2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | BA CHDV EDCE |

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?** [**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 assessed PLOs not included above:

a. [_____]
b. [_____]
c. [_____]

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

The CHDV EDCE (CCE) program has assessed the following learning outcomes: Application Processes (2.4), and Communication in the Discipline (3.1) (see Appendix 1 for PLOs). The students will demonstrate the ov erall competencies in the major/discipline, the *discipline-specific writing competencies and the writing competence, including analysis and critique of scholarly literature.*

2.4 Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings. This is linked with BLG Intellectual and Practical Skills.

3.1 Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format. *This is linked with BLG Intellectual and Practical Skills.*

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

○ 4. N/A

○ 5. Other, specify: [   ]

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 Senior College and University Commission (WSCUC))?

○ 1. Yes

◉ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip 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?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Written Communication

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Child development students are required to learn to write in a scholarly and scientific voice, with anti-bias language, with the ability to format documents and references in the format proscribed in APA-style. Students final research paper assignments were used as the direct measure to assessed this PLO.

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 **standards of performance** that you have developed for this PLO here or in the appendix.

See appendix A and B: Technical Writing and Information Competence

📎 Assessment Appendix A.pdf
112.5 KB

📎 Assessment Appendix B.pdf
101.42 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☑	☐	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
☑	☑	☐	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?

◉ 1. Yes
○ 2. No (skip to **Q6**)
○ 3. Don't know (skip to **Q6**)
○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

Q3.2.
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.2.1.
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:

Data were collected using two WASC writing rubrics: technical writing in APA and the information competence rubric. Students final research papers were used to collect data in 2 different courses, CHDV 133 and CHDV 145.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

⦿ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

☐ 1. Capstone project (e.g. 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 assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify: [   ]

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

See Appendix 2.

📎 **APPENDIX 2 assignment for 133 and 145.docx**
12.21 KB   📎 **No file attached**

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: [_____] (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

○ 1. Yes

○ 2. No

◉ 3. Don't know

○ 4. N/A

Q3.4.3.
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

Q3.4.4.
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

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

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5
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Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

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5
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Q3.5.2.
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

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

The instructors selected all the papers from each class.

Q3.6.1.
How did you **decide** how many samples of student work to review?

All student sample papers were included in this assessment. Each course varied from 8 to 20 students. Therefore, a minimum of 8 to 15 students per course.

Q3.6.2.
How many students were in the class or program?

There was a total of 65 students.

Q3.6.3.
How many samples of student work did you evaluated?

65

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

- ⦿ 1. Yes
- ◯ 2. No
- ◯ 3. Don't know

(**Remember**: Save your progress)

Question 3B: 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 (skip to **Q3.8**)

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 or focus groups
- ☐ 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: [   ]

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

[   ]

📎 **No file attached**   📎 **No file attached**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

[   ]

Q3.7.3.
If surveys were used, how did you **select** your sample:

[   ]

Q3.7.4.
If surveys were used, what was the response rate?

[   ]

Question 3C: 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 (skip to **Q3.8.2**)

◯ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [_____]

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

● 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

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(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

We are using a rubric with 4 characteristics rated on a 3 point scale (1= Weak, 2= adequate, 3= strong evidence). We examined PLO 2.4 and 3.1: Demonstrate proficient levels of discipline-specific writing skills in organization, style and structure, mechanics, and format. Table of mean scores is attached.

📎 Appendix 3 Results Mean Scores.xlsx
11.33 KB   📎 No file attached

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

Results indicate that while students in the program are meeting general technical writing milestones and showing adequate evidence for both CHDV 133 and 145 students in organization and writing style. For CHDV 133, it is clear that writing mechanics and format rules needs improvement, scoring a mean score of 1.87 and 1.62. Overall, CHDV 145 students are showing adequate evidence in both technical writing and information competence in all 4 characteristics (organization, writing style, mechanics and format rules).

The department has undertaken the examination of our research methods courses and has considered the PLOs for this process. Changes in the curriculum will be taking place within the next 2016-17 academic year.

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Q4.3.

For the 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/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

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

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

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

Q5.1.

As a result of the assessment effort and based on 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 (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

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.

According to the assessment data, the following areas need improvement: writing mechanics and format rules. The department will be examining the foundational research method courses and their key assignments in which students write in APA style.

