



Human Development | 2014-2015 Assessment Report

1. *Please give a brief overview of the assessment data you collected this year. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. You will, however, likely want to submit results for each learning outcome you assessed this year individually.*

We chose to assess the Research Skills Hum Dev learning outcome by assessing two of our learning outcomes for the Hum Dev 302 course (Developmental Research Methods [DRM]):

- LO 2: Demonstrate scientific literacy as it relates to developmental research, including:
 - Understanding the norms of the scientific community and identifying examples of each norm in the process of developmental research
- LO 5: Demonstrate understanding of the diverse and interdisciplinary nature of developmental research. This includes:
 - Understanding of the different disciplines in which developmental research is conducted (e.g., anthropology, psychology, relationship science), and the common methods of inquiry for each
 - Understanding of the diverse types of methods used in developmental research, both qualitative and quantitative (e.g., archival, field methods, self-report, observational)

Students in this course and a comparison course wrote responses to 2 short essay questions:

3. Identify and describe 3 norms of the scientific community. For each norm that you identify, provide a specific example of the methods scientists use to abide by these norms.
4. Identify 2 disciplines prevalent in research on human development. Describe 2 developmental studies that utilize methods from each of these disciplines (i.e., one study from each discipline). Explain how each study examines development.

Table 1. Independent Samples t-test Comparing DRM with Comparison Class

	Norms of Scientific Community		Developmental Research	
	Mean (SD)	t (1,96)	Mean (SD)	t (1,96)
DRM Class (n=48)	10.271 (4.593)	10.771***	7.875 (2.958)	16.666***
Comparison Class, Hum Dev majors (n=50)	1.940 (2.812)		.360 (1.025)	

2. *How will you use what you've learned from the data that was collected? Some examples are: particular improvements to the curriculum, incorporation of a different pedagogy, a change in assessment plan for the following year in order to obtain more specific feedback, better*

information or a better response rate, a determined need for faculty development in a particular area, better career alignment, a faculty retreat to discuss the data and how best to use it, etc.

We also analyzed these data by major in the comparison class:

Table 2. One Way ANOVA Comparing Classes by Major

	Norms of Scientific Community		Developmental Research	
	Mean (SD)	t (2,94)	Mean (SD)	t (2,94)
DRM Class, Hum Dev majors (n=47)	10.192 (4.609) ^a	56.767***	7.851 (2.985) ^a	138.642***
Comparison Class, Hum Dev majors (n=11)	1.818 (2.562) ^b		.182 (.405) ^b	
Comparison Class, Other majors (n=39)	1.974 (2.915) ^b		.410 (1.141) ^b	

These results are troubling for the learning outcomes about understanding human development. We would expect that Human Development majors would be exposed to information about the nature of Human Development as a discipline, or what makes research developmental, in all of their Human Development coursework. However our findings suggest that, outside of the DRM class, we do not appear to be doing an adequate job helping Human Development students in other classes to understand the discipline of Human Development. Therefore our findings suggest we need to reexamine how we are addressing this learning outcome across the curriculum.