Undergraduate Certificate Program in Human Development

Assessment

Indicators of outcome measures

1. Student portfolios

   A portfolio for each student will be maintained throughout the certificate program. This portfolio will be maintained electronically through the program. Students and faculty will review these portfolios during the senior year to assess substantive growth as well overall attainment of developmental theories and ideas. Many of the writing assignments lend themselves well to repeating, which would allow students to compare their own development as well as allow faculty to assess achievement. These assignments, particularly the self-reflection papers, will be assessed for the change in the depth of understanding of key developmental concepts. In addition, growth will be evidenced by the acknowledgement of the multiple influences in human development.

   The portfolio will contain the research paper/presentation that is done for Humandev 124, the final product created through the research apprenticeship (Humandev 190), and the final paper for the capstone course (Humandev 191S).

   Included in this portfolio will be student self-reflections regarding their own development and growth. This will be assessed during the first certificate course (Humandev 124) and in the capstone course (Humandev 191S). The understanding of developmental issues, influences, and the role of the individual in development can be best assessed through self-reflections.

2. Course grades

   Grade achieved in the certificate program courses will be maintained by the program to assess substantive knowledge achievement and course performance.

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3. Course evaluations

    Student course evaluations will be used to assess achievement of our educational goals, particularly regarding interactive learning and relevance of course objectives/assignments. These evaluations will allow valuable feedback to faculty which will enable faculty to continue course development.

4. Capstone course (Humandev 191S)

    The completion of individual research proposals represent the culmination of the process that starts during each student's Research Apprenticeship (Humandev 190) and is completed during the Senior Seminar (Humandev 191S). The individual research proposal is the next step in the line of research begun during the apprenticeship project and therefore reflects their ability to think about research in a programmatic way.

    The group project undertaken during the capstone course reflects the students' ability to apply human development research to a real life human problem. By bringing together their individual expertise in a group setting, students experience the collaborative research process.

    The production of a volume containing students' individual research proposals as well as the group project demonstrates the attainment of the ability to think about research in a programmatic way as well as apply the relevant research to pertinent issues. Additionally, the volume represents the collaboration which is encouraged throughout the program. The volume demonstrates that the students have acquired an understanding of how human development research at its best can promote the public interest and are able to apply human development research to solve a real-life human problem. The production of the volume is the culminating indicator of successful completion of the capstone course (Humandev 191S) and ultimately the certificate program.

5. Professional and educational placement of graduates

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Students will be asked to update the program on their career path, whether it be further educational attainment or an employment opportunity. These records will be maintained to allow assessment of success of the program graduates.

6. Student program evaluations

As students graduate, they will be asked to complete an electronic survey indicating which parts of the program they thought were a) the most relevant, b) the most meaningful, c) the most worthwhile. In addition, they will be asked for areas that could use improvement in order to achieve our goals.

Five years post graduation, graduates will be asked what aspects of the program have been the most relevant and meaningful in the intervening years. These brief surveys will enable faculty to build on these areas to ensure that the program has professional relevance for its graduates.

7. Pre and post tests

Students will be asked to take a brief twenty question substantive assessment in both the gateway (Humandev 124) and the senior capstone course (Humandev 191S). The intent of this assessment is to evaluate growth in knowledge quantitatively. While this will not count toward student grades, it will allow assessment of how well the program is furthering a substantive theoretical knowledge. Specifically, improvement will be quantified as a five-point or greater increase in the score.