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

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses					

Item	Col 1	Col 2	Col 3	Col 4	Col 5
(1.)	○	●	○	○	○
2. Modifying curriculum	○	●	○	○	○
3. Improving advising and mentoring	○	●	○	○	○
4. Revising learning outcomes/goals	○	○	●	○	○
5. Revising rubrics and/or expectations	○	○	●	○	○
6. Developing/updating assessment plan	○	●	○	○	○
7. Annual assessment reports	○	●	○	○	○
8. Program review	○	○	○	●	○
9. Prospective student and family information	○	○	○	●	○
10. Alumni communication	○	○	○	●	○
11. WSCUC accreditation (regional accreditation)	○	○	○	●	○
12. Program accreditation	○	○	○	●	○
13. External accountability reporting requirement	○	○	○	●	○
14. Trustee/Governing Board deliberations	○	○	○	●	○
15. Strategic planning	○	○	●	○	○
16. Institutional benchmarking	○	○	○	●	○
17. Academic policy development or modifications	○	○	○	●	○
18. Institutional improvement	○	○	○	●	○
19. Resource allocation and budgeting	○	○	●	○	○
20. New faculty hiring	○	○	●	○	○
21. Professional development for faculty and staff	○	○	○	●	○
22. Recruitment of new students	○	○	○	●	○

23. Other, specify: _____

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

The assessment data activities from the last few years have helped us develop our Program Learning Outcomes into measurable dimensions, and to further develop our assessment plan into a manageable program.

The CHDV faculty has discussed modifying the research methods curriculum and are planning on identifying the PLOS which will be integrated fully to carefully assess students performance.

Last years assessment data has been discussed in faculty meetings in order to improve our classroom teaching and student learning. We will also explore adopting the Value Rubric as we explore assessing other PLOs.

(**Remember**: Save your progress)

Additional Assessment Activities

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

🗎 No file attached   🗎 No file attached

Q7.
What PLO(s) do you plan to assess next year? [**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 not included above:

a. _____

b. _____

c. _____

Q8. Please attach any additional files here:

| 📎 Appendix 1 CHDV Program Goals 2015-16.docx 13.91 KB | 📎 No file attached | 📎 No file attached | 📎 No file attached |

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

Appendix A & B: Assessment Rubrics

Appendix 1: CHDV Program Learning Goals

Appendix 2: Course Assignments

Appendix 3: Results

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

BA CHDV EDCE

P1.1.
Program/Concentration Name(s): [by department]

CHDV EDCE BA

P2.
Report Author(s):

Ana Garcia-Nevarez

P2.1.
Department Chair/Program Director:

Karen O'Hara

P2.2.
Assessment Coordinator:

Ana Garcia-Nevarez

P3.
Department/Division/Program of Academic Unit

Education - Undergraduate

P4.
College:

College of Education

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

P6.
Program Type:

- ◉ 1. Undergraduate baccalaureate major
- ○ 2. Credential
- ○ 3. Master's Degree
- ○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ○ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

3

P7.1. List all the names:

Child Development

Deaf Studies

Career and Technical Studies

P7.2. How many concentrations appear on the diploma for this undergraduate program?

5

P8. Number of **master's degree programs** the academic unit has?

0

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

Don't know

P9. Number of **credential programs** the academic unit has?

Don't know

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

Don't know

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	◉	○	○	○	○	○	○
P11.1. last updated?	○	○	○	◉	○	○	○

P11.3.
Please attach your latest **assessment plan**:

📎 **2015-16 EDCE Assessment plan & rubrics.doc**
63 KB

P12.
Has your program developed a **curriculum map?**

○ 1. Yes

◉ 2. No

○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

📎 No file attached

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes

◉ 2. No

○ 3. Don't know

P14.
Does your program have a capstone class?

○ 1. Yes, indicate: [   ]

● 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

○ 1. Yes

● 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Technical Writing in APA Style
Appendix A

Characteristic	1 – Weak or No Evidence	2-Adequate Evidence	3-Strong Evidence	Score
Organization Headings Layout Header Page numbers	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	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	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	
Writing Style Orderly presentation Clear + concise Appropriate voice Avoiding bias	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	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	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	
Mechanics Spelling Grammar Punctuation Capitalization (Numbers, Tables + Figures)	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	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	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	
Format Rules In-text Citations References Quotations	Student adheres to none or few of the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	In most cases, student adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	Student consistently adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	

CHDV - Information Competence Assessment Rubric
Appendix B

Characteristic	1 – Weak or No Evidence	2-Adequate Evidence	3-Strong Evidence	SCORE
Use of online database search tools (PsycInfo + ERIC)	Student unable to access databases and produce abstracts or other evidence of locating materials via PsycInfo or ERIC	Student shows some ability to access online databases and search tools (e.g., PsycInfo and ERIC) and locate research materials meeting specific criteria	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.	
Data Analysis + Interpretation	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	Student demonstrates some basic competence in data interpretation (e.g., understanding tables and graphs) and basic comprehension of descriptive statistics and introductory inferential statistics	Student demonstrates strong grasp of data interpretation (e.g., understanding tables and graphs) and a good beginning understanding of descriptive statistics and inferential statistics	
Application of information + evidence	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	Student demonstrates some evidence of being able to apply information and evidence to situations and contexts beyond those in which first presented	Student consistent and competent in ability to apply information and evidence to situations and contexts beyond those in which first presented	
Critical evaluation of information sources: credibility, reliability, validity	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	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.	Student consistently demonstrates ability to view evidence analytically and critically. Student demonstrates clear awareness of scientific standards of evidence, including methodology, reliability, and validity.	

