

**Student Learning Outcomes Assessment Plan**  
**HES – B.S. in Human Development and Family Sciences**

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2. **Department Mission:** The mission of the HDFS undergraduate program is to provide educational experiences that (1) provide students with accurate and evidence-based knowledge of the bio-ecological context of human development, (2) develop students' appreciation for the diversity in the lived experiences of individuals and families, (3) give students the cognitive tools to critically evaluate theory and research in HDFS, (4) provide students with a cognitive framework to understand and affect positive change in the lives of individuals, families, and social systems, and (5) develop students' professional skills in regard to writing, making oral presentations, and evaluating social service programs and social contexts.
  
3. **Program Goals:** HDFS students are expected to
  1. identify and describe accurate and evidence-based knowledge of the bio-ecological context of human development to include being knowledgeable and accepting of the diversity in the lived experiences of individuals and families.
  2. demonstrate the ability to identify and address complex social problems by forming solutions that are contextually appropriate and feasible.
  3. critically analyze, evaluate, and synthesize information, ideas, and beliefs in the process of forming conclusions and solutions to complex social issues and problems.
  4. be proficient in writing, making presentations, and evaluating human service programs and/or social contexts.
  5. demonstrate the application of their evidence-based knowledge of diversity, engaging in effective and appropriate interactions across a range of human development. Their behaviors, attitudes, and interactions demonstrate that they have the cultural competency needed to work effectively cross-culturally.
  6. identify ethical issues and dilemmas, reflect on their own core values, and apply them to complex social problems.
  
4. **Student Learning Outcome 3:** Students will be able to critically analyze, evaluate, and synthesize information, ideas, and beliefs in the process of forming conclusions and solutions to complex social issues and problems.
  - A. **Assessment Measures**
    - a. **Direct Measures:** The *Critical Thinking Rubric* published by the Association of American Colleges and Universities will be used to assess students' final project in the Junior level course Adolescent Development (HDFS 3423). The final project requires students to assess social issues relevant to youth and families and communicate solutions to problems faced by modern families.

- B. **Acceptable and Ideal Targets:** It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the assessment rubric.
- C. **Key Personnel:** Instructor of HDFS 3423.
- D. **Summary of Findings:**

In the Spring 2020 semester, students completed an online presentation in HDFS 3423 (Adolescent Development). Students' were scored on the rubric with the following results:

	<b>Score of 2.5 or Higher</b>	<b>Score Below 2.5</b>
Rubric Scores	88% (N = 70)	11% (N = 9)

**Student Learning Outcome 5:** Students demonstrate the application of their evidence-based knowledge of diversity, engaging in effective and appropriate interactions across a range of human development. Their behaviors, attitudes, and interactions demonstrate that they have the cultural competency needed to work effectively cross-culturally.

A. **Assessment Measures**

- a. **Direct Measures:** The *Intercultural Knowledge and Competence Rubric* published by the Association of American Colleges and Universities will be used to assess students' Family Paper in the senior level course Multicultural Families (HDFS 4473). This paper requires students to examine their own cultural backgrounds and write reflectively about how their backgrounds have shaped their identity and lifecourse.

- B. **Acceptable and Ideal Targets:** It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the assessment rubric.
- C. **Key Personnel:** Instructor of HDFS 4473.
- D. **Summary of Findings:**

In the Fall 2019 semester, students completed Assignment 5 in HDFS 4473 (Multicultural Families). Students' papers were scored on the rubric with the following results:

	<b>Score of 2.5 or Higher</b>	<b>Score Below 2.5</b>
Rubric Scores	97% (N = 30)	3% (N = 1)

**5. Recommendations for Assessed Student Outcomes**

The assessment of Student Learning Outcome 3 indicated that students' were able to critically think about complex social problems and solutions that are faced by modern families and youth.

The assessment of Student Learning Outcome 5 indicated that students' understanding of intercultural knowledge and competence is above standards.

## **6. Overall Recommendations**

The schedule for assessing student learning outcomes is below. Overall recommendations include completing the entire assessment in the following academic years. Completing the entire assessment will enable the faculty to examine the program holistically to address gaps in student learning. In addition, as the faculty gain experience in assessment, it is clear that the assessment tools will be refined and gain greater specificity so that they better reflect a quality undergraduate program and an effective measurement of quality.

## **7. Action Plan**

Faculty will examine the syllabi of course offerings to determine whether or not assignments for assessing SLO are appropriate for our discipline. Faculty will make sure that the appropriate classes and assignments are being chosen for assessment. Faculty will also work together to examine assignments to come to a consensus on scores.

More in-depth analyses of the topics on knowledge assessments courses are needed to identify students' gaps in content knowledge. Although the faculty are pleased at student improvements, the faculty are also concerned about the low performance of students in the upper division courses.

Student Learning Outcome one will be assessed next year.

## **8. Supporting Attachments**

### **NOTES:**

#### **Schedule for Assessment**

The student learning outcomes will be assessed on a three-year cycle as demonstrated in Table 1.

Table 1

*Schedule for Assessing Student Learning Outcomes*

Student Learning Outcomes (SLO)	2016/ 2017	2017 /18	2018 /19	2019 /20	2020 /21	2021 /22
<i>SLO 1:</i> Identify and describe accurate and evidence-based knowledge of the bio-ecological context of human development to include being knowledgeable and accepting of the diversity in the lived experiences of individuals and families.		X			X	
<i>SLO 2:</i> Demonstrate the ability to identify and address complex social problems by forming solutions that are contextually appropriate and feasible.			X			X
<i>SLO 3:</i> Critically analyze, evaluate, and synthesize information, ideas, and beliefs in the process of forming conclusions and solutions to complex social issues and problems.	X			X		
<i>SLO 4:</i> Be proficient in writing, making presentations, and evaluating human service programs and/or social contexts.			X			X
<i>SLO 5:</i> Demonstrate the application of their evidence-based knowledge of diversity, engaging in effective and appropriate interactions across a range of human development. Their behaviors, attitudes, and interactions demonstrate that they have the cultural competency needed to work effectively cross-culturally.	X			X		

# CRITICAL THINKING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

## Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from [www.dictionary.reference.com/browse/assumptions](http://www.dictionary.reference.com/browse/assumptions))
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.



# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

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## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

## Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

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## Definition

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.