

EWU Programmatic SLO Assessment AY 2014-15 and “Closing the Loop” for AY 2013-14

Introduction:

Assessment of student learning is an important and integrated part of faculty and programs. As part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program and *each* certificate for *at least one* Student Learning Outcome (SLO) this year. To comply with accreditation standards, the programs must also demonstrate efforts to “close the loop” in improving student learning and/or the learning environment. Thus, this template has been revised into two parts.

Resources:

Check this site for sample reports (created with the previous year’s template) by EWU programs and other assessment resources: <http://access.ewu.edu/undergraduate-studies/faculty-support/student-learning-assessment/program-slo-assessment.xml>

Additional resources and support are available to:

- 1) Determine whether students can do, know or value program goals upon graduation and to what extent;
- 2) Determine students’ progress through the program, while locating potential bottlenecks, curricular redundancies, and more; and
- 3) Embed assessments in sequenced and meaningful ways that save time.

Contact Dr. Helen Bergland for assistance with assessment in support of student learning and pedagogical approaches: hbergland@ewu.edu or 359.4305.

Use this template to report on your program assessment. **Reports are due to your Dean and to Dr. Helen Bergland (hbergland@ewu.edu), Office of Academic Planning, by Nov. 2, 2015.**

Degree/Certificate: B.A.

Major/Option: Children's Studies

Submitted by: Benjamin Sinclair and Deanna Trella

Date: June 22, 2015

Part I – Program SLO Assessment Report for 2014-15

Part I – for the 2014-15 academic year: Because Deans have been asked to create College-Level Synthesis 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;*

___**X**___ *SLO is met, but with changes forthcoming;*

_____ *SLO is met without change required*

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children's Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

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 entering the program (n= 140) reported an average agreement of 3.63 (SD= .98) with SLO 1. Majors who are exiting the program (n= 60) reported an average agreement of 3.99 (SD= .77).
 - b.) Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .017$. This suggests that Children's Studies Majors significantly increase their "ability to draw from a variety of disciplinary knowledge in addressing children's learning, development, well-being, or other important issues" upon graduation from the Program.
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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

Using survey questions that overlap multiple SLO's introduces measurement error, wherein it is unclear which SLO is being measured in the participant's response. These questions should be redefined.

A second form of error in the assessment process comes from a lack of responses from the students being surveyed. The students who respond to the survey each year likely differ in some fundamental way from the students who are not responding. The small number of responses also makes it necessary to use the entire longitudinal data set in order to calculate meaningful statistics. This method may hide differences in cohorts. Future revisions to the assessment process will include ways to increase the response rate of the students being surveyed.

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

CDST SLO Two: Students will increase their ability to reflect on their own practices and interactions with children.

8. **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;*

___**X**___ *SLO is met, but with changes forthcoming;*

_____ *SLO is met without change required*

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children's Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

10. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #9.

a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 3.77 (SD= .98) with SLO 2. Majors who are exiting the program (n= 60) reported an average agreement of 4.07 (SD= .85).

b) Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .015$. This suggests that Children's Studies Majors significantly increase their "ability to reflect on their own practices and interactions with children" upon graduation from the Program.

11. **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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

Using survey questions that overlap multiple SLO's introduces measurement error, wherein it is unclear which SLO is being measured in the participant's response. These questions should be redefined.

A second form of error in the assessment process comes from a lack of responses from the students being surveyed. The students who respond to the survey each year likely differ in some fundamental way from the students who are not responding. The small number of responses also makes it necessary to use the entire longitudinal data set in order to calculate meaningful statistics. This method may hide differences in cohorts. Future revisions to the assessment process will include ways to increase the response rate of the students being surveyed.

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

CDST SLO Three: Students will increase their understanding of children's cultures and children's perspectives.

14. 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 is met without change required

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children's Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

16. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #15.

- a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 3.72 (SD= .96) with SLO 3. Majors who are exiting the program (n= 60) reported an average agreement of 4.17 (SD= .68).
- b) Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .000$. This suggests that Children's Studies Majors significantly increase "their understanding of children's cultures and children's perspectives" upon graduation from the Program.

17. **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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

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

CDST SLO Four: Students will increase their understanding of children's diversity, including gender, race and class differences.

20. **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 is met without change required

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children's Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

22. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #21.

- a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 3.56 (SD= .93) with SLO 4. Majors who are exiting the program (n= 60) reported an average agreement of 4.09 (SD= .74).
- b) Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .000$. This suggests that Children's Studies Majors significantly increase their "understanding of children's diversity, including gender, race and class differences" upon graduation from the Program.

23. **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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.
- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

Using survey questions that overlap multiple SLO's introduces measurement error, wherein it is unclear which SLO is being measured in the participant's response. These questions should be redefined.

A second form of error in the assessment process comes from a lack of responses from the students being surveyed. The students who respond to the survey each year likely differ in some fundamental way from the students who are not responding. The small number of responses also makes it necessary to use the entire longitudinal data set in order to calculate

meaningful statistics. This method may hide differences in cohorts. Future revisions to the assessment process will include ways to increase the response rate of the students being surveyed.

