**2013-2014 CLASS FACT Assessment Year End Report, June, 2014**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Human Development** | **Patricia Drew** | **Patricia Guthrie** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| Students graduating with a B.A. in Human Development from will be able to:  1. Demonstrate core knowledge in biological, psychological, and social aspects of human development; 2. Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; 3. Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university; 4. Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively; 5. Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts. |

**B. Program Student Learning Outcome(s) Assessed**

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| 3. Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university. |

**C. Summary of Assessment Process**

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| This assessment project analyzed students’ mastery of service learning skills as demonstrated in signature assignments.  Sample:  The sample included papers (N = 165; n = 26) from Spring 2013 HDEV 3203:Applying Theory and Methods in Human Development. A random systematic sample was utilized, with a random number start.  Evaluation Process:   1. In May 2014 the HDEV faculty met to analyze written work submitted for final papers by HDEV 3203 students.  2. The faculty modified the AAC&U’s Integrative Learning Value Rubric to accurately capture the content of HDEV SLO 3.  3. Papers were scored using an interval scale of 1-4. Faculty reviewers used the following ratings to assess SLO components and overall SLO attainment in paper: a. 1 = Unacceptable b. 2 = Developing c. 3 = Proficient d. 4 = Outstanding  4. Faculty members independently scored one paper. Paper scores were collectively discussed to ensure that the rubric was normed.  5. All faculty then scored additional papers; each paper was scored by two faculty reviewers. 6. The faculty discussed analysis results at a subsequent May 2014 meeting. 7. Faculty identified areas of SLO 3 strength and areas for improvement.  8. Faculty formulated strategies for SLO 3 improvement and implementation. |

**D. Summary of Assessment Results**

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| Scores ranged from 4 (outstanding) to 1 (unacceptable) in the analysis. The average service learning scores all fell between the ratings of 3 (proficient) and 2 (developing).   Mean Scores and Range for Service Learning Indicators:  Connections of Experience and Discipline: 2.35 (Range from 1 to 3.75) Connection to Wider Social Context: 2.13 (Range from 1 to 4) Quality of Final Report: 2.09 (Range from 1 to 3.5) Overall Paper Score: 2.15 (Range from 1 to 3)   Based upon the faculty’s assessment, the following strengths, weaknesses, and plans for improvement were made:   Strengths: • Seven of nine HDEV 3203 sections assigned a final paper asking individual students to utilize appropriate scholarly literature in analyzing their service learning experiences.  • Many papers demonstrated thoughtful reflection related to student learning experiences.  Weaknesses:  • Few papers meaningfully integrated academic literature with the service learning experience. • Some papers focused solely on the service learning site and failed to discuss connections to the broader social context. • Faculty determined that assessment scores reflected: o The junior level standing of the course.  o Insufficient mapping of SLO3 onto HDEV courses. o An overly-narrow shared understanding of SLO3 as a service learning SLO.  Plans for closing the loop: • Faculty decided that SLO3 should be reimagined more broadly as an applied learning SLO, rather than strictly as a service learning SLO. Applied learning is conceptualized to include external/community engagements, assessments, studies, and reflections.  • Service learning remains included in the HDEV curriculum as a component of applied learning. HDEV 3203 will retain its service learning emphasis.  • Faculty determined that the present definition of SLO3 sufficiently captures the new view of SLO3 as an applied learning SLO.  • In order to provide students additional exposure to applied learning, SLO3 will now be mapped onto the following HDEV courses: 3202, 3203, 3304, 4150, 4811, and 4812.   2014-15 Assessment Plans:  In the 2014-15 academic year, the Department of Human Development and Women’s Studies intends to: • Continue our 2013-14 assessment work by implementing our plans for closing the loop.  • Conducting an assessment of HDEV SLO 4: “4. Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively.” o This assessment will incorporate direct evidence from students’ work in HDEV 4812: Senior Capstone II. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| I think the 2013-14 FACT format worked quite nicely. It was useful to begin the process in Fall Term, allowing FACT members to jump into assessment by Winter Term. It may be useful to have a longer meeting time in May, so all FACT members could present their assessment results. |

Thank you for your hard work for the past year, and have a Great Summer!