

2011-12 Program Assessment Update

Department & Program: Children's Studies Program

Submitted by: Dr. Joe Tedesco

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2011-12, and please submit it to both your Dean and to Undergraduate Studies by Nov. 1, 2012. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2011-12.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
-----------------------------	--------------------------------------	------------------------------------	--	---	--

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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.	Self-report survey with Likert scales administered in the beginning and end of CDST 301, and then again in CDST Capstone and Portfolio courses. One-way ANOVA analysis will be used to determine differences in means.	Significant differences ($F(2,68) = 11.28, p < .000$) were observed in the self-report measure between 301 pretest ($M = 9$), 301 post-test ($M = 11.44$), and Capstone assessment ($M = 13.29$). This means students report having a higher understanding of this concept after completing this program.	It is suggested that a more comprehensive criterion measure be created based on all 12 CDST SLOs and administered more consistently.	In progress	This SLO is key to success in an interdisciplinary Children's Studies program and EWU CDST majors report success in this area of study.
Students will increase their ability to reflect on their own practices and interactions with children.	Self-report survey with Likert scales administered in the beginning and end of CDST 301, and then again in CDST Capstone and Portfolio courses. One-way ANOVA analysis will be used to determine differences in means.	Significant differences ($F(2,74) = 7.6, p = .001$) were observed in the self-report measure between 301 pretest ($M = 9$), 301 post-test ($M = 10.64$), and Capstone assessment ($M = 13.8$). This means students report having a higher understanding of this concept after completing this program.	It is suggested that a more comprehensive criterion measure be created based on all 12 CDST SLOs and administered more consistently.	In progress	This SLO is a major component to success in an interdisciplinary Children's Studies program and EWU CDST majors report success in this area of study.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Students will increase their understanding of children's cultures and children's perspectives.	Self-report survey with Likert scales administered in the beginning and end of CDST 301, and then again in CDST Capstone and Portfolio courses. One-way ANOVA analysis will be used to determine differences in means.	Significant differences ($F(2,79) = 12.54, p < .000$) were observed in the self-report measure between 301 pretest ($M = 8.9$), 301 post-test ($M = 11.41$), and Capstone assessment ($M = 12.2$). This means students report having a higher understanding of this concept after completing this program.	It is suggested that a more comprehensive criterion measure be created based on all 12 CDST SLOs and administered more consistently.	In progress	This SLO is a major component to success in an interdisciplinary Children's Studies program and EWU CDST majors report success in this area of study.
Students will increase their understanding of children's diversity, including gender, race and class differences.	Self-report survey with Likert scales administered in the beginning and end of CDST 301, and then again in CDST Capstone and Portfolio courses. One-way ANOVA analysis will be used to determine differences in means.	Significant differences ($F(2,71) = 10.17, p < .000$) were observed in the self-report measure between 301 pretest ($M = 9.45$), 301 post-test ($M = 12.68$), and Capstone assessment ($M = 13.25$). This means students report having a higher understanding of this concept after completing this program.	It is suggested that a more comprehensive criterion measure be created based on all 12 CDST SLOs and administered more consistently.	In progress	This SLO is a major component to success in an interdisciplinary Children's Studies program and EWU CDST majors report success in this area of study.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Students will increase their ability to critically evaluate a variety of approaches to working with children.	Self-report survey with Likert scales administered in the beginning and end of CDST 301, and then again in CDST Capstone and Portfolio courses. One-way ANOVA analysis will be used to determine differences in means.	Significant differences ($F(2,74) = 1.34, p > .05$) were not observed in the self-report measure between 301 pretest ($M = 6.66$), 301 post-test ($M = 7.97$), and Capstone assessment ($M = 8.6$). This means students did not report having a higher understanding of this concept after completing this program.	It is suggested that a more comprehensive criterion measure be created based on all 12 CDST SLOs and administered more consistently. It is suggested that additional research and program evaluation resources be incorporated into the program.	In progress	This SLO is a major component to success in an interdisciplinary Children's Studies program. EWU CDST majors do not report success in this area of study.