

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

The learning outcomes of the CHDV MA program have not changed. Students entering the program continue to seek out training and education to prepare them for a variety of child-related careers, and our learning goals provide a program that we feel continues to meet those needs.

The assessment plan is currently being rewritten in response to a restructure of the College of Education. Because of this, some curricular changes have been made, thus necessitating changes in assessment. Although such changes have not yet been implemented, in the following we detail our plans for future years of assessment.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

As a result of assessment in previous years, the faculty in CHDV have decided to combine concentrations in Theory and Research with Applied Settings. Students have overlapping interests and requirements and combining concentrations will encourage more interaction. This has resulted in no change in learning outcomes or assessment tools, but does result in changes in the assessment plan. This change is in progress and thus the effects of the change will be assessed in future reports.

Another change we have made in how they meet those goals, however, is to require fewer variable unit independent study courses and instead, other more defined courses.

Finally, a new course, EDGR 260 replaces the previously required CHDV 200A and CHDV 200B proseminar and analysis courses. This new course is being offered college-wide and is expected to meet many of the learning goals previously addressed, but in a more multidisciplinary setting. Fall 2013 will be the first time this revised curriculum will be taught, so assessment of this changes is in the future plan.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

Our program learning goals include the following:

- a. Understand current developmental theory the necessary linkages among theory, evidence, and practice in multiple contexts
- b. Participate in research and a learning community that facilitates collaboration with peers and faculty with the goal of understanding research methods and data analysis in a manner that develops critical and creative thinking skills to effectively analyze and synthesize research and theory in child development, using evidence as a basis for professional decision-making
- c. develop the ability to communicate effectively, including discipline-based writing and reading skills and skills related to the use of technology for communication and data analysis

- d. demonstrate practices and understandings of professional responsibility in both academic and applied child development contexts, including developing a value for diversity (culture, gender, social, ability, linguistic) in development

4. What method(s)/measure(s) have you used to collect the data?

Because this has been a transitional year for the program within the College of Education, assessment has been limited this year. We are considering graduation numbers and methods of graduation in fall and spring this academic year. Moreover, from fall 2012, an APA rubric was used at multiple points during the semester to assess growth. A multiple choice test assessed analytical skills and knowledge. Spring 2013 data were not collected because of restructuring the program and the college.

5. What are the criteria and/or standards of performance for the program learning outcome?

Following are the specific student performance expectations for program learning outcomes.

a.

1. Demonstrate use of a theoretical perspective to frame empirical work in writing and oral communication.
2. Show ability to apply theoretical framework and empirical knowledge to multiple contexts of development and within multiple domains of development.
3. Use empirical evidence to explain individual variations in development as well as the biological and social influences that lead to such variation.

b.

1. Apply critical thinking to the examination of research, theory and issues in the discipline.
2. Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.
3. Use and analyze qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings.
4. Apply the skills of teamwork, creative thinking, collaboration and problem solving in engagement with a learning community of peers and faculty.

c.

1. Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format.
2. Demonstrate competence in the use of information technology for the purposes of augmenting discipline-based knowledge and inquiry, including use of technology tools in the analysis, application and critical evaluation of information.

d.

1. Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic and applied settings.
2. Demonstrate understanding of cross cultural factors that influence children's development.
3. Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings.
4. Apply understanding of discipline-based knowledge, theory and research to analyze and reflect on children's experiences in a variety of contexts.
5. Demonstrate knowledge and experience of civic and community resources and issues through engagement in community-based learning.

6. What data have you collected? What are the results and findings, including the percentage of students

who meet each standard?

a. In what areas are students doing well and achieving the expectations?

b. In what areas do students need improvement?

One assessment is the graduation of students (thesis, project, exam). Theses and projects require sufficient demonstration of all four goals in the final written submission. Students opting to take the exam instead must demonstrate these learning outcomes in their written essay examination. This academic year, six students submitted their theses or projects and all six were approved by the CHDV program. One student took the exam and failed. Thus, 100% of students obtaining the MA CHDV degree demonstrated all four learning outcomes. However, 6/7 or 86% of students attempting to graduate were able to demonstrate the outcomes.

Another assessment involved first year students during their first semester coursework. Using an APA rubric, we found that 79% of CHDV 200a students showed improvement by at least one point on APA style writing throughout the semester.

On a multiple choice test of knowledge of research methods, 12/14 students in CHDV 200b scored at least 87% or above, demonstrating mastery.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

- a. If so, what changes do you anticipate? How do you plan to implement those changes?
- b. How do you know if these changes will achieve the desired results?

This year's transition and assessment has led to the combination of the degree concentrations in CHDV. Moreover, student requirements have been slightly altered to encourage interdisciplinary collaboration and familiarity with the variety of areas applicable to CHDV. Specifically, EDGR 260 is a new requirement for our students, and will help them to better meet the goals for b. regarding a learning community. Of course, this course will also help to meet the other learning outcomes as well.

8. Which program learning outcome(s) do you plan to assess next year? How?

Learning Outcomes	Subgoals (Students will...)	Year 1	Year 2	Year 3	Year 4	Year 5
Understand current developmental theory the necessary linkages among theory, evidence, and practice in multiple contexts	-Demonstrate use of a theoretical perspective to frame empirical work in writing and oral communication. -Show ability to apply theoretical framework and empirical		Assess writing sample from CHDV 250		Thesis/ project /exam rubric	Thesis/ project /exam rubric

	<p>knowledge to multiple contexts of development and within multiple domains of development.</p> <p>-Use empirical evidence to explain individual variations in development as well as the biological and social influences that lead to such variation.</p>					
<p>Participate in research and a learning community that facilitates collaboration with peers and faculty with the goal of understanding research methods and data analysis in a manner that develops critical and creative thinking skills to effectively analyze and synthesize research and theory in child development, using evidence as a basis for professional decision-making</p>	<p>-Apply critical thinking to the examination of research, theory and issues in the discipline.</p> <p>-Demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.</p> <p>-Use and analyze qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings.</p> <p>-Apply the skills</p>	<p>Pre-post multiple choice and short answer survey in CHDV 250</p>		<p>Pre-post multiple choice and short answer survey in CHDV 250</p>		<p>Pre-post multiple choice and short answer survey in CHDV 250</p>

	of teamwork, creative thinking, collaboration and problem solving in engagement with a learning community of peers and faculty.					
develop the ability to communicate effectively, including discipline-based writing and reading skills and skills related to the use of technology for communication and data analysis	<p>-Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format.</p> <p>-Demonstrate competence in using info. technology to augment discipline-based knowledge and inquiry, using tools in information analysis, application and critical evaluation.</p>		Assess writing sample from CHDV 242 (beginning)	Assess writing sample from CHDV 290 (end) using rubric		
demonstrate practices and understandings of professional responsibility in both academic and applied child development contexts, including developing a value for	<p>-Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic and applied settings.</p> <p>-Demonstrate understanding of cross cultural</p>	Exit survey administered to students			Assess using writing rubric in theses/projects	Assess using writing rubric in theses/projects

diversity (culture, gender, social, ability, linguistic) in development	<p>factors that influence children's development.</p> <p>-Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings.</p> <p>-Apply understanding of discipline-based knowledge, theory and research to analyze and reflect on children's experiences in a variety of contexts.</p> <p>-Demonstrate knowledge and experience of civic and community resources and issues through engagement in community-based learning.</p>					
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* Please note that Form Bs are in process to remove the concentrations in Theory and Research or Applied Settings. For this reason, because this plan is forward looking, we consider the unitary CHDV MA degree rather than individual concentrations.