

Degree/Certificate: Children's Studies

Major/Option: BA

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Part I – Program SLO Assessment Report for 2013-14

Part I – for the 2013-14 academic year: Because Deans have been asked to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

CDST SLO One: Students will increase their ability to draw from a variety of disciplinary knowledge in addressing children's learning, development, well-being, or other important issues.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

SLO is met, but with changes forthcoming;

SLO met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

A survey was administered to students at the beginning of CDST 301: Introduction to Children's Studies courses during the Fall and Spring quarters of 2012 and 2013. This same survey was then administered to students at the end of all CDST 492: Senior Portfolio courses during the Winter and Spring quarters of 2012 and 2013. No new data has been collected for 2014 as of yet due to the nature of longitudinal frameworks. The survey would be administered to each 301 and 492 course for two academic years. The survey captured various student demographic information, class standing and addressed the 12 Children's Studies SLOs in a 21-item, five-point Likert-scale format. There exists between 2-3 items per each SLO and roughly half the questions were reversely scored. This method was employed to help quantify changes in student's agreements with CDST SLOs as they moved from taking an introductory course to theoretically completing the program during the required senior portfolio course. A higher score denotes a higher level of SLO agreement.

For the first SLO, Children's Studies majors were asked to note the degree to which they agreed with the following statements: "To explain how children develop and learn, it is important to draw from multiple areas of study," and "Children's lives are best understood the sole study of psychology."

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
 - a. Findings: Children's Studies Majors in CDST 301 (n= 75) reported an average agreement of 7.67 (SD= 1.21) with SLO 1. Majors in CDST 492 (n= 26) reported an average agreement of 8.42 (SD= 1.45). The possible range of this scale is 2-10.
 - b. Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p < .05$.

This means that Children's Studies Majors in CDST 492: Senior Portfolio courses reported higher levels of alignment with the desired SLO than students in CDST 301: Introduction to Children's Studies beyond what is attributable to chance.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

Children's Studies is very pleased with this assessment result. This SLO will remain a crucial element to the CDST Program and will continue to be addressed in CDST coursework.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

After this longitudinal assessment has completed (Fall 2014-Winter 2015), methods and procedures will be evaluated and alerted to better meet university and college expectations and time lines. Additionally, faculty feedback will be incorporated into the assessment process.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

This measure appears to be measuring what we are intending to measure and will not be revised until after analyzing results of the two-year longitudinal run of this assessment.

NEW: PART II – CLOSING THE LOOP

FOLLOW-UP FROM THE 2012-13 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2012-13, and then describe actions taken during 2013-14 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2012-13

CDST SLO One: *Students will increase their ability to draw from a variety of disciplinary knowledge in addressing children's learning, development, well-being, or other important issues.*

2. **Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.

Findings from the 2012-13 assessment are being considered preliminary and will become more evident at the end of the two-year longitudinal assessment of all 12 SLOs. Some of the preliminary findings have been addressed in faculty meetings as an effort to begin closing the loop.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

CDST majors appear to be meeting faculty and program expectations as evident from the self-report survey data.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

This is an ongoing discussion that will result in more concrete plans at the resolution of the 13-14 AY two-year longitudinal assessment. Faculty feedback will be included in upcoming revisions of the assessment process. It is suggested that an assessment be conducted into the effectiveness of the Children's Studies Program implementing feedback from assessment research.