2018 - 2019
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:
Please use the "Guidelines" and "Examples for Answering Open-Ended Questions" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed **(Q1.1, Q2.1)**
2. Definition of the PLO(s) **(Q2.1.1)**
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
4. Direct Measures **(Q3.3.2)**
5. Data Table(s) **(Q4.1)**
6. Curriculum Map **(Q21.1)**
7. Most Updated Assessment Plan **(Q20.2)**

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

Please begin by selecting your program name in the drop down.
If the program name is not listed, please enter it below:

BA CHDV EDCE CCE

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.
Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs)or emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. **Research**
- ☐ 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

☐ 21B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.
Are your PLOs closely aligned with the mission and/or the strategic plan of the university?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information for the Selected PLO

Q2.1.
Select **OR** type in **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):

Critical Thinking

If your PLO is **not listed, please enter it here**:

Q2.1.1.
Please provide the definition for this PLO **(See Appendix 15 Sample Answer to Q2.1.1).**

Child Development under graduate students will establish a practice of exploring issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. (PLO 1 & 2: Critical thinking and Inquiry and Analysis adopted from the VALUE rubric):

1.1: Clearly state the issue/problem that needs to be considered critically, comprehensively describe the issue/problem, and deliver all relevant information so it is necessary for a full understanding of the issue/problem (Explanation of issues);

1.2: Thoroughly interpret and evaluate the information taken from source(s) to develop a comprehensive analysis or synthesis (Evidence);

1.3: Thoroughly analyze their own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position (Influence of context and assumptions);

1.4: Consider the complexities (all sides) of an issue. Limits of position and others' points of view are acknowledged and synthesized within position (Student's position including perspective, thesis/hypothesis);

1.5: Form conclusions, consequences and implications that are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in order of priority (Conclusions and related outcomes).

2.1: Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic (Topic selection)

2.2: Presents in-depth information from relevant sources representing various points of view/approaches. (Existing Knowledge, Research, and/or Views)

2.3: Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for. (Design Pro**cess)**

2.4: Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.(Analysis)

2.5: States a conclusion that is a logical extrapolation from the inquiry findings. (Conclusions)

2.6: Discusses relevant and supported limitations and implications. (Limitations and Implication**s)**

Q2.2.
Has the program developed or adopted ***explicit program standards of performance/expectations*** for this PLO? (e.g. "We expect 80% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know
- ( ) 4. N/A

Undo

Q2.2.a.
Please provide the standards of performance/expectations for this PLO:

The Child Development program has an established set of learning outcomes, the value rubric was used to asse...

Q2.3.
Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment**(**
See Appendix 15 Sample Answer to Q2.3):

Critical Thinking Value rubric.pdf
129.48 KB

Inquiry & Analysis Value Rubric.pdf
109.67 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard (stdrd)** 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**)

Undo

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**)

Undo

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:

The CHDV program used key assignments from the two required courses: CHDV 135 and CHDV 138 (One assignment from each class) to assess each of the PLOs: Critical Thinking and Inquiry & Analysis. Assignments were due at the end of the semester. The assignments and the Value rubrics were the direct measure to assess and evaluate critical thinking and Inquiry & Analysis program learning outcomes.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

Undo

Q3.3.1.
Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]
- [ ] 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- [x] 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 **attach the assignment instructions that the students received to complete the assignment (** **See Appendix 1 Sample Answer to Q3.3.2****):**

CHDV 138 Field Activity 04 - Extracurricular.pdf
423.97 KB

CHDV 135-Guidelines-qualitative-research-paper copy (1).pdf
203 KB

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.**)

Undo

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

Undo

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

Undo

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

Undo

Q3.5.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

7

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

7

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

Undo

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

All students taking those two classes were evaluated.

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

We decided to do all students.

Q3.6.2a.
Please enter the number (#) of students ***from ONLY your program*** that were assessed for this program learning outcome (not all students in the class).

47 for CHDV 138/ 45 for CHDV 135

Q3.6.3a.
Please enter the number (#) of samples of student work ***from ONLY your program*** that were evaluated for this program learning outcome.

47 for CHDV 138/ 45 for CHDV 135

Q3.6.4.

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

- (•) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

Undo

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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**)

Undo

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:

Click here to attach a file **Click here to attach a file**

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, please enter 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**)

Undo

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**)

Undo

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

Click here to attach a file Click here to attach a file

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example.) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

Data sheet.xlsx
13.02 KB

Click here to attach a file

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 **(See Appendix 15 Sample Answers to Q4.1-Q4.3)**?

Overall, the students in the program are achieving Milestone 2, 3 for Critical Thinking and Milestone 3 and 4 for Inquiry and Analysis.

For Critical thinking skills - 71% of the students achieved Milestone 3 for Evidence. 56% achieved for Student's position and conclusion and related outcomes. 56% of the students achieved milestone 2 for explanation of issues.

