Academic Assessment Report
Undergraduate Program
School of Human Environmental Sciences
General Human Environmental Sciences
2019-2020

Department name & Contact Information: General Human Environmental Sciences
School of Human Environmental Sciences
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Department Mission:

The School will inspire people and organizations to reach their full potential through delivery of innovative research, education, and service focused on individuals, families, communities and their environments.

Program Goals

1. To produce graduates who are ethical and responsible professionals and citizens, who are critical thinkers, effective problem solvers and knowledgeable in their discipline.

2. To provide an undergraduate program that provides students with multiple opportunities to gain the necessary knowledge and skills to become successful professionals

3. To engage in current research and outreach that services the citizens of Arkansas and the nation.

Student Learning Outcomes

1. Demonstrate an understanding of the complex nature of the human environmental sciences profession
2. Demonstrate problem-solving by locating, interpreting, synthesizing and critically analyzing appropriate resources
3. Demonstrate an ability to use appropriate technology in critical, creative and computational thinking
4. Effectively communicate ideas in written and oral forms

Process for Assessing selected Student Learning Outcomes

Student Learning Outcome 1. *Demonstrate an understanding of the complex nature of the human environmental sciences profession.*

A. Direct Measure:
Students in HESC 1501 will complete an assignment to summarize and critique an article from the *Journal of Family and Consumer Sciences* or the *Family and*

Consumer Sciences Research Journal where the topic is the integrative and systematic nature of the profession. The Written Communication rubric from AACU will be used to assess each student's assignment.

B. **Targets for Direct Measures:**
   a. **Acceptable:** 80% of students enrolled in the course will achieve "met expectations" on the rubric.
   b. **Ideal:** 90% of students enrolled in the course will achieve "met expectations" on the rubric.

C. **Summary of Findings:**
   HESC 1501 is no longer offered, but the five (5) remaining students all had the course and achieved "met expectations" of the rubric.

D. **Recommendations:**
   The GHES major is no longer available

Student Learning Outcome 2. *Demonstrate problem-solving by locating, interpreting, synthesizing and critically analyzing appropriate resources.*

A. **Direct Measure:**
   Students enrolled in AMPD 1023 will successfully produce a garment and complete a cost analysis for the garment. Five garments will be randomly selected from each section of the course and assessed using the Just FACS Sewing Project Rubric.

B. **Targets for Direct Measures:**
   a. **Acceptable**: 80% of students enrolled in the course will achieve "satisfactory" on the rubric.
   b. **Ideal**: 90% of students enrolled in the course will achieve "satisfactory" on the rubric.

C. **Summary of Findings:**
   100% of the students in the GHES major achieved "satisfactory" for the AMPD 1023 Just FACS Sewing Project rubric.

D. **Recommendations:**
   The GHES major is no longer available

Action Plan:
   The GHES major is no longer available

Attachments:
   1. Written Communication Rubric
   2. Sewing Project Rubric

HESC 1501 Journal Article Writing Assignment Rubric   NAME _____

	Exceeds Expectations 9-10	Meets Expectations 7-8	Meets Expectations 5-6	Below Expectations 1-4	Not Evident 0
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose of the assignment (to summarize and report).	Demonstrates adequate consideration of context, audience, and purpose of the assignment (to summarize and report).	Demonstrates awareness of context, audience, purpose of the assignment (to summarize and report).	Demonstrates minimal attention to context, audience, purpose of the assignment (to summarize and report).	
Content Development	Uses appropriate, relevant, and compelling content to illustrate the writer's understanding of the information in the article and focuses on the main idea.	Uses appropriate, relevant, and compelling content to illustrate the main ideas within the article.	Uses somewhat appropriate and relevant content to illustrate ideas of the article.	Uses appropriate and relevant content to illustrate simple ideas of the article.	
Genre and Disciplinary Conventions for writing assignment.	Demonstrates detailed attention to and successful execution of important conventions particular to a specific writing task including the use of passive voice when appropriate and first person point of view when appropriate.	Demonstrates consistent use of important conventions particular to a specific writing task including the use of passive voice when appropriate and first person point of view when appropriate.	Follows expectations appropriate to a specific writing task for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	
Adherence to Instructions	Used assigned source (*The Wall Street Journal),* within past two weeks, correctly cited article, relevant topic.	Used assigned source (*The Wall Street Journal*), within past two weeks, correctly cited article but topic was not relevant to this assignment.	Used assigned source (*The Wall Street Journal)* within past two weeks*,* and citation of article was mostly correct, however topic was not relevant to this assignment.	Used assigned source (*The Wall Street Journal),* but article was not correctly cited **OR** topic was not relevant, **OR** article was not current.	
Writing and Mechanics	Used graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Used straightforward language that generally conveys meaning to reader and has few errors.	Used language that generally conveys meaning to readers with clarity, although writing may include some errors.	Used language that sometimes impedes meaning because of errors in usage.	

Comments:

Score _____

Sewing Project Rubric
Just FACS
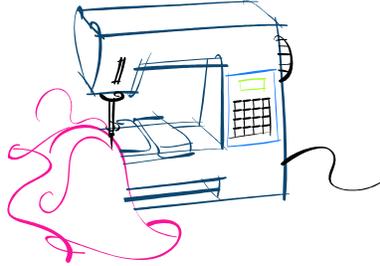
	Poor (2 pts)	Needs Improvement (4 pts)	Satisfactory (6 pts)	Excellent (8 pts)
Machine Operation	The student has poor knowledge of sewing machine and needs help daily.	The student needs help with the sewing machine on most of the days.	The student needs help with the machine some of the time.	The student did not need help with the sewing machine and was able to help others.
Seams	Seams are puckered or falling apart. They are wider than what the instructions call for.	Seams are wider than what are called for in the instructions. In some places correct sides of the fabric are together.	Seams are a little wider than what instructions called for.	Seams are correct in width and construction. Correct sides of fabric are together.
Appearance: Clean & Neat	Assignment is dirty, not pressed, threads are not trimmed.	Assignment has poor appearance.	Assignment is clean and pressed but threads are not trimmed.	Assignment is clean, pressed, and threads are trimmed.
Time Management	The student did not finish the project by the due date and project is incomplete.	The student did not finish the project by the due date but project is complete.	Project was turned in on time.	Project was turned in early.
Clean Up	The student did not help clean up their area.	The student only cleaned up their area when reminded.	The student cleaned up their area.	The student cleaned up room on daily basis and helped others.

Comments