign-ups will be during the first week of class). If younger than 18, you will need to obtain parent permission for them before beginning your study; if 18, you will need to obtain assent from the actual case study.

In conducting this case study, you will meet with them in order to gauge their background, conduct a series of observations/experiments/interviews (either on Piagetian Cognitive tasks if between 4-9 years old or on Moral Development tasks if between 10-18 years old), and request samples of their schoolwork in various subjects in order to explore their cognitive development and how their background and experiences that may have affected their growth. You must come up with at least 1 original task and may use other examples provided in their readings or during class discussions. The final write-up should be in APA formatting, 10-15 pages typed, double-spaced, and in 12-point font.

One key part of the paper is the critical analysis portion:

Using specific evidence from what you know about their background and experiences, their performance on the cognitive tasks, and their schoolwork samples, provide your critical analysis of their cognitive development. For each of these analyses, refer to specific examples of your case study's responses and clearly explain how they are showing certain aspects of his/her cognitive development. Defend your analyses by integrating what you have learned from class and from outside references (i.e., lectures, textbook, articles, legitimate websites etc.).

- a. Has this child achieved concrete operations? Are there elements of a higher stage or lower stage in their answers that make you unsure? If the child answered incorrectly for any of the tasks, did they understand why once you showed them the correct answer?
- b. In what ways do your analyses of their schoolwork and cognitive task analysis support or contradict each other in informing you about their cognitive development?

CHDV 138 RESEARCH PAPER

This assignment allows you to investigate a (social developmental) topic of your choice in more depth than a survey course permits. The 6-8 page paper is a ***focused*** and ***integrated*** review of ****recent empirical*** research (at least 4 articles) on your topic, as well as a critical analysis of the research and suggestions for future research on the topic.

***NOTE:** *by empirical articles, I mean articles from reputable peer-review journals - articles that report actual data, have methods sections, etc.; "recent" = published in the last 10 years.*

Format

Your paper has three basic parts (***do not, however, use these headings – no headings are necessary in this paper***):

I. Introduction

Briefly explain the relevance of your topic, outline the structure/major points of your paper and state your thesis (i.e., what you intend to demonstrate/delineate in your paper). ***You should be able to do this in 1-2 paragraphs.***

II. Body

Summarize each of the four articles in turn. Use a topic sentence that describes the main finding of each study as a means of introducing the study, then summarize the study (purpose, method, results, and conclusions) to support the statement you made. For example:

There is evidence that children's peer acceptance is related to their parents' monitoring of their play activities. For example, Jones and Smith (2003) investigated whether mothers' use of peer-related coaching behaviors with their preschoolers was related to children's popularity with their peers as they entered Kindergarten. The researchers observed 58 predominantly middle-class mothers with their preschool-aged children as they played with peers in a lab-based play session. The sample included.... (continue to summarize the study briefly)

Repeat this with each of the other articles. Be sure to use transition and topic sentences to integrate your articles as you go. When reporting the results of your summarized studies, do not report actual statistics, merely the most important results of the study. Be sure to USE the study as evidence for your point (don't merely provide a list of article summaries!).

III. Integration, conclusions, evaluation

Finally, summarize the studies ***as a whole***, i.e., what general conclusions can be drawn from your review of these studies? Next, evaluate the studies' method and conclusions, and suggest future research on the topic.

Steps to completing your paper (see course schedule for due dates for each assignment):

1) Choose your topic.

Your textbook is a good place to start looking for a topic. For example, if you were interested in moral development and checked the moral development chapter of the text, you would see that there are sections on reasoning about moral issues, compliance with moral rules, and moral behavior that represent different topics related to moral development. Another source of topics can be found in the text boxes describing recent research, or the articles assigned for research discussions.

You should be able to express your thesis (or topic) in a single question or statement. Complete the statement: "My paper is about _____"; (e.g., gender differences in moral reasoning; factors predicting teenage pregnancy...). The biggest mistake students make is being too general or broad in their topic choice, so BE SPECIFIC. Talk about a specific "thing" (a particular event or transition, a particular relationship, a particular age group, a particular skill). You may want to narrow your topic further by choosing a particular age group to investigate (e.g., adolescence or early childhood). Please consult with me if you are having difficulty narrowing down your topic. ***A one-sentence description of your topic is due at the PSYCINFO review lab session (see course schedule).**

2) Research your topic.

Use PsycInfo to do a search on your topic. Look for RECENT, EMPIRICAL, PEER REVIEW articles that are **directly relevant** to your topic (For example, if you are researching gender differences in play styles, don't bother with articles about gender differences in math performance). **At least three of your four articles must have been published since 2005.** Please use articles only from suitable peer-review journals. You also might want to read a recent review of the literature (a book chapter or article which summarizes recent research) related to your topic as well. You may need to narrow or broaden your topic depending on the results of your search.

