

**Trend Data for Assessment Findings and Assessment Plan  
Updated May 2012**

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Instrument	2009/2010 Results	Actions Taken	2010/2011 Results	Actions Taken	2011/2012 Results	Actions Taken	Summary
<i>Student Self-Assessment</i>			Compared with this time last year the student could apply 'theoretical principles' and GIS to actual real-life situations and community analysis. Overall, the responses by the self-assessing student indicate satisfaction with the program and therefore the program receives a <b>Satisfactory</b> grade, but responses to some questions suggest that we should and could do better.	Faculty will modify and improve assignments/ exercises to improve student learning.	Overall, the program received better than a satisfactory grade. Included on the list of things that students said they could do compared to the previous year were that they could apply GIS to actual real-life situations and community analysis, that they had learned they could do a lot to help their communities, that they had a desire to be more involved in their communities, that they had more hunger for knowledge, that they were more self-motivated, etc.	Students' responses suggest we should continue doing what we are doing; we will continue to modify and improve program.	Student responses clearly indicate program is continuing to inspire and motivate students to engage in community development issues.
<i>Program Assessment</i>			Assessment instrument was to be delivered in Geog 5330; course was not offered during the 2010/2011 academic year		There were 11 students in the class. For seven of these students GEOG 5530 was their first course within the community development sequence. For four students, this was their second course. Overall, the results of the assessment were the following: 7 received a grade of "A"; 5 received a grade of "B"; and 1 received a grade of C.	Since this was the first time the test was given, and since students generally passed, it is recommended that no changes be put into place until at least after the test is given again (during summer or fall semester, 2013).	Results show achievement of learning outcomes; no change recommended until enough data are collected to be able to assess whether changes are warranted.
<i>Capstone</i>			Student working on capstone project did not		One student completed a capstone project for the Community Development	Based on the assessment results, a decision was made	Difficult to make to make valid conclusions based

<i>Course</i>			complete project		Certificate Program during the 2011-2012 academic year. Overall, the student had a B, or good quality project. The project was well conceived and data collection for it was well carried out. However, the final project lacked depth of analysis and would take further drafts to be delivered to a potential client.	that the community development seminar needs to be restructured somewhat, with somewhat less focus on general readings about current issues in community development and somewhat more focus on the capstone project itself.	limited data, but the data suggest that the capstone course need to be restructured to focus more on capstone project and less on seminars; the restructuring would take place during the 2012/2013 academic year.
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