

**UC San Diego – Human Developmental Sciences  
Inventory of Educational Effectiveness Indicators (IEEI)**

<b>Academic Program</b>	<b>Program Learning Outcomes (PLOs)</b>  <b>Core Competencies</b>	<b>Assessment Methods</b>  <i>Achievement of these PLOs are assessed in the following coursework:</i>	<b>Timing</b>  <b>Achievement data is collected, interpreted, and disseminated in the following manner:</b>	<b>People</b>  <i>Instructors and administrators responsible for assessment and analysis are below:</i>	<b>Information Flow for Use and Dissemination</b>  <i>Assessment findings are used and reported in the following manner:</i>
<b>Department:</b> Human Developmental Sciences  <b>Majors:</b> B.A. Human Developmental Sciences  B.S. Human Developmental Sciences  B.S. Human Developmental Sciences with a specialization in Equity and Diversity  B.S. Human Developmental Sciences with a specialization in Healthy Aging  <b>Date of the last Academic Senate Review?</b> 2013-14  Revised: 2022	<b>Written Communication</b>  Successfully communicate through written language for informational, persuasive, and expressive purposes, by analyzing the major theoretical and analytical concepts of human development.	<b>Written Communication</b>  Significant writing requirements are assessed in required Methods and Capstone Courses (HDS 181, 191, 150) via a final term paper, as well as shorter writing assignments throughout the term.	<b>Written Communication</b>  Data is collected throughout the term, and reviewed on a quarterly basis. Results are disseminated to core staff & faculty on a quarterly basis, and reviewed again in the aggregate on a yearly basis.	<b>Written Communication</b>  Instructors and teaching assistants read and evaluate written work, and in collaboration with the Assistant Director, review results	<b>Written Communication</b>  Director and Asst. Director revise course requirements, course size, and seminar topics as needed. Executive Committee revises structure of major.
	<b>Oral Communication</b>  Effectively articulate how the different facets of human development interact and are interdependent upon each other, and present findings relevant to the field.	<b>Oral Communication</b>  Methods and Capstone courses (HDS 181, 191, 150) assess oral communication skills through class participation and an end-term oral presentation on the final term paper/project.	<b>Oral Communication</b>  Data is collected throughout the term, and reviewed on a quarterly basis. Results are disseminated to core staff & faculty on a quarterly basis, and reviewed again in the aggregate on a yearly basis.	<b>Oral Communication</b>  Written evaluations of each presentation are conducted by instructors, teaching assistants, and peers/classmates. Instructors, Assistant Director and research coord. review results	<b>Oral Communication</b>  Asst. Director revises course requirements. Research Coordinator expands field placement opportunities.
	<b>Quantitative Reasoning:</b>  Collect, interpret, and analyze data obtained from experimental and observational studies of humans, to inform and solve issues and problems within the field of human development.	<b>Quantitative Reasoning</b>  Required statistics, formal skills, and methods courses, particularly HDS 181 (Experimental Projects), assess these skills through homework, discussions, laboratory projects, research findings, and exams. B.S. students are required to take an additional calculus and an additional methods course.	<b>Quantitative Reasoning</b>  Data is collected throughout the term, and reviewed on a quarterly basis. Results are disseminated to core staff & faculty on a quarterly basis, and reviewed again in the aggregate on a yearly basis.	<b>Quantitative Reasoning</b>  Instructors and TAs for each course evaluate exams and research reports. They, in collaboration with the Assistant Director, review results	<b>Quantitative Reasoning</b>  Asst. Director and instructors revise course content, requirements, and prerequisites. Executive Committee revises structure of major.
	<b>Information Literacy</b>  Research and interpret information from literary, experimental, and observational research studies in human development, evaluating and using this information effectively and ethically.	<b>Information Literacy</b>  Intro, Core, Methods, and Capstone courses, as well as concentrations in Biological, Cognitive and Socio-Cultural Development, require integration of human development concepts from a multitude of disciplines. Assessment is determined via writing assignments and projects	<b>Information Literacy</b>  Data is collected throughout the term, and reviewed at the end of each term offering the course. Results are disseminated to core staff & faculty on a quarterly or yearly basis, depending on course frequency, and reviewed again in the aggregate on a yearly basis.	<b>Information Literacy</b>  Director, Asst Director, instructors, and academic advisors monitor content of topics chosen in methods and capstone, and distribution of students among major concentrations	<b>Information Literacy</b>  Director and instructors revise courses content and topics. Program Coordinator analyzes trends for Executive Committee, who revises structure of major for introduction of new concentrations.
	<b>Critical Thinking</b>  Critically evaluate issues and inquiries in the all facets of human development, ranging from biological underpinnings, cognitive and social functioning, and the role of society and culture in shaping human development.	<b>Critical Thinking</b>  Intro, Core, Methods, and Capstone courses all require integration of a multitude of disciplines to insure students can tie concepts into the overarching theme of human development as an integrated and multifaceted system. Assessment of these skills is done through exams, discussions, presentations, writing assignments, and integrative projects	<b>Critical Thinking</b>  Data is collected throughout the term, and reviewed at the end of each term offering the course. Results are disseminated to core staff & faculty on a quarterly or yearly basis, depending on course frequency, and reviewed again in the aggregate on a yearly basis.	<b>Critical Thinking</b>  Instructors and teaching assistants evaluate student work. They, in collaboration with the Assistant Director, review results.	<b>Critical Thinking</b>  Director and instructors revise courses, Executive Committee revises structure of major as needed.