2015 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 Precredential)	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-oreinted 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

APPENDIX 2: Assignments from CHDV 133 and 145

CHDV 133: Research Methods in Human Development

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 the 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.

CHDV 145: Controversial Issues in Childhood Development, Education, and Social Policy

Final position paper. The purpose of the final position paper is to thoroughly investigate a specific area of controversy discovered in the course, as well as to articulate and support your perspective on the issue in the form of a scholarly paper. The position paper will include: 1) an introduction (summary of the issue & thesis), 2) your review of the literature on one perspective of the controversy, 3) your review of literature on the other perspective of the controversy, 4) synthesis and critique of the arguments to come up with your own position on the controversy and provide a clear, logical, and well-supported rationale for how you arrived at your position, 5) your reflection on the process, and 6) a works cited page. The final write-up should be in APA formatting, 10-12 pages typed, double-spaced, and in 12-point font.

Mean Score Appendix B --- CHDV 145

Course	Psych + ERIC	Data Analysis	Evidence	Information Sources
CHDV 145	2.86	2.62	2.48	2.67
CHDV 145	2.53	2.68	2.4	2.26
CHDV 145	2.71	2.21	2.36	2.28

PROPOSED ASSESSMENT PLAN

The following is the department assessment plan approved by the department faculty in 2005-06. The proposed plan should be used for the EDCE Cohorts.

Targeted Courses	Competencies		Semester
CHDV 133 & 145	Writing + Information	3-pt Writing Assessment Rubric (Appendix A) 3-pt Information Competence (Appendix B)	Fall 2015
CHDV 145	General + Information	3-pt General Content Writing Rubric (Appendix C) 3-pt Information Competence (Appendix B)	Spring 2016

Technical Writing in APA Style
Appendix A

Characteristic	1 – Weak or No Evidence	2-Adequate Evidence	3-Strong Evidence	Score
Organization Headings Layout Header Page numbers	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	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	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	
Writing Style Orderly presentation Clear + concise Appropriate voice Avoiding bias	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	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	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	
Mechanics Spelling Grammar Punctuation Capitalization (Numbers, Tables + Figures)	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	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	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	

Format Rules In-text Citations References Quotations	Student adheres to none or few of the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	In most cases, student adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	Student consistently adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.	

CHDV - Information Competence Assessment Rubric
Appendix B

Characteristic	1 – Weak or No Evidence	2-Adequate Evidence	3-Strong Evidence	SCORE
Use of online database search tools (PsycInfo + ERIC)	Student unable to access databases and produce abstracts or other evidence of locating materials via PsycInfo or ERIC	Student shows some ability to access online databases and search tools (e.g., PsycInfo and ERIC) and locate research materials meeting specific criteria	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.	
Data Analysis + Interpretation	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	Student demonstrates some basic competence in data interpretation (e.g., understanding tables and graphs) and basic comprehension of descriptive statistics and introductory inferential statistics	Student demonstrates strong grasp of data interpretation (e.g., understanding tables and graphs) and a good beginning understanding of descriptive statistics and inferential statistics	
Application of information + evidence	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	Student demonstrates some evidence of being able to apply information and evidence to situations and contexts beyond those in which first presented	Student consistent and competent in ability to apply information and evidence to situations and contexts beyond those in which first presented	

Critical evaluation of information sources: credibility, reliability, validity	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	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.	Student consistently demonstrates ability to view evidence analytically and critically. Student demonstrates clear awareness of scientific standards of evidence, including methodology, reliability, and validity.	

CHDV – General Writing Assessment Rubric
Appendix C

Characteristic	1 – Unacceptable	2-Competent	3-Proficient	Score
Outcome 1 Comprehend physical, socio-cultural, emotional, cognitive growth and development, and interrelationships among these	Demonstrates minimal or no understanding of concepts and their relationships; description and/or application as required by the assignment is limited or absent;	Demonstrates basic understanding of relevant concepts through description and application as required by the assignment; adequate understanding of relationships among concepts	Demonstrates thorough understanding of all relevant concepts and their interrelationships through detailed description and in-depth application as required by the assignment	
Outcome 2 Comprehend biological and environmental factors influencing growth and development, and interrelationships among these	Concepts relevant to the specific assignment topic are omitted or inadequately described; analysis of these concepts is incorrect, limited or absent	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	Describes AND analyzes in depth and with detail concepts relevant to all of the specific assignment topics	

Outcome 3 Reflect upon and apply critical concepts of development (e.g., sexuality, culture, ethnicity, nutrition, health, family, aging, death) to own experience, behavior and development	Limited or no application of concepts to own personal experience; lacking in specific examples	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	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	
Writing Writing quality, including organization, structure, mechanics, presentation of ideas	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	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	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.	