3) Write an outline.

Write a one-page outline noting the major points you intend to make in each of the paragraphs of your paper. I will give you feedback on your outline, and I may ask you to revise it and return it to me for additional feedback. Included with your outline should be a list of your references (in APA style).

4) Write your paper... and REVISE, REVISE. Your first draft will not pass muster. **You may want to get feedback on your paper before you turn it in.** I will read an early draft of your paper and give you feedback if it is given to me no later than **April 30th**. This is optional but encouraged, especially if you have never written a paper like this before. I will not read "rough" drafts; please proofread and edit your draft before turning it in to me. *****FINAL PAPERS ARE DUE DURING FINALS WEEK.** Late papers will not receive full credit.

Evaluation

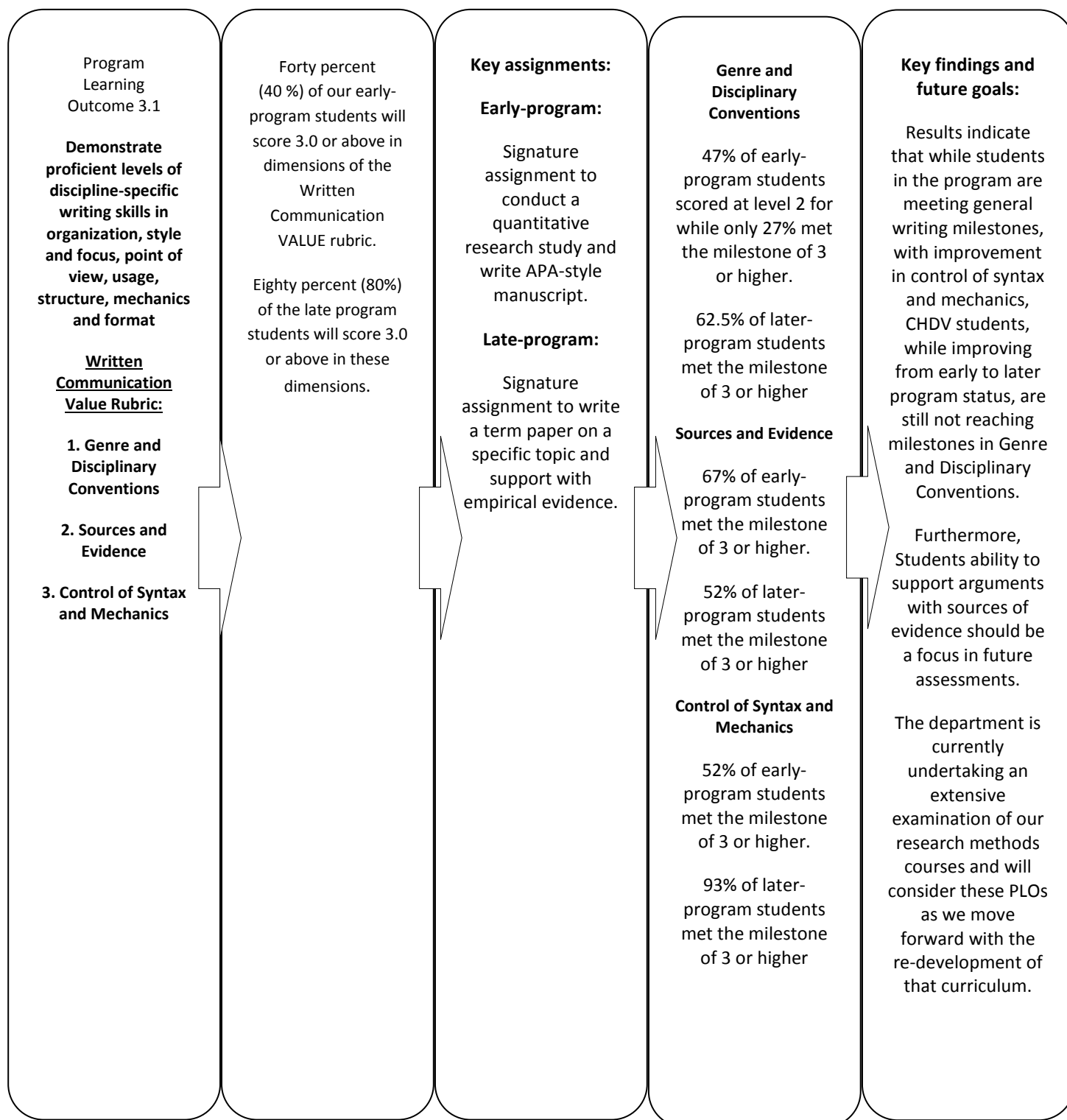
You will be evaluated on your ability to:

- summarize the empirical research and use it to support your arguments
- integrate and evaluate the research
- identify key issues and/or questions for further study.
- use conventions of APA style
- demonstrate correct grammar and organization in your writing

Important Tips

- Please, please, please proofread and revise your paper. A portion of your grade will be based on style, grammar, spelling, clarity of expression, and organization.
- Please use APA style (see most recent - 6th edition - style manual). Resources for APA style are available on SacCT; see also the [APA Style handout](#) on the course web page for information.
- See me if you are having difficulty with your search; I may be able to help.
- An example of a well-written 138 research paper may be found on the Writing the University Student Journal at: <http://www.csus.edu/wac/journal/2010/reagan.html>

CHDV assessment of PLO 3.1: Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format



Analysis of Early- vs. Late-program performance on Written Communication

			Context of and purpose for writing				Total
			1	2	3	4	
program	Early-	Count	0	4	20	6	30
		% within program	0.0%	13.3%	66.7%	20.0%	100.0%
	Late-	Count	1	8	21	10	40
		% within program	2.5%	20.0%	52.5%	25.0%	100.0%
Total		Count	1	12	41	16	70
		% within program	1.4%	17.1%	58.6%	22.9%	100.0%

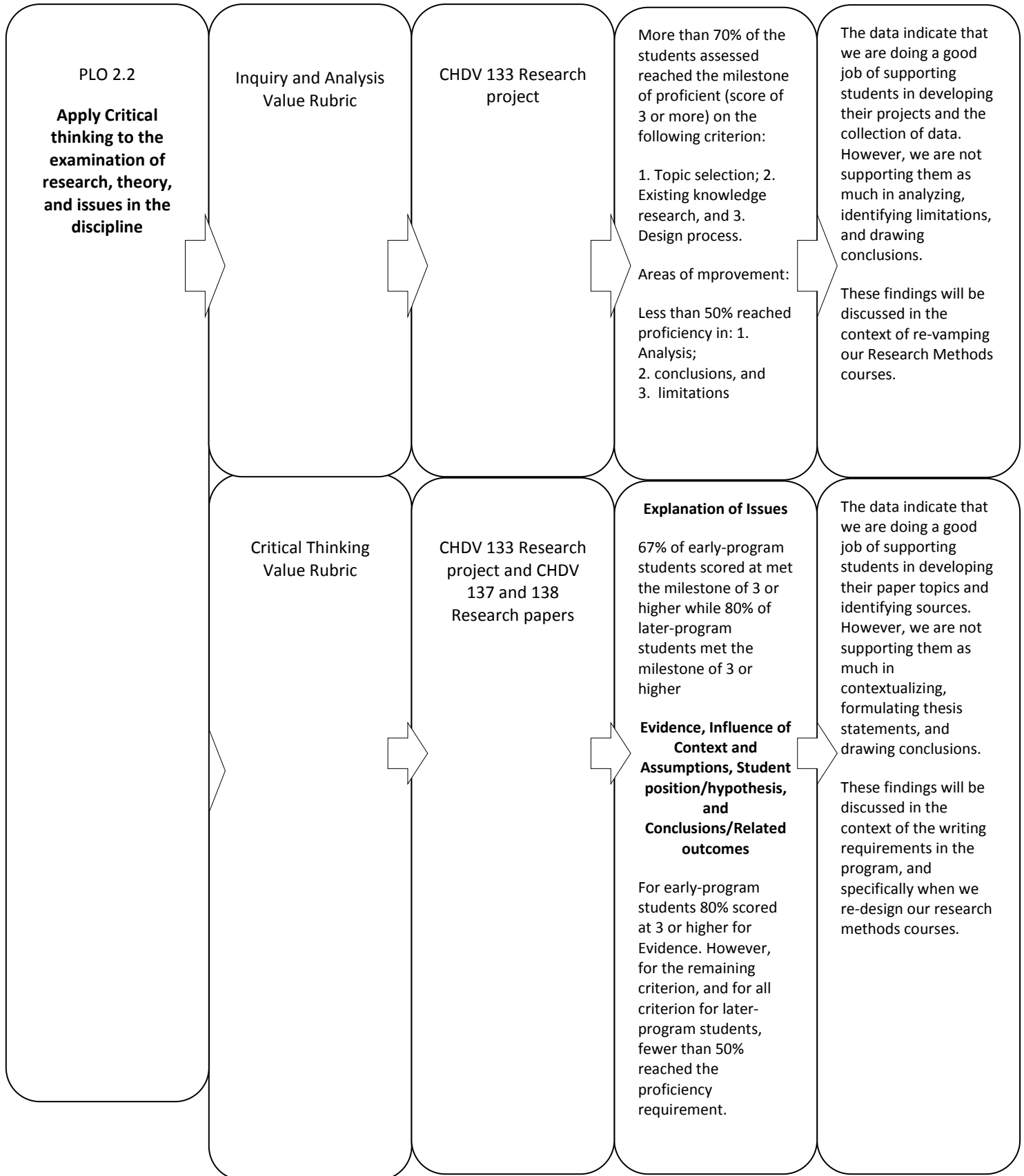
			Content Development			Total
			2	3	4	
program	Early-	Count	6	22	2	30
		% within program	20.0%	73.3%	6.7%	100.0%
	Late-	Count	15	19	6	40
		% within program	37.5%	47.5%	15.0%	100.0%
Total		Count	21	41	8	70
		% within program	30.0%	58.6%	11.4%	100.0%

