Department of Human Development and Women’s Studies, CLASS

# **ASSESSMENT PLAN: B.A. in Human Development**

### Updated Date: Winter, 2013, By Patricia Drew

| PROGRAM MISSION |
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| Human Development is an interdisciplinary program that integrates theory and methodology from disciplines such as anthropology, biology, linguistics, psychology, and sociology. The program explores the processes and mechanisms underlying developmental change and stability across the lifespan and the socio-cultural and historical contexts in which development takes place.The Program's curriculum aims to develop in students a basic understanding of major research findings and core concepts in human development, the ability to analyze and evaluate theoretical and practical issues in the field, and the skills to apply learning to diverse communities outside the University. The Program strives to create an optimal learning community that values and fosters collaborative learning and dialogue between and among students and faculty from diverse backgrounds. |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) |
| Students graduating with a BA in Human Development will be able to:  |
| SLO 1 | Demonstrate core knowledge in biological, psychological, and social aspects of human development; |
| SLO 2 | Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; |
| *SLO 3* | Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university; |
| SLO 4 | Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively; |
| SLO 5 | Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts. |
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| Year 1: 2011-2012 |  |
| 1. Which SLO(s) to assess
 | SLO1: Core knowledge in biological, psychological, and social aspects of human development |
| 1. Assessment indicators
 | A test of core HDEV knowledge was administered to “new” and graduating students. Results were compared. |
| 1. Sample (courses/# of students)
 | HDEV 3102: Lifespan Social and Emotional Development (45students)HDEV 4812: Senior Research Seminar in Human Development II (39 students) |
| 1. Time (which quarter(s))
 | Winter and Spring Terms, 2012 |
| 1. Responsible person(s)
 | Patricia Drew, HDEV Assessment Coordinator |
| 1. Ways of reporting (how, to who)
 | Results were shared with: * CLASS FACT Team
* Patricia Guthrie, HDEV/WOST Department Chair
* HDEV/WOST Department Faculty
* CAPR via Annual Report
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| 1. Ways of closing the loop
 | Multiple departmental discussions will occur as an outcome of the 2011-12 Assessment Project: * The Department will consider developing and implementing a faculty-constructed assessment test.
* The Department will consider administering the test to incoming major students taking HDEV 3101 at the beginning of the 2012-13 academic year.
* The Department of Human Development and Women’s Studies will take the results of the assessment under consideration in revising course guidelines.
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| Year 2: 2012-2013 |  |
| 1. Which SLO(s) to assess
 | SLO2: Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; |
| 1. Assessment indicators
 | The assessment project analyzed students’ mastery of critical thinking skills as demonstrated in senior capstone papers. Faculty scored student papers according to a department-developed critical thinking values rubric. |
| 1. Sample (courses/# of students)
 | The sample included student papers (N = 55; n = 27) from Fall 2012 and Winter 2013 HDEV 4812: Senior Capstone II classes. A random systematic sampling strategy was utilized, with a random number start. |
| 1. Time (which quarter(s))
 | The assessment occurred in Spring Term 2013 |
| 1. Responsible person(s)
 | Patricia Drew, HDEV Assessment Coordinator |
| 1. Ways of reporting (how, to who)
 | Results were shared with: * CLASS FACT Team
* Patricia Guthrie, HDEV/WOST Department Chair
* HDEV/WOST Department Faculty
* CAPR via Annual Report
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| 1. Ways of closing the loop
 | *Plans for closing the loop:*1. Provide instructors with HDEV Critical Thinking Rubric as part of the course guidelines. 2. Create and provide students with a critical thinking timeframe. This may help to lengthen course time devoted to analysis of findings in terms of academic literature. 3. Provide students with examples of proficient and outstanding papers. 4. Discuss application of research findings to theoretical frameworks in 3201, 3202, 3203 and other junior core classes5. Strongly recommend that students need to have completed WST before registering for 4811 and 4812 classes6. Consider having one faculty stay with 4811 and 4812 for consecutive terms. |

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| Year 3: 2013-2014 |  |
| 1. Which SLO(s) to assess
 | SLO3: Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university; |
| 1. Assessment indicators
 | This assessment will incorporate direct evidence, including: 1) students’ work in HDEV 3203; and, 2) written reviews of HDEV 3203 students’ service learning placement supervisors. |
| 1. Sample (courses/# of students)
 | HDEV 3203: Applying Theory and Methods of Human Development. The sample size is to be determined. |
| 1. Time (which quarter(s))
 | To be determined. |
| 1. Responsible person(s)
 | Patricia Drew, HDEV Assessment Coordinator |
| 1. Ways of reporting (how, to who)
 | Results will be shared with: * CLASS FACT Team
* Patricia Guthrie, HDEV/WOST Department Chair
* HDEV/WOST Department Faculty
* CAPR via Annual Report
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| 1. Ways of closing the loop
 | To be determined. |

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| Year 4: 2014-2015 |  |
| 1. Which SLO(s) to assess
 | SLO4: Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively; |
| 1. Assessment indicators
 | TBD |
| 1. Sample (courses/# of students)
 | TBD |
| 1. Time (which quarter(s))
 | TBD |
| 1. Responsible person(s)
 | HDEV Assessment Coordinator |
| 1. Ways of reporting (how, to who)
 | TBD |
| 1. Ways of closing the loop
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| Year 5: 2015-2016 |  |
| 1. Which SLO(s) to assess
 | SLO5: Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts. |
| 1. Assessment indicators
 | TBD |
| 1. Sample (courses/# of students)
 | TBD |
| 1. Time (which quarter(s))
 | TBD |
| 1. Responsible person(s)
 | HDEV Assessment Coordinator |
| 1. Ways of reporting (how, to who)
 | TBD |
| 1. Ways of closing the loop
 | TBD |