2015-2016 CLASS FACT Assessment Year End Report, June, 2016

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<tr>
<th>Program Name(s)</th>
<th>FACT Faculty Fellow</th>
<th>Department Chair</th>
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<tr>
<td>Human Development</td>
<td>Patricia Drew</td>
<td>Keri O’Neal</td>
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A. Program Student Learning Outcomes
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
5. Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts.

C. Summary of Assessment Process

This assessment project analyzed students’ ability to deeply understand and examine their personal beliefs, to empathetically consider others’ perspectives, and to empathetically interact with others. The students’ PLO performance was demonstrated via written reflections regarding their class-based service learning placements: this was visible in materials that varied between classes. Service journals, reflection essays, and service logs were collected.

PLO 5 is presently mapped onto two Human Development classes. HDEV 3203: Applied Theory and Methods is the more advanced course that PLO5 is mapped onto; PLO 5 is mapped onto HDEV 3203 at the introductory (“I”) level.

Sample:

The sample (N = 100; n = 51) included student documents from four sections of Spring Term 2015 HDEV 3203 classes. A random systematic sample was performed, with a random number start.
Evaluation Process:

1. In March and April 2016 the HDEV faculty met to analyze written reflections submitted by HDEV 3203 students.
2. The faculty combined and modified the AAC&U’s Civic Engagement Value Rubric and the AAC&U Ethical Reasoning Value rubric to accurately capture the content of HDEV PLO 5.
3. Papers were scored using an interval scale of 1-4. Faculty reviewers used the following rating scale to assess SLO components and overall SLO attainment in paper:
   a. 0 = Far Below Expectations
   b. 1 = Below Expectations
   c. 2 = Developing
   d. 3 = Proficient
   e. 4 = Exemplary
4. Faculty members independently scored one paper. Paper scores were collectively discussed and the rubric was slightly modified. The process was repeated with a second paper 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.
7. Faculty identified areas of PLO 5 strength and areas for improvement.
8. Faculty formulated strategies for PLO 5 improvement and implementation.

D. Summary of Assessment Results

Assessment Results:

Scores ranged from 0 (far below expectations) to 4 (exemplary) in the analysis. The average research scores all fell between the ratings of 1 (below expectations) and 3 (proficient).

Mean Scores and Range for Research Indicators:

Self-Awareness: 1.51 (Range from 1 to 4)
Awareness of Diversity of Communities and Cultures: 1.77 (Range from 0.5 to 4)
Application of Empathy in Considering Others’ Perspectives: 2.15 (Range from 0.5 to 4)
Reflective and Empathetic Actions: 1.91 (Range from 0.5 to 4)
Holistic Paper Score: 1.91 (Range from 0 to 4)

Based upon the faculty’s assessment, the following strengths, weaknesses, and plans for improvement were made:
**Strengths:**
- Many student papers demonstrated curiosity about diverse communities and cultures.
- Many students empathetically considered others’ situations and needs.

**Weaknesses:**
- Few papers demonstrated mastery of PLO 5 indicators.
- The assignments’ guidelines did not specifically elicit comprehensive information related to PLO 5.
- Faculty determined that low indicator scores were affected by: 1) the limited number of classes PLO 5 is mapped onto; and, 2) the introductory level of PLO mastery assigned to the courses.

**Plans for closing the loop:**
- The HDEV faculty determined PLO 5 needs to be mapped onto more courses. As we transition to the semester system, PLO 5 will be mapped onto the following courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Mastery Level (I, D or M)</th>
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<tbody>
<tr>
<td>HDEV 300</td>
<td>Lifespan Human Development</td>
<td>I</td>
</tr>
<tr>
<td>HDEV 301</td>
<td>Theories of Human Development</td>
<td>I</td>
</tr>
<tr>
<td>HDEV 312</td>
<td>Adolescence and Emerging Adulthood</td>
<td>I</td>
</tr>
<tr>
<td>HDEV 321</td>
<td>Gender, Race &amp; Class in Human Development</td>
<td>I</td>
</tr>
<tr>
<td>HDEV 322</td>
<td>Adult Development and Aging</td>
<td>I</td>
</tr>
<tr>
<td>HDEV 401</td>
<td>Applying Theories and Methods in Human Development</td>
<td>D</td>
</tr>
<tr>
<td>HDEV 499</td>
<td>Senior Research Seminar</td>
<td>M</td>
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- After semester conversion, PLO 5 will be assessed by looking at student documents in HDEV 499: Senior Research Seminar.

- Human Development faculty members who are presently teaching HDEV 3203 have discussed altering assignment guidelines to more explicitly engage with PLO 5-related information. For instance, Dr. Jiansheng Guo is adjusting his assignment prompts by directly asking students to reflect upon the values and beliefs of the self and the organization/others. Such modifications will enable students to more clearly demonstrate their PLO 5 mastery.