

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 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.

4. **Student Learning Outcome 1:** Students will identify and describe accurate and evidence-based knowledge of the bio-ecological context of human development to include being knowledgeable in the lived experiences of individuals and families.
 - A. **Assessment Measures**
 - a. **Direct Measures:** Student learning will be assessed by the scores on a comprehensive exam in the senior level course Statistical Approaches to Research in Human Development and Family Sciences (HDFS 4773). These multiple-choice items will span the life course and focus on the main ideas in the field of human development and family sciences.
 - B. **Acceptable and Ideal Targets:** It is expected that students will pass with a 70% grade or better.
 - C. **Key Personnel:** Instructor HDFS 4773.

- D. **Summary of Findings.** In the spring semester in HDFS 4773, the instructor administered the exam. Unfortunately, only 65% of students passed the exam with a 70% or higher. This leaves 35% scoring below the threshold.

5. Recommendations for Assessed Student Outcomes

The assessment of Student Learning Outcome 3 indicated that students' were unable to meet the threshold on identifying and describing accurate and evidence-based knowledge of the bio-ecological context of human development. Curriculum changes and identifying the places where concepts/ideas are introduced, reinforced, and mastered is recommended.

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. Assessment tools will need to 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 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 2 and 4 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)	2022/ 2023	2023 /24	2024 /25	2025 /26	2026 /27	2027 /28
<i>SLO 1:</i> Identify and describe accurate and evidence-based knowledge of the bio-ecological context of human development to include being knowledgeable 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	