			Genre and disciplinary conventions				Total
			1	2	3	4	
program	Early-	Count	8	14	8	0	30
		% within program	26.7%	46.7%	26.7%	0.0%	100.0%
	Late-	Count	0	15	20	5	40
		% within program	0.0%	37.5%	50.0%	12.5%	100.0%
Total		Count	8	29	28	5	70
		% within program	11.4%	41.4%	40.0%	7.1%	100.0%

			Sources of evidence			Total
			2	3	4	
program	Early-	Count	10	16	4	30
		% within program	33.3%	53.3%	13.3%	100.0%
	Late-	Count	19	19	2	40
		% within program	47.5%	47.5%	5.0%	100.0%
Total		Count	29	35	6	70
		% within program	41.4%	50.0%	8.6%	100.0%

			Control of syntax and mechanics				Total
			1	2	3	4	
program	Early-	Count	2	12	14	2	30
		% within program	6.7%	40.0%	46.7%	6.7%	100.0%
	Late-	Count	0	3	25	12	40
		% within program	0.0%	7.5%	62.5%	30.0%	100.0%
Total		Count	2	15	39	14	70
		% within program	2.9%	21.4%	55.7%	20.0%	100.0%

CHDV assessment of PLO 2.2: Apply Critical thinking to the examination of research, theory, and issues in the discipline



Analysis of Early-program performance on Inquiry and Analysis

Topic selection			
		Frequency	Valid Percent
	3	18	60.0
	4	12	40.0
	Total	30	100.0

Existing knowledge research			
		Frequency	Valid Percent
	2	8	26.7
	3	20	66.7
	4	2	6.7
	Total	30	100.0

design process			
		Frequency	Valid Percent
	2	12	40.0
	3	14	46.7
	4	4	13.3
	Total	30	100.0

analysis			
		Frequency	Valid Percent
	2	14	46.7
	3	10	33.3
	4	6	20.0
	Total	30	100.0

conclusions			
		Frequency	Valid Percent
	1	2	6.7
	2	26	86.7
	3	2	6.7
	Total	30	100.0

limitations and implications			
		Frequency	Valid Percent
	1	8	26.7
	2	18	60.0
	3	2	6.7
	4	2	6.7
	Total	30	100.0

Analysis of Early- vs. Late-program performance on Critical Thinking

			explanation of issues				Total
			1.00	2.00	3.00	4.00	
program	early	Count	2	8	14	6	30
		% within program	6.7%	26.7%	46.7%	20.0%	100.0%
	later	Count	0	4	10	6	20
		% within program	0.0%	20.0%	50.0%	30.0%	100.0%
Total		Count	2	12	24	12	50
		% within program	4.0%	24.0%	48.0%	24.0%	100.0%

			evidence			Total
			2.00	3.00	4.00	
program	early	Count	6	22	2	30
		% within	20.0%	73.3%	6.7%	100.0%
	later	Count	10	10	0	20
		% within program	50.0%	50.0%	0.0%	100.0%
Total		Count	16	32	2	50
		% within program	32.0%	64.0%	4.0%	100.0%

			influence of context and assumptions				Total
			1.00	2.00	3.00	4.00	
program	early	Count	4	10	16	0	30
		% within program	13.3%	33.3%	53.3%	0.0%	100.0%
	later	Count	0	14	0	6	20
		% within	0.0%	70.0%	0.0%	30.0%	100.0%
Total		Count	4	24	16	6	50
		% within program	8.0%	48.0%	32.0%	12.0%	100.0%

			students position/hypothesis			Total
			2.00	3.00	4.00	
program	early	Count	18	6	6	30
		% within program	60.0%	20.0%	20.0%	100.0%
	later	Count	10	4	6	20
		% within program	50.0%	20.0%	30.0%	100.0%
Total		Count	28	10	12	50
		% within program	56.0%	20.0%	24.0%	100.0%

			conclusions and related outcomes				Total
			1.00	2.00	3.00	4.00	
program	early	Count	4	14	10	2	30
		% within program	13.3%	46.7%	33.3%	6.7%	100.0%
	later	Count	0	10	6	4	20
		% within program	0.0%	50.0%	30.0%	20.0%	100.0%
Total		Count	4	24	16	6	50
		% within program	8.0%	48.0%	32.0%	12.0%	100.0%