For Inquiry and Analysis - 51% of the students achieved existing knowledge, research and/or views for capstone 4. 55% achieved conclusion and limitations/implications for milestone 3.

Data was not collected for criteria 1-topic selection, 3-design process, 4-analysis because the categories in the Value rubric were not relevant to the assignment.

Click here to attach a file Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.
Please describe ***what changes*** you plan to make in your program as a result of your assessment of this PLO.

We will need to assist and work on improving students Critical Thinking skills. We will need to design more classroom activities and assignments related to (2)explanation of issues and (3) influence of context and assumptions. Also, we will need to revisit the assignment for Inquiry and Analysis and select one that meets the PLO.

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

- (●) 1. Yes, describe your plan:

I will meet with program coordinators and faculty to design activities and assignments that involves more Critical Thinking skills. We will also re-examine the assignments that are required for Inquiry and Analysis.

- ( ) 2. No
- ( ) 3. Don't know

Undo

Q5.2.

To what extent did you apply **previous**	1.	2.	3.	4.	5.
1. Improved specific courses	○	◉	○	○	○
2. Modified curriculum	○	◉	○	○	○
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:	○	○	○	○	○
9. Other, please specify:	○	○	○	○	○

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

We as a program will need to focus on assessing and addressing critical thinking within the CCE cohort students. We will also re-evaluate the Value Rubric to make sure it is aligned with the assignment.

We will need to review this years results and evaluate the changes that we will need to make.

Two suggested changes for Critical Thinking are:

1. to have students demonstrate their use of critical thinking skills fo reach of the 5 criterions.

2. create more in classroom activities that explicitly demonstrate critical thinking

For Inquiry and Analysis we will need to revisit the Value Rubrics to make sure that it is aligned with the assignment. Or an modify or change the assignment to make sure it is aligned with the Value Rubric.

Q5.3.
To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

Undo 1-9

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	◉	○	○	○	○
2. Standards of Performance	○	◉	○	○	○
3. Measures	◉	○	○	○	○
4. Rubrics	◉	○	○	○	○
5. Alignment	○	◉	○	○	○
6. Data Collection	◉	○	○	○	○
7. Data Analysis and Presentation	○	◉	○	○	○
	○	○	◉	○	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

We used the recommendations from previous reports by doing the following:

Used the Value Rubrics, reviewed the alignment of the PLOs with the rubrics. Used a more detailed data by presenting it with percentages instead of using means to communicate the information obtained.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

N/A

Click here to attach a file Click here to attach a file

Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. **Research**
- ☐ 21. Other, specify any PLOs not included above:

a.
b.
c.

Q8.
Please explain how this year's assessment activities help you address recommendations from your department's last program review?

Designate a CHDV assessment subcommittee whose primary purpose is to shepherd and manage assessment work on an ongoing basis.

Q9. Please attach any additional files here:

Click here to attach a file | Click here to attach a file

Click here to attach a file | Click here to attach a file

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]
BA CHDV EDCE CCE

Q11.
Report Author(s):
Ana Garcia-Nevarez

Q11.1.
Department Chair/Program Director:
Sheri Hembree

Q11.2.
Assessment Coordinator:

Q12.
Department/Division/Program of Academic Unit (select):
Education - Undergraduate

Q13.
College:
College of Education

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Q15.
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:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?
1

Q16.1. List all the names:

Child Development

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

5

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

Child Development

Q17.2. How many concentrations appear on the diploma for this master's program?

Don't know

Q18. Number of **credential programs** the academic unit has?

Don't know

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**... Undo	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. Developed?	○	○	○	○	○	○	○	◉
Q20.1. Last updated?	○	○	○	○	○	◉	○	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

ChDv Ugrad Assessment Plan.03 14 17.pdf
705.02 KB

Q21.
Has your program developed a **curriculum map? Please note: A curriculum map is not a roadmap. A roadmap is a graphical representation of the courses students must take to graduate. A curriculum map is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.**

- (•) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

Undo

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

ChDv Ugrad Assessment Plan.03 14 17.pdf
705.02 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- ( ) 1. Yes
- (•) 2. No
- ( ) 3. Don't know

Undo

Q23.
Does your program have a capstone class?

- ( ) 1. Yes, specify:

- (•) 2. No
- ( ) 3. Don't know

Undo

Q23.1.
Does your program have a capstone project(s)?

- ( ) 1. Yes
- (•) 2. No
- ( ) 3. Don't know

Undo

Q24.
BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

- ☑ 1. PLO Assessed **(Q1.1, Q2.1)**
- ☑ 2. Definition of the PLO(s) **(Q2.1.1)**
- ☑ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
- ☑ 4. Direct Measures **(Q3.3.2)**
- ☑ 5. Data Table(s) **(Q4.1)**
- ☑ 6. Curriculum Map **(Q21.1)**
- ☑ 7. The Most Updated Assessment Plan **(Q20.2)**

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!
(**Remember**: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.**11**.19

From Q2.3

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

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	**Milestone** 3	**Milestone** 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 *Selecting and using information to investigate a point of view or conclusion*	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.