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

CDST SLO Five: Students will increase their understanding of the different types of power relations between adults and children.

26. **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;*
__**X**__ *SLO is met, but with changes forthcoming;*
_____ *SLO is met without change required*

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children's Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

28. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #27.

- a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 3.03 (SD= .90) with SLO 5. Majors who are exiting the program (n= 60) reported an average agreement of 3.45 (SD= .88).

- b) Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .012$. This suggests that Children's Studies Majors experience a significant increase in their "understanding of the different types of power relations between adults and children" upon graduation from the Program.

29. 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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

Using survey questions that overlap multiple SLO's introduces measurement error, wherein it is unclear which SLO is being measured in the participant's response. These questions should be redefined.

A second form of error in the assessment process comes from a lack of responses from the students being surveyed. The students who respond to the survey each year likely differ in some fundamental way from the students who are not responding. The small number of responses also makes it necessary to use the entire longitudinal data set in order to calculate meaningful statistics. This method may hide differences in cohorts. Future revisions to the assessment process will include ways to increase the response rate of the students being surveyed.

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

CDST SLO Six: Students will increase their ability to critically evaluate a variety of approaches to working with children.

32. 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;
- X SLO is met, but with changes forthcoming;
- _____ SLO is met without change required

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children’s Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO’s that were being measured, with some items overlapping multiple SLO’s.

34. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #33.

- a) Findings: Children’s Studies Majors entering the program (n= 140) reported an average agreement of 3.50 (SD= .96) with SLO 6. Majors who are exiting the program (n= 60) reported an average agreement of 3.96 (SD= .76).
- b) Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with p= .004. This suggests that Children’s Studies Majors experience a significant increase in their ability to “critically evaluate a variety of approaches to working with children” upon graduation from the Program.

35. **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 pleased with the assessment results. We will, however, be reviewing the SLO’s and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

Using survey questions that overlap multiple SLO's introduces measurement error, wherein it is unclear which SLO is being measured in the participant's response. These questions should be redefined.

A second form of error in the assessment process comes from a lack of responses from the students being surveyed. The students who respond to the survey each year likely differ in some fundamental way from the students who are not responding. The small number of responses also makes it necessary to use the entire longitudinal data set in order to calculate meaningful statistics. This method may hide differences in cohorts. Future revisions to the assessment process will include ways to increase the response rate of the students being surveyed.

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

CDST SLO Seven: Students will demonstrate a sense of children's individuality in different types of interactions and the curricula they design.

38. 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 is met without change required

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children's Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

40. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #39.
- a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 2.68 (SD= 1.10) with SLO 7. Majors who are exiting the program (n= 60) reported an average agreement of 3.13 (SD= 1.31).
 - b) Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .028$. This suggests that Children's Studies Majors demonstrate a significantly increased "sense of children's individuality in different types of interactions and the curricula they design" upon graduation from the Program.

41. **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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

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

CDST SLO Eight: Students will demonstrate respect for children's cultures and creativity in their practices with children.

44. **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 is met without change required*

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

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The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

46. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #45.

- a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 3.09 (SD= 1.01) with SLO 8. Majors who are exiting the program (n= 60) reported an average agreement of 3.67 (SD= .91).
- b. Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .001$. This suggests that Children's Studies Majors demonstrate a significantly greater "respect for children's cultures and creativity in their practices with children" upon graduation from the Program.

47. **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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

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

CDST SLO Nine: Students will demonstrate willingness to include children's perspective in addressing child issues.

50. **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;*

___**X**___ *SLO is met, but with changes forthcoming;*

_____ *SLO is met without change required*

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

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The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

52. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #51.

a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 4.28 (SD= 1.07) with SLO 9. Majors who are exiting the program (n= 60) reported an average agreement of 4.39 (SD= .88).

b) Analysis of findings: A Mann-Whitney U independent samples test showed this difference as *not* significant with $p = .713$. However, the findings are in-line with the expected trend indicating an increase in the ability to "demonstrate willingness to include children's perspective in addressing child issues." The non-significant findings may be due, in part, to the quality and character of student the Children's Studies Program attracts. Our students strongly identify with a willingness to include children's perspectives from the onset of their enrollment in the Children's Studies Program.

53. **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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

Using survey questions that overlap multiple SLO's introduces measurement error, wherein it is unclear which SLO is being measured in the participant's response. These questions should be redefined.

A second form of error in the assessment process comes from a lack of responses from the students being surveyed. The students who respond to the survey each year likely differ in some fundamental way from the students who are not responding. The small number of responses also makes it necessary to use the entire longitudinal data set in order to calculate meaningful statistics. This method may hide differences in cohorts. Future revisions to the assessment process will include ways to increase the response rate of the students being surveyed.

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

CDST SLO Ten: Students will be able to effectively communicate new/alternative practices for working with children.

56. 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 is met without change required

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children's Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

58. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #57.

- a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 3.30 (SD= .88) with SLO 10. Majors who are exiting the program (n= 60) reported an average agreement of 3.70 (SD= .87).
- b. Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .012$. This suggests that Children's Studies majors significantly increased their ability to "effectively communicate new/alternative practices for working with children" upon graduation from the Program.