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

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	**Milestone** 3	**Milestone** 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.

Field Activity #4
College Student Extracurricular Involvement and Sense of Belonging

The purpose of this field activity is to introduce you to research, specifically survey research with adults. This activity will help you understand developmental shifts in extracurricular participation and correlated outcomes.

For the field activity, complete the survey found on the course website.

Written Report

This paper should include an introduction, a description of what we did as a class (Method), what we found (Results), and an interpretation of the results (Discussion). You need to use APA style. Your paper will need to have the following sections:

Introduction (2 pages minimum, no more than 3 pages)

Extensively use the supplemental reading (Farb & Matjasko, 2012) to:

- define extracurricular involvement generally – include differences between school-based and community-based activities and give examples of each
- define ways to measure/quantify extracurricular involvement (general as well as intensity, breadth, and duration)
- discuss current evidence on the links between extracurricular activity involvement and adolescent academic performance and educational attainment outcomes
- identify a gap in knowledge (i.e., While we know more about the associations between extracurricular involvement and educational outcomes for adolescents, less is known about the associations between extracurricular involvement and college student academic outcomes.)
- discuss recent trends in college/university retention and graduation rates (see NCES report)
- define "sense of belonging" and discuss how it is related to retention (see Hoffman et al., 2002, pp. 227-228)
- finally, state the purpose of this study (i.e., to investigate how extracurricular involvement relates to sense of belonging in college students)
- **Note:** do NOT use direct quotes. You should paraphrase what's in your text and cite appropriately. Organize your ideas into paragraphs.

Method

In a few brief paragraphs, this section should describe what you did to collect your data:

- Participants – how many total college students, how many participated/did not participate in extracurricular activities, average hours of participation per week, which activity categories were most/least popular.
- Materials – describe the Sense of Belonging measures (Hoffman et al., 2002) and the extracurricular involvement measures. **(provided)**
- Procedure – describe the how you received the survey, where you took the survey, the general order of questions, and approximately how long it took to complete the survey.

Results and Discussion (2 pages minimum)

- Summarize the main findings from the aggregated class data (in non-statistical terms).
- Discuss how each finding was consistent/inconsistent with the literature you discussed in your Introduction.
- What do you think might account for some of the inconsistencies we observed? What might you do differently next time? Critique the survey items used to obtain the data.

Evaluation (60 points total)

_____ Introduction (20 points)
_____ Method (10 points)
_____ Results and Discussion (20 points)
_____ Organization and Writing style (4 points)
_____ Follows APA formatting (4 points)
Includes title page, 1"margins, uses appropriate section headings, correct citation practices, consistent double-spacing, 12-point Times New Roman font. No reference list required.
_____ Both interview sheets – child and caregiver (2 points)

What to submit:

- **APA-formatted title page (running head, page number, title, name)**
- **Paper (Introduction, Method, Results and Discussion)**
- **Both Interview Sheets**

Unstapled work or work without names will not be accepted.

Guidelines for a Critical Review of Qualitative Research

Components of the review:

1. Appraisal of the Introduction

Was the purpose stated clearly? Or Why was the study done?

The purpose is usually stated briefly in the abstract of the article, and again in more detail in the introduction. It may also be phrased as a research question.

A part of the introduction is a literature review. Determine if this literature review:

provided some background to the study
provided a synthesis of relevant information such as previous work/research, and discussion of the importance of the topic
identified gaps in current knowledge and research about the topic of interest, to justify the need for the study being reported
considered how the study can be applied to the study of topics drawn from course readings, for example, *regulatory processes in development*, the role of culture in developmental processes, or affordances and contraints of the learning practice .

2. Appraisal of the methods

Was the type of design explained - a qualitative study focused on …….

Was the **setting** for the study described adequately?
Were the **participants** in the study described so that you had a sense of who they were? (create vignettes of each child and adult)
Were the **data collection methods adequately described** and explained? For example, a video ethnography of game play
Were the ***data analysis procedures*** described in detail? (Fieldnote transcription of data w/observer comments, etc.; open coding, focused coding
Were definitions of terms provided? (i.e., the concepts or patterns that emerged from open coding and used for focused coding

3. Appraisal of Results

First paragraph of findings:

Did the author(s) give an overview of the findings to help the reader understand the "big picture" of analysis of before discussing specifics? (An introductory paragraph so that you knew what to expect in the findings? Create a kind of blueprint of the analysis sections.)

Were *each of the data excepts* drawn from transcripts or field notes introduced in terms of what's going on—in other words, setting the scene. Was this description of a scene followed by a brief indication of what pattern (not detailed) the excepts will illustrate. For example, the first except will illustrate how semiotic mediation occurs between peers, the second excerpt will illustrate …….

In the analysis, were data excerpts given a name, indented, single spaced? Did these excepts help your understandings of the argument being constructed?

Did the authors analyze the excerpts in a careful way so that you could follow the link between the excerpt and the claims of the argument?

Was each aspect of the emergent argument clearly linked to the data? In other words, were excerpts of the data used to build a coherent and believable argument? This means you need transitions from one description of the emergent pattern to the next.

4. Appraisal of Conclusion

Did the author resummarize findings to help you follow the argument?
Did the author(s) link the findings to the claims for doing the study outlined in the introduction?
Did the author(s) explain how the finding contributed to new information about the topic?
Did the author address implications (theoretical/practical) for future research?
Did the author talk about the weaknesses of the study?

In general, you will need to carefully, systematically, and critically:

assess the argument of the study
assess the trustworthiness of the claims in relation to the data excerpts included
assess the significance of the study for practice and/or theory and/or future research

Please seriously consider addressing all of the above elements when writing your final research paper in this class. You will be expected to detail each of these as you complete your research assignment. If you doing fieldnotes or transcripts utilizing a video ethnography, then your empirical data set will be about 25-35 pages (for the group) of transcription.

More information!

You are working with naturalistic data, that is, the interactions you transcribe in your fieldnotes are occurring in routine classroom activity or after-school activity. Because these are not experimental data, they will reflect the normal turbulence and disarray of everyday life. It is this capturing of routine life that reveals how children (and adults) collaborate to produce knowledge, build understandings, and construct identities. It is also in this morass of life that mediation can be captured.

Introductions

1. **Least useful introductions announces only a topic:**

"This study is about birth order and success among recent immigrants."

It's better to open with a bit of context to frame the problem. Then you can succinctly state your question as a problem followed by its solution.

As young children learn how to read and write in classroom lessons, they are not simply constructing literacy understandings; they are also developing identities of competency. Children construct understandings of what it means to learn and what it means to be successful at learning from a very early age (Bird, 1994). These understandings about competency are inextricably linked to particular communities of practice and become part of a child's identity (Light & Littleton, 1999; Resnick, Pontecorvo, & Säljö, 1997; Wenger, 1998). The idea that knowledge, competency, and identity are constructed together and interrelated is widely acknowledged (Goodnow, 2001; Fischer, Bullock, Rotenberg, & Raya, 1993; Light & Littleton, 1999; Markus & Kitayama, 1991) and has not escaped the attention of literacy researchers interested in the connection between identity and competency in literacy learning (Freedman, 1990; Eagan-Robertson, 1998; Gee, 2002). Thus, far, however, theories have either fragmented identity, competency and knowledge or they have been fairly general about how these aspects of intellectual and social/emotional development take shape and play out in the context of literacy activity in school.

In the first few sentences of an introduction, you will need to let the reader know the answer to*"Why am I reading this?"*

Once you have a working introduction, decide what your reader must immediately know, understand, or believe before they can understand anything else. Many writers at this point spell out their problem in more detail that they were able to in their introduction. They define terms, review prior research, establish important connections between what they will do and how this is related to the problem. Below is an example of placing definitions into text.

Ochs argues that identities are created and recreated through engagement in the social acts and stances individuals use to produce activities. Social acts are "socially recognized goal-directed behavior [s]" (Ochs, 1996, p. 410) such as spelling a word, asking for help, or reading a story. Social acts are not neutral; rather, children and adults use them to take perspectives on their engagement in the world (cf. Tomasello, 1999). How they do this is through stances, which are the means by which individuals display and communicate "a socially recognized point of view" on experience and action (Ochs, 1993, p. 288). Stances are therefore socio-culturally linked to social acts. Through stances, common activities are assigned meaning, become value-laden and are suffused with emotions.

There are two general types of stances: epistemic and affective. When children exploit the features of language to make claims about or to display their degree of certainty about their knowledge or their knowledge source, they are taking epistemic stances. When children express their moods, feelings, attitudes or dispositions toward specific social acts, they are taking affective stances. Epistemic and affective stances co-occur, often in the same word or same utterance (Schieffelin, 1996) and are the primary means for perspective-taking in the social world. For example, when a child says, "I know how to spell wheel, W-H-E-E-L", she is taking an epistemic stance in three ways. First, she is claiming to have knowledge. Second, she is displaying this knowledge by spelling the word. Third, she is displaying how certain she feels about her

knowledge through emphatic language ("I know how…" emphasis on "know"). This child is simultaneously taking an affective stance by placing emphasis on the cognitive verb "know", thereby communicating a positive attitude toward that knowing. Through displays of knowledge and affect (stance taking), this child is attempting to construct an identity of competent about literacy
knowledge. Thus, taking stances at the level of utterances is the way we both create and/or maintain particular social selves through situated action.

Grateful readers appreciate the following:

1. **Clarity, one sentence relating to the next (cohesion)**
2. **Readers prefer to move from what they know to what they don't. So a good principle for ordering the body of your paper is to begin very carefully making sure the reader understands what you are saying and then move on to something new.**
3. **In general, readers prefer to encounter shorter, less complex material before longer, more complex.**
4. **Readers like to know how your research and conclusions will change their thinking – that's how they will gauge the significance of your written report**

Data analysis:

1. **Set the stage.**
2. **Walk the reader through each excerpt.**

See example below—

In this first example, Ms. Winters has just explained to the children how machines with wheels can help make people's day-to-day work easier. She then models the writing activity that the children will do by drawing a picture of a bicycle, labelling its parts, and writing a sentence about it. She stresses "wheels" as being the key concept behind her choice of a bicycle as her "helpful machine". Finally, she asks the children to approach their writing task by independently following a series of short steps: they must think of a helpful machine with wheels, draw a picture of this machine, label its parts, and finally write a small "story" explaining how the machine helps them. As the children begin, she announces that she will write the word "wheels" on the board. (Note: The procedure of giving background information, modeling the assignment and writing words on the chalkboard for the children to use as a resource was the recurrent and typical instructional strategy in this classroom for initiating writing assignments.) There are two important aspects to the excerpt that follows: the manner in which Ms. Winters provides the vocabulary word and the way that Armando, one of the focal children, responds to this writing strategy.

Example 1: "I can write it."

Ms.Winters *((Standing next to a chalkboard and announcing.))*

	I'm gonna go ahead and write the word	21
	whe:::els up here OK? ( )	22
	((Sounding out wheels as she writes the word on the board.))	23
		24
Armando	*((Sitting next to Andrew and Sergio at a small table.))*	25
	((Looking towards Andrew.))	26
	I can write it. I can write it whee::ls like ho::t wheels- reme::mber	27
	reme::mber hot wheels?	28

As Ms. Winters slowly sounds out the word "whe::els", as she writes it on the chalkboard, she provides the children with complex knowledge production resources. Specifically, she demonstrates that competent behaviors in writing activities include strategies such as sounding out a word slowly (whe::els) and using vocabulary words posted in the classroom (I'm gonna go ahead and write the word whe:::els up here OK?). Using these resources to construct literacy knowledge became part of the definition of competency built up in this classroom over the academic year. Children used these resources not only to produce literacy knowledge (i.e., to complete writing tasks), but also to position themselves advantageously in relation to other children as a means of building identities of competency, as we see by Armando's acknowledgment.

Armando responds to Ms. Winters' announcement by telling Andrew (another focal child who sat at the same table) that he already knows how to spell "wheels" ("I can write it, I can write it – whee::ls"). In stating that he can write "wheels" on his own, Armando takes an ability stance. Interestingly, as Armando makes this statement, he too lengthens the words "whee::ls" and "ho::t", thereby recreating the teacher's practice of sounding words out as she writes them. This recreation is itself a knowledgability stance in that Armando "knows" the local strategy for sounding out words.

In analyzing Armando's response, we see him both making a claim to and confirming the locally defined and emergent social category of competent at the same time that he creates his story about a machine with wheels. Furthermore, Armando frames this form of literacy knowledge (knowing how to spell "wheels") as desirable by taking a positive affective stance through his emphatic language. In placing stress upon the word "write" (line 27), Armando indicates importance of his being able to write not simply any vocabulary word, but a key one. Though neither Andrew nor the other child at Armando's table ratify Armando's bid for an identity of competency here, they did on other occasions, as we shall see.

Working on Drafts - Some general guidelines

Once a rough draft is finished, you should try to set it aside for at least a day and come back to the paper with a fresh mind and thus more easily catch the errors in it. You'll bring a fresh mind to the process of polishing a paper and be ready to try some of the following strategies.

Read the Paper Aloud

If we read the paper aloud slowly, we have two senses--seeing AND hearing--working for us. Thus, what one sense misses, the other may pick up.

Check the Thesis Statement and Organization

Write down your thesis on a piece of paper if it is not directly stated in your essay. Does it accurately state your main idea? Is it, in fact, supported by the paper? Does it need to be changed in any way? On that piece of paper, list the main idea of each paragraph under the thesis statement. Is each paragraph relevant to the thesis? Are the paragraphs in a logical sequence or order?

Remember that You are Writing for Others

No matter how familiar others may be with the material, they cannot "get inside" your head and understand your approach to it unless you express yourself clearly. Therefore, it is useful to read the paper through once as you keep in mind whether or not the student or teacher or friend who will be reading it will understand what you are saying. That is, have you said exactly what you wanted to say?

Check the Paper's Development

Are there sufficient details? Is the logic valid?

Check the Paper's Coherence
Are the major points connected? Are the relationships between them expressed clearly? Do they all relate to the thesis?

Check paragraph development---does each sentence relate to the prior? Did you create transitions between paragraphs or sections of your paper?

Review your Diction

Remember that others are reading your paper and that even the choice of one word can affect their response to it. Try to anticipate their response, and choose your words accordingly.
Original: The media's exploitation of the Watergate scandal showed how biased it was already.

Revision: The media's coverage of the Watergate scandal suggests that perhaps those in the media had already determined Nixon's guilt.

In addition to being more specific, the revision does not force the reader to defend the media. In the first example, though, the statement is so exaggerated that even the reader who is neutral on the issue may feel it necessary to defend the media. Thus, the writer of the original has made his job of persuading the reader that much harder.

For working on sentence and word-level issues

No matter how many times you read through a "finished" paper, you're likely to miss many of your most frequent errors. The following guide will help you proofread more effectively

General Strategies

• Begin by taking a break. Allow yourself some time between writing and proofing. Even a five-minute break is productive because it will help get some distance from what you have written. The goal is to return with a fresh eye and mind.

• Try to s-l-o-w d-o-w-n as you read through a paper. That will help you catch mistakes that you might otherwise overlook. As you use these strategies, remember to work slowly. If you read at a normal speed, you won't give your eyes sufficient time to spot errors.

You will be working in a group---please do help each other!

From Q4.1

Critical Thinking Skills -CHDV 135				
Five Criteria (Areas)	Capstone = (4)	Milestone = (3)	Milestone = (2)	Bechmark = (1)
1: Explantion of Issues	3	21	25	0
2: Evidence	3	32	10	0
3: Influence of Context and Assumptions	3	22	19	0
4: Studetn's Position	3	25	17	0
5: Conclusions and Related Outcomes	3	25	17	0

Five Criteria (Areas)	Capstone = (4)	Milestone = (3)	Milestone = (2)	Bechmark = (1)	Total (N=45)
1: Explantion of Issues	0.07%	47%	56%	0	(100%, N = 45)
2: Evidence	0.07%	71%	22%	0	(100%, N = 45)
3: Influence of Context and Assumptions	0.07%	0.50%	42%	0	(100%, N = 45)
4: Student's Position	0.07%	56%	38%	0	(100%, N = 45)
5: Conclusions and Related Outcomes	0.07%	56%	38%	0	(100%, N = 45)

Inquiry & Analysis CHDV 138

Five Criteria (Areas)	Capstone = (4)	Milestone = (3)	Milestone = (2)	Bechmark = (1)
2.1:Topic selection	0	0	0	0
2.2: Existing Knowledge, Research, and/or Views	24	21	2	0
2.3: Design Process	6	7	0	0
2.4: Analysis	3	7	3	0
2.5: Conclusions	13	27	8	0
2.5: Limitations and Implications	7	26	14	0

Five Criteria (Areas)	Capstone = (4)	Milestone = (3)	Milestone = (2)	Bechmark = (1)	Total (N=47)
2.1:Topic selection	0	0	0	0	0
26.2: Existing Knowledge, Research, and/or Views	51%	45%	0.04%	0	(100%, N=47)
2.3: Design Process	0	0	0	0	0
2.4: Analysis	0	0	0	0	0
2.5: Conclusions	28%	55%	17%	0	(100%, N=47)
2.5: Limitations and Implications	15%	55%	30%	0	(100%, N= 47)

Child Development Undergraduate Program: Assessment Plan

Fall 2017 – Spring 2024

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Child Development Undergraduate Program: Assessment Plan

Child Development is the study of the physical, socio-emotional, and cognitive growth and development of the child from conception through adolescence. The program is designed to prepare students interested in a broad range of careers that serve children and their families in a variety of school and community settings. In the Child Development major, students can choose from one of five concentrations: Early Development, Care and Education (EDCE), Individualized Concentration, Elementary Pre-Credential, Social and Community Settings, and Integrated Pre-Credential Subject Matter Program. However, all concentrations provide a broad education with rigorous academic programs in child development from infancy through adolescence and differ primarily in their elective courses.

The Child Development major is a 49-50 (range is from elective units) unit academic major, and with the exception of the Elementary Pre-Credential and Integrated Pre-Credential Subject Matter Program, all students are required to complete 9 foundation units within the major and 23 upper division core units within the major. The Elementary Pre-Credential and Integrated Pre-Credential Subject Matter Program are required to take 11 foundation units within the major and 20 upper division core units. The remaining 17 – 18 units are elective units. These elective units are selected from an approved list of courses in consultation with a faculty member.

This document contains information that describes the Child Development undergraduate program assessment plan and activities, including program learning outcomes (PLOs) for the program, its connection to the criteria (the rubrics) used to measure the PLOs, and the standards of performance for each PLO. It also describes how these PLOs are connected to the key assignments, to the program curriculum, and to the missions of the university and the departments.

There are five sections in this document:

I. Program Concentration Descriptions

II. Program Learning Goals and Outcomes for the Child Development Undergraduate Program;

III. Methods of Data Collection, Criteria and Standards of Performance for the program

PLOs;

IV. Developing Curriculum Map and Connecting Key Assignments to the Rubrics or the Criteria;

V. Assessment Timeline for the Next 6-Year Review Cycle.

1: Program Concentration Descriptions

1. **Early Development, Care and Education (EDCE):** Prepares students to work in child care settings with children from infancy through pre-kindergarten. The program consists of the core child development academic program and electives with a focus of study on developmental theory, systematic observation and assessment, and pre-school curriculum development.
2. **Individualized Concentration:** An interdisciplinary program made up of the core academic child development courses and electives, from a wide variety of fields, such as education, art, public policy, nursing, or criminal justice. This major is flexible to allow students to design their program to closely align with personal and career objectives.
3. **Elementary Pre-Credential:** An academic child development program with an emphasis on preparing the student to enter an elementary school (multiple-subjects) teaching credential program. It consists of the core academic child development courses, credential prerequisite courses, and electives, chosen in coordination with a major advisor.
4. **Social and Community Settings:** Appropriate for students interested in working with children and families in community, government, and social or therapeutic settings. Students complete the child development core academic courses, and choose electives.
5. **Integrated Pre-Credential Subject Matter Program:** *Currently on hiatus.*

   Combines state-approved courses in the subject matter areas with the coursework of the Child Development academic major. This concentration is most appropriate for students who intend to pursue an elementary school (multiple subjects) teaching credential. Students who follow this option obtain an academic major in child development and also take subject matter coursework in six categories: Language and Literature; Mathematics; Natural and Physical Sciences; Social Sciences and Humanities; the Arts; and Physical Education. The coursework is aligned with the subject matter frameworks on which the CSET subject matter examinations are based. It is essential that students considering this concentration seek early and frequent advising within the

major because the general university requirements are built into the required coursework. Students do not follow the general education pattern outlined in the catalog.

II. Program Learning Goals and Outcomes for the Child Development Undergraduate Program

Upon graduation from the Child Development undergraduate program, students are expected to demonstrate expertise in and a deep understanding of (1) knowledge in the discipline, (2) modes of inquiry, (3) communication in the discipline, (4) civic and cultural knowledge and competence, and (5) professional and career knowledge and behaviors.

Table 1: Child Development Undergraduate Program Learning Goals Aligned to Learning Outcomes

CHDV Program Learning Goals (PLG's)	CHDV Program Learning Outcomes (PLO's)
Goal 1: Knowledge in the Discipline	1.1 Demonstrate knowledge of the processes and major milestones of physical, cognitive, language, social and emotional development from infancy to adulthood 1.2 Demonstrate understanding of how individual variations, cross cultural factors, biological and social influences impact children's development 1.3 Demonstrate understanding and application of major theoretical perspectives through analysis and reflection upon children's experiences in a variety of contexts
Goal 2: Modes of Inquiry	2.1 Undergraduate students are expected to demonstrate ability to use qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings 2.2 Undergraduate students are able to apply critical thinking to the examination of research, theory and issues in the discipline 2.3 Undergraduate students are able to 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 3.3 Demonstrate proficient levels of discipline-specific oral communication skills in presentation of knowledge or analysis, organization, use of language and methods of delivery

Goal 4: Civic and Cultural Knowledge and Competence	4.1 Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings 4.2 Apply the skills of teamwork, creative thinking and problem solving in engagement with student peers, faculty and community partners in academic and community settings. 4.3 Demonstrate knowledge and understanding of civic and community resources and issues through engagement in community-based learning experiences.
Goal 5: Professional and Career Knowledge and Behaviors	5.1 Demonstrate ability to create developmental curriculum, methods and learning experiences for children in early childhood and elementary school settings 5.2 Demonstrate knowledge of school, community, social service and other professional, career and educational opportunities in the field of human development 5.3 Apply understandings of developmental concepts, theory and research through engagement in mediated field experiences. 5.4 Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic, and applied settings.

III. Methods of Data Collection, Criteria and Standards of Performance for the Program Learning Outcomes

Table 2: The Curriculum Map for the Child Development Undergraduate Program:
Aligning (Linking) Undergraduate Program Learning Outcomes to Each Course in the Curriculum
"I" stands for "Introduced", "D" for "Developed", and "M" for "Mastered"

Outcomes / Classes	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4
Required Classes																
ChDv 30 (Introduction)	I	I		I			I		I, D		I, D					
ChDv 35 (Introduction	I	I		I			I		I, D		I, D					
ChDv 35 (Field Experience)		I								I, D	I, D	I, D		I, D	I, D	
ChDv 123 (Methods, Qual)				I, D			I, D	I, D			D					
ChDv 133 (Methods, Quant)				I, D		I, D	I, D	I, D			D					
ChDv 131 (Language)	D	I, D	I, D				D	D	I, D	I, D	D					
ChDv 132 (Field Experience)		D								I, D	I, D	I, D		I, D	I, D	I, D
ChDv 135 (Culture)		D	I, D	D			D	D	I, D	I, D	D					
ChDv 136 (Curriculum)							D				D		I, D			
ChDv 154 (Parenting)							D				D					
ChDv 137/L (Cognitive)	D	D	M	D	D, M		D, M	D, M	D, M		D, M					
ChDv 138 (Social Emotional)	D	M	M	D	D, M		D, M	D, M	D, M		D, M					

IV. Developing Curriculum Map and Connecting Key Assignments to the Rubrics or the Criteria

Table 4: Child Development Evidence Map at the Course Level:
Linking Undergraduate Program Learning Outcomes to Key Assignments in Each Course in the Curriculum

Outcomes / Classes	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4
Required Classes																
ChDv 30 (Introduction)																
ChDv 35 (Introduction																
ChDv 35 (Field Experience)																
ChDv 123 (Methods, Qual)																
ChDv 133 (Methods, Quant)																
ChDv 131 (Language)																
ChDv 132 (Field Experience)																
ChDv 135 (Culture)																
ChDv 136 (Curriculum)																
ChDv 154 (Parenting)																
ChDv 137/L (Cognitive)																
ChDv 138 (Social Emotional)																

Outcomes / Required Classes	Goal 1: Knowledge in the Discipline	Goal 2: Modes of Inquiry	Goal 3: Communication in the Discipline	Goal 4: Civic and Cultural Knowledge and Competence	Goal 5: Professional and Career Knowledge and Behaviors
ChDv 35					
ChDv 35F					
ChDv 123		Research paper (6-8 references)			
ChDv 133		Research paper (6-8 references)			
ChDv 131					
ChDv 132					
ChDv 135					
ChDv 136					
ChDv 154					
ChDv 137/L					
ChDv 138/L					

V: Assessment Timeline for the Next 6-Year Review Cycle

Each year the undergraduate program assessment committee will focus explicitly on one or five program learning outcomes. Based on the assessment data, the department assessment committee will discuss with the faculty to determine if any changes need to occur and what changes would best benefit our program and our students. Once agreed upon, the changes will then be implemented for the following year. The committee will assess the impact of the new changes on the student learning outcomes, student services, and student success and assess each learning outcome at least once in the 6 year-program review cycle. The following is the detailed timeline:

Table 3: Assessment Timeline from 2017-2024

Outcomes / Year	Goal 1: Knowledge in the Discipline	Goal 2: Modes of Inquiry	Goal 3: Communication in the Discipline	Goal 4: Civic and Cultural Knowledge and Competence	Goal 5: Professional and Career Knowledge and Behaviors
2017-2018 – Self Study	X	X	X	X	X
2018-2019	X				
2019-2020		X			
2020-2021			X		
2021-2022				X	
2022-2023					X
2023-2024 – Self Study	X	X	X	X	X

Appendix A

A. Required Courses (14 units)

Units	Course Title	Course Description
3	ChDv 35	Child and Adolescent Development
2	ChDv 35F*	Human Development and Elementary Field Experience (completion of or concurrent enrollment in CHDV 35)
3	FACS 50**	The Family and Social Issues
3	ChDv 123	Qualitative Research Methods in Human Development (CHDV 30 or CHDV 35; completion of 45 total units)
3	ChDv 133	Quantitative Research Methods in Human Development (CHDV 30 or CHDV 35; completion of 45 total units)

* Required for Elementary Pre-Credential and Integrated Pre-Credential Subject Matter Program
** Course is required but in a different department

B. Required Upper Division Core Course (20 units)
Note: Completion of or concurrent enrollment in CHDV 123 or CHDV 133 is required for registration in required upper division core courses.

Units	**Course Title**	**Course Description**
3	ChDv 131	Language Development (CHDV 133; may be taken concurrently)
3	ChDv 132	Fieldwork in Child Development (CHDV 30 or CHDV 35 and CHDV 35F for Liberal Studies and Major B only)
3	ChDv 135	Crosscultural Child Development (CHDV 133; may be taken concurrently)
3	ChDv 136	Developmental Experiences, Methods and Curriculum (CHDV 123, may be taken concurrently; completion of 60 units or instructor permission)
3	ChDv 154*	Issues in Parenting (CHDV 30 or ChDv 35, or instructor permission) Note: This course is not required for Elementary Pre-Credential Concentration, and Integrated Pre-Credential Subject Matter Program
4	ChDv 137/L	Cognitive Development with Research Lab (CHDV 30 or CHDV 35 and CHDV 133)
4	ChDv 138/L	Social and Emotional Development with Research Lab (CHDV 30 or CHDV 35 and CHDV 133)

*Not Required for Elementary Pre-Credential and Integrated Pre-Credential Subject Matter Program