59. **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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

Using survey questions that overlap multiple SLO's introduces measurement error, wherein it is unclear which SLO is being measured in the participant's response. These questions should be redefined.

A second form of error in the assessment process comes from a lack of responses from the students being surveyed. The students who respond to the survey each year likely differ in some fundamental way from the students who are not responding. The small number of responses also makes it necessary to use the entire longitudinal data set in order to calculate meaningful statistics. This method may hide differences in cohorts. Future revisions to the assessment process will include ways to increase the response rate of the students being surveyed.

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

CDST SLO Eleven: Students will have a working understanding of social science research methods.

62. **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 is met without change required*

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children's Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point

Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

64. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #63.

- a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 3.50 (SD= .96) with SLO 11. Majors who are exiting the program (n= 60) reported an average agreement of 3.96 (SD= .75).
- b. Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .004$. This suggests that Children's Studies Majors significantly increase their "working understanding of social science research methods" upon graduation from the Program.

65. **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 pleased with the assessment results. We will, however, be reviewing the SLO's and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO's. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

Using survey questions that overlap multiple SLO's introduces measurement error, wherein it is unclear which SLO is being measured in the participant's response. These questions should be redefined.

A second form of error in the assessment process comes from a lack of responses from the students being surveyed. The students who respond to the survey each year likely differ in some fundamental way from the students who are not responding. The small number of responses also makes it necessary to use the entire longitudinal data set in order to calculate meaningful statistics. This method may hide differences in cohorts. Future revisions to the

assessment process will include ways to increase the response rate of the students being surveyed.

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

CDST SLO Twelve: Students will have an understanding of the main scientific theories associated with children.

68. **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;*
__X__ *SLO is met, but with changes forthcoming;*
_ _____ *SLO is met without change required*

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

The student learning objectives are currently measured by surveying students as they enter and exit the program. Surveys are administered to students in three courses; Introduction to Children's Studies, Senior Capstone, and Senior Portfolio. The survey responses are then analyzed using IBM SPSS Statistical Software.

Students are sorted into two groups, those at the beginning of the program and those who are at the end of the program, using class standing as a basis for selection. The responses on each SLO are then compared between the two groups using nonparametric techniques

The surveys ask for a variety of demographic information, including age, gender, and class standing. This information is used to classify student responses and for descriptive statistical analysis.

The primary portion of the survey consists of twenty-two statements, half of which are reverse scored. Students are asked to indicate their agreement with each statement using a five point Likert scale (strongly disagree, disagree, neutral, agree, or strongly agree). There are two statements for each of the SLO's that were being measured, with some items overlapping multiple SLO's.

70. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #69.

- a) Findings: Children's Studies Majors entering the program (n= 140) reported an average agreement of 3.38 (SD= 1.00) with SLO 12. Majors who are exiting the program (n= 60) reported an average agreement of 3.82 (SD= .86).
- b. Analysis of findings: A Mann-Whitney U independent samples test showed this difference as significant with $p = .008$. This suggests that Children's Studies Majors significantly

increase their “understanding of the main scientific theories associated with children” upon graduation from the Program.

71. 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 pleased with the assessment results. We will, however, be reviewing the SLO’s and the assessment process to ensure that we are reliably measuring student outcomes.

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

This will be ongoing over the next year.

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

The assessment process and SLO definitions will be revised for future evaluations of SLO’s. The department will be working to more precisely define the student learning objectives. The assessment process will also be reevaluated for future assessments. The survey questions will be evaluated and rewritten as necessary to ensure effective measurement of each SLO.

Using survey questions that overlap multiple SLO’s introduces measurement error, wherein it is unclear which SLO is being measured in the participant’s response. These questions should be redefined.

A second form of error in the assessment process comes from a lack of responses from the students being surveyed. The students who respond to the survey each year likely differ in some fundamental way from the students who are not responding. The small number of responses also makes it necessary to use the entire longitudinal data set in order to calculate meaningful statistics. This method may hide differences in cohorts. Future revisions to the assessment process will include ways to increase the response rate of the students being surveyed.

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2013-14 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 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

***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 2013-14

In the 2013-14 SLO report all twelve SLO's were assessed.

2. Strategies implemented during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.

As recommended in the previous assessment, Children's Studies has been working to recruit a more diverse body of students into the program. This includes racial and ethnic minority students and male students.

Children's Studies will be reviewing the program SLO's and assessment process to ensure that they are the best measure of student learning.

Children's Studies has begun working with Alumni Advancement to contact alumni. The program alumni can provide feedback regarding their experience in the "real world." This could help current students prepare for employment or graduate studies programs.

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.

Children's Studies is making efforts to create a more diverse learning environment and to improve student outcomes through implementing the strategies recommended in previous assessments. These efforts are ongoing.

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

Children's Studies will be reviewing SLO's and the assessment process. The survey will be reviewed to ensure that it is valid and reliable as a measure of student learning.

Definitions:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.
5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.** Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf