

Department of Human Development and Family Studies (B.S.)
Assessment Report
(2017 - 2018)

1. Human Development and Family Studies – Undergraduate Program

The Department of Human Development and Family Studies (HDFS) has a long-standing history at Auburn University. The roots of HDFS reside in the Home Economics movement that was incorporated into the extension system of the Alabama Polytechnic Institute in 1914. In the years between 1916 and 1917, Home Economics became a unique department offering a full curriculum that grew over time to include a Department of Nursery Education with a major in Family Life and Nursery Education (1950). By 1970, the same department and major became Family and Child Development, and in the year 2000, we transformed once again to become the department of Human Development and Family Studies offering an undergraduate major with the same title.

The HDFS department is comprised of 17 tenure track faculty, 1 research assistant professor, 1 clinical associate professor, 2 full-time directors and 3 directors with teaching responsibilities, 4 instructors and 3 lecturers. In the past year, we also have had 8 graduate students serve as instructors for our undergraduate courses. We currently have 246 undergraduate majors. In our undergraduate program, we emphasize theory and research focused on healthy development across the lifespan as well as the application of knowledge to enhance the quality of life for individuals and families in the community.

Our overarching objective for the undergraduate program is to prepare students for successful accomplishment of their career goals. Our majors typically seek employment in a human service-oriented profession or they apply for graduate school in fields such as counseling, education or Social Work. One of the ways we prepare our undergraduates to accomplish their post-graduation goals is by offering five different concentrations from which they can select based on their career interests. The five different concentrations are Infancy and Preschool, Child Life, Middle Childhood and Adolescence, Adult Programs and Family Life Education. The Child Life concentration meets the course requirements for certification through the national Child Life Council (CLC) and students who complete the Family Life Education concentration can earn provisional certification as a Family Life Educator through the National Council on Family Relations (NCFR).

A second way that we prepare our undergraduates for success in their chosen career paths is by emphasizing standards of professional practice in the classroom and in the field. We encourage students to participate in service-learning across the curriculum and we require all majors to complete a full-time, full-semester internship during their senior year.

2. Student Learning Outcomes

By their senior-year, HDFS undergraduate students will be able to:

1. Articulate and apply HDFS-related theory (e.g., child development, family systems) to address the needs of individuals and families in the community;
2. Write a research paper that incorporates peer-reviewed articles that are appropriate for Family Life Education programming and uses correct APA format, spelling, grammar, and sentence structure;
3. Apply principles of professional practice (i.e., dependable, ethical) in the full-time, full-semester senior internship.
4. Synthesize classroom and field learning to communicate preparation for accomplishing a specific HDFS-related professional goal, such as employment or entry into graduate school.

Comprehensive Outcomes

The student learning outcomes for our undergraduate program were formulated Spring 2016 through a process of faculty discussion, faculty feedback and multiple revisions. The initial discussion of student learning outcomes was held during a meeting of the full faculty. A smaller committee of five faculty members was then formed to evaluate our prior student learning objectives and brainstorm possible new outcomes based on our curriculum and our aspirations for our undergraduate students. The recommendations of the committee were presented to all faculty through email for feedback and final revision. Based on feedback received from the Office of Academic Assessment on our 2016 and 2017 assessment reports, we have since made minor revisions to the wording of our student outcomes to improve clarity and make them more specific to the HDFS undergraduate major. We believe the student learning outcomes presented above are comprehensive for our undergraduate curriculum.

Communicating Outcomes

Our student learning outcomes, the curriculum map and the results from our assessment process have been presented and discussed at a meeting of the full faculty each semester beginning Fall 2016 through Spring 2018. Beginning Fall 2017, we started communicating our student learning outcomes through our undergraduate syllabi. Specifically, faculty include the four learning outcomes in their syllabi and state how course learning will support student progress toward one or more of the outcomes. We also communicate our student learning objectives by including them on the HDFS undergraduate webpage and in the Camp War Eagle booklet provided to incoming freshman. In addition, we recently posted our undergraduate student learning outcomes on a bulletin board outside of our main office.

3. Curriculum Map

The curriculum map that follows represents the alignment between our student learning outcomes and courses completed by our majors. Because our department provides our undergraduates with the opportunity to select from among five different concentrations, the types and number of different courses they complete varies. For example, while all of our majors are required to complete HDFS 2010 – Lifespan Human Development, students in the Infancy and Preschool concentration are required to complete HDFS 3010 – Child Development, students in the Middle Childhood Adolescent Concentration are required to complete HDFS 3030 – Adolescent and Adult Development, and students in the Child Life concentration are required to complete both HDFS 3010 and HDFS 3030. Please see *Appendix A* provided at the end of this report to view how the courses reflected in the Curriculum Map fit with each of our undergraduate concentrations.

Across the five concentrations, all students complete 30 credit hours toward their HDFS Major Core course requirements. They also complete between 12 and 15 hours of required professional course electives, depending on their concentration. The majority of required professional courses are completed in the HDFS department. All majors, regardless of their concentration, complete HDFS 2000 (Marriage and Family) to meet a College of Human Sciences Core requirement and HDFS (2040/2043 Analytics of the Social and Behavior Sciences) as a required supporting course. We decided to include both HDFS 2000 and HDFS 2040/2043 in our curriculum map since they are foundational in promoting accomplishment of our student learning outcomes.

We also would like to point out that the capstone course for our undergraduate program, HDFS 4920, is a 12 credit hour, full-time, full-semester field experience that students complete their senior year. It fulfills 12 credit hours toward the HDFS Major Core. Students can complete the internship almost anywhere in the world and the academic component of the course is provided through Canvas. Because of the heavy field-work requirement (i.e., 450 hours minimum across the total number of

weeks in the semester), we did not think it was realistic to assess all four of our student learning outcomes during the internship experience. Therefore, our student learning outcome that involves writing a research paper is evaluated when students complete one of two senior-level classes (HDFS 4670 or HDFS 5200) that both emphasize the use of research in Family Life Education.

HDFS Curriculum Map

	SLO 1 HDFS Theory	SLO 2 Research Paper	SLO 3 Professional Practice	SLO 4 Synthesis of Learning
HDFS 2000 <i>Marriage & Family in a Global Context</i>	1		1	
HDFS 2010/2013 <i>Lifespan Human Development</i>	1	1	1	
HDFS 2030 <i>Professional Development/Ethics</i>			2	1
HDFS 2040/2043 <i>Analytics for the Social and Behavioral Sciences</i>		2	2	1
HDFS 3010/3013 <i>Child Development in Family</i>	2	1	2	1
HDFS 3030 <i>Adolescent and Adult Development</i>	2	2	2	2
HDFS 3060 <i>Patterns of Family Interaction</i>	2	2	2	
HDFS 4680 <i>Family in Cross-Cultural Perspective</i>	2	1	2	2
HDFS 3080 <i>Interpersonal Relationships</i>	2		2	2
HDFS 4670 <i>Parent Education</i>	2	3	2	1
HDFS 5200 <i>Applied Research and Evaluation</i>		3		
HDFS 4920 <i>Internship</i>	3		3	3

1 = Introduced, 2 = Reinforced, 3 = Mastered

4. Measurement

Student learning outcomes 1, 3 and 4 are assessed in HDFS 4920 our capstone course that involves completion of a full-time internship during students' senior year. Student learning outcome 2 is assessed in either HDFS 4670 or HDFS 5200. Depending upon their concentration (see Appendix A), students complete either HDFS 4670 or HDFS 5200 prior to the start of their internship and typically during their senior year. Since both HDFS 4670 and HDFS 5200 allow for enrollment of students from other departments at Auburn University, the data reported is for HDFS undergraduate majors only.

Our department established our new student learning outcomes Spring 2016. All of our assessment measures were created and implemented beginning Fall 2016. Our first assessment results were reported in 2017. The table that follows provides an overview of our measures and our assessment strategies, as well as how our measures align with our student learning outcomes.

HDFS Outcome-Measure Alignment

Course/Measure	Outcome Assessed	Frequency	Data Collection	Desired Result
HDFS 4920 <i>Course assignment is an applied theory paper that is evaluated using Rubric 1</i>	1	Completed fall and spring semesters	Direct Measure; Course Embedded	All students should score “Proficient” as demonstrated by an average a score of 4 or greater on the criteria evaluated
HDFS 4670 or HDFS 5200 <i>Course Assignment is a research paper that is evaluated using Rubric 2</i>	2	Completed fall and spring semesters	Direct Measure; Course Embedded	All students should score “Proficient” on the criteria evaluated. An average score of 5 or greater is proficient on some criteria whereas an average score of 7 or higher is proficient on others.
HDFS 4920 <i>A performance evaluation is completed at the end of the semester by the internship site supervisor</i>	1,3	Completed fall and spring semesters	Direct Measure; Course Embedded	All students should earn an average rating of 4, i.e., “Accomplished”, or greater on a 5 point scale
HDFS 4920 <i>Course assignment is an ePortfolio that is evaluated using Rubric 3</i>	4	Completed fall and spring semesters	Direct Measure; Course Embedded	All students should score “Professional” as demonstrated by an average score of 2 on the criteria evaluated

Rubric 1: HDFS 4920 Theory Paper Rubric

In HDFS 4920 internship course, students are required to write a 2-3 page paper where they are asked to apply a specific HDFS–related theory to the work they are doing at their internship site. Students submit their paper on Canvas. The HDFS Internship Director is responsible for completing the rubric for each theory paper. The HDFS Internship Director in consultation with other HDFS faculty developed the Theory Paper Rubric to evaluate student’s ability to accurately describe an HDFS-related theory and clearly explain how the theory can be applied to the work of their internship site. Fall 2016 the HDFS Internship Director, an HDFS faculty member and an HDFS graduate teaching assistant (GTA) applied the Theory Paper Rubric to a random sample of 12 student papers. No training on the use of the rubric was provided as the faculty and the GTA are well-versed in HDFS-Theory, and they have experience evaluating similar type of papers. Inter-rater reliability was calculated using an interclass correlation coefficient and found to be adequate at .57.

Theory Paper Rubric

Overview of Theory	Underdeveloped (0-1 points)	Developing (2-3 points)	Proficient (4-5 points)
Name of theory and theorist are accurate	Name of theory and theorist are inaccurate and missing	Name of theory or theorist are inaccurate or missing, but not both	Both name of theory and theorist are provided accurately
Accurate and thorough description of theory, including main assumption assumptions	Description of theory and main assumptions are completely inaccurate or missing	Description of theory and assumptions are limited and/or somewhat inaccurate	Thorough and accurate description of theory and main assumptions
Application	Underdeveloped (0-1 points)	Developing (2-3 points)	Proficient (4-5 points)
Specific internship work task and need met for a population served is identified	Work task and/or need met in the population is not identified	Work task and/or need is met is not specific or clear	Both work task and need met is specific and clearly stated
Explanation clearly illustrates how the theory is applied to the internship work task to successfully meet the need of the population served	An explanation of how theory applies to a work task and/or the need met is missing or erroneous	An explanation of how theory applies to work task and/or need met is provided, but is limited or ambiguous	Explanation clearly explains how theory applies to a specific work task and meets a need in the population

Rubric 2: HDFS 4670/HDFS 5200 Research Paper Rubric

Both HDFS 4670 and HDFS 5200 require students to write a paper based on research from peer-reviewed publications. In HDFS 4670, students use the research paper as the foundation for developing a Parent Education program. In HDFS 5200, students use the research paper as the foundation for evaluating a Family Life Education program. While there are differences in the overall requirements for the research papers, both courses require students to (1) select peer-reviewed research articles related to their program focus, (2) use research to effectively address their topic, (3) demonstrate strong writing skills (e.g., correct spelling, grammar and sentence structure), and (4) use correct APA format. The rubric used to evaluate student performance on these criteria was developed by two faculty members who teach HDFS 4670 and HDFS 5200. In HDFS 5200, student research papers are evaluated by the instructor. In HDFS 4670, student papers are evaluated by the instructor and a Graduate Teaching Assistant (GTA). The GTA initially learns about the rubric criteria through developing and providing course lectures on the paper requirements, such as use of APA format. The GTA receives additional training on using the rubric through grading a sample of papers jointly with the instructor.

Research Paper Rubric

Research Articles	Underdeveloped (1-2 points)	Developing (3-4 points)	Proficient (5-6 points)
Paper is based on scholarly research articles obtained from peer-reviewed journals; articles are relevant to the paper topic; articles are current	Research articles do not meet two or more of the stated criteria	Research articles do not meet one of the stated criteria	Research articles meet all of the stated criteria
Review of the Literature	Underdeveloped (1-3 points)	Developing (4-6 points)	Proficient (7-9 points)
Research is used to effectively address the topic (i.e., informative and enhances understanding)	The research articles used do not effectively address the topic	The research articles used are somewhat effective in addressing the topic	The research articles are used to effectively address the topic

Research Paper Rubric (continued)

Writing Effectiveness	Underdeveloped (1-3 points)	Developing (4-6 points)	Proficient (7-9 points)
Scholarly tone, clarity and flow, use of good grammar and spelling,	Writing is not scholarly, does not flow well, and there are several errors in grammar and spelling	Writing is mostly scholarly, flows somewhat well; there are a few errors in grammar and spelling	Writing is scholarly, flows well and there are no errors in grammar and spelling
APA format	APA format is not used or is mostly used incorrectly	APA format is mostly used correctly	APA format is used correctly throughout the paper

HDFS Site Supervisor Evaluation

All HDFS Internship site supervisors are required to complete and return to the HDFS 4920 Internship Director an evaluation of our students' performance in the field at mid-semester and at semester-end. Evaluation forms are mailed prior to the start of internship and returned to the HDFS Internship Director by fax, email or delivered in-person by the student intern. Site supervisors are not trained in the use of the forms. The evaluation, or a similar-type version, has been used for decades by the HDFS department to evaluate student performance. Data from the semester-end, or final evaluation, is used to assess Student Learning Outcome 1 and 3, although it should be noted that feedback from the mid- semester evaluation allows us to address any short-comings in students' performance in advance.

Use this scale to rate your student intern on the evaluation criterion that follow.

Exemplary (5) – represents the top 2% of all interns. The intern consistently and remarkably far exceeds the criterion.

Accomplished (4) – represents the top 10% of all interns. The intern exceeds the criterion most of the time.

Proficient (3) – represents the top 20% of all interns. The intern consistently and reliably meets the criterion.

Developing (2) – represents the top 50% of interns. The intern meets the criterion some of the time.

Unsatisfactory (1) – represents the lower 50% of interns. The intern rarely meets the criterion.

Evaluation Criterion	Exemplary Top 2%	Accomplished Top 10%	Proficient Top 20%	Developing Top 50%	Unsatisfactory Lower 50%	No Basis to Judge	Not Applicable
Professionalism							
Punctual in arrival to work/meetings							
Dependable in completing tasks							
Efficient in regard to time management							
Professional in self-presentation							
Eager to learn/displays intellectual curiosity							
Resourceful/displays initiative							
Adaptable/easily adjusts to work demands							
Effective at problem-solving							
Receptive to criticism/modifies behavior as requested							
Able to work independently							

HDFS Site Supervisor Evaluation (continued)

<i>Evaluation Criterion</i>	<i>Exemplary Top 2%</i>	<i>Accomplished Top 10%</i>	<i>Proficient Top 20%</i>	<i>Developing Top 50%</i>	<i>Unsatisfactory Lower 50%</i>	<i>No Basis to Judge</i>	<i>Not Applicable</i>
Interpersonal Skills							
Maintains high quality relationships with staff							
Maintains high quality relationships with clients							
Communicates in an open/direct manner							
Collaborates effectively as a member of a team							
Listens effectively/empathetically							
Application of Knowledge							
Integrates education with professional practice							
Applies field-related knowledge to meet work responsibilities							
Uses HDFS theory to inform practice							
Diversity							
Displays sensitivity to issues of diversity							
Works skillfully with people from diverse backgrounds							
Ethical Practice							
Demonstrates knowledge of professional ethical standards							
Meets responsibilities in an ethical manner							
Seeks consultation to address ethical situations							
Technical Skills							
Communicates in writing effectively							
Uses computer software/online resources effectively							
Gathers/synthesizes information effectively for program purposes							

Please check one or two criterion that represents the STRONGEST area(s) of overall performance for the student intern.

- _____ Professionalism
- _____ Interpersonal Skills
- _____ Application of Knowledge
- _____ Multicultural Competence
- _____ Ethical Practice
- _____ Technical Skills

HDFS Site Supervisor Evaluation (continued)

Please CHECK AT LEAST ONE area of overall performance that the student intern can most improve upon compared to the other areas.

- ☐ Professionalism
- ☐ Interpersonal Skills
- ☐ Application of Knowledge
- ☐ Multicultural Competence
- ☐ Ethical Practice
- ☐ Technical Skills

Rubric 3: HDFS 4920 ePortfolio Rubric

Several HDFS undergraduate faculty have been active participants in the Auburn University ePortfolio cohort since Fall semester 2013. Within the HDFS department, these same faculty formed a committee Spring semester 2014 to establish a protocol for implementing the ePortfolio across the HDFS undergraduate curriculum. In Fall 2014, the ePortfolio was integrated into HDFS 2030 as a required assignment, which ensures that all HDFS majors create a beginning ePortfolio early in their undergraduate career. We also incorporated an ePortfolio statement into all of our undergraduate syllabi to encourage ePortfolio development and several of our faculty have implemented ePortfolio-specific assignments in their courses that students can use as artifacts (i.e., examples of learning or experience). Beginning Fall 2015, all students completing the internship course (HDFS 4920) were required to submit a final ePortfolio at the end of the semester and typically just prior to graduation. An ePortfolio evaluation rubric was developed by The HDFS ePortfolio Undergraduate Committee. While the HDFS ePortfolio rubric includes four separate criteria for evaluation, two of the criteria fit well with our student learning outcomes and they are used for assessing Student Learning Outcome 4. Specifically, our first criteria, *Effective Communication*, evaluates the extent to which students communicate a specific professional goal, while our second criteria, *Critical Thinking through Reflection*, evaluates the extent to which students synthesize their experience to show their preparation for accomplishing their professional goal. The HDFS 4920 Internship Director, who is a member of the department ePortfolio committee, is responsible for evaluating student ePortfolios using the rubric at the end of the internship semester.

HDFS ePortfolio Evaluation Rubric

Professional Communication					
<i>Students will demonstrate competence communicating to a professional audience outside of the academic community</i>					
Novice	0	Developing	1	Professional	2
No statement of a professional goal is evident	<input type="checkbox"/>	Statement of professional goal is vague or unclear	<input type="checkbox"/>	Statement of professional goal is apparent and specific	<input type="checkbox"/>
Writing does not adhere to professional writing conventions. Little evidence of proofreading. Numerous errors are present.	<input type="checkbox"/>	Writing mostly adheres to professional writing conventions. Some evidence of proofreading. Few errors are present.	<input type="checkbox"/>	Writing fully adheres to professional writing conventions. Careful proofreading is evident. No errors are present.	<input type="checkbox"/>
Few, if any, features of the ePortfolio are appropriate for a professional audience	<input type="checkbox"/>	Some features of the ePortfolio are appropriate for a professional audience	<input type="checkbox"/>	All features of the ePortfolio are appropriate for a professional audience	<input type="checkbox"/>
The ePortfolio is inconsistent with conventions of ethical literacy	<input type="checkbox"/>	The ePortfolio sometimes is consistent with conventions of ethical literacy	<input type="checkbox"/>	All aspects of the ePortfolio are consistent with conventions of ethical literacy	<input type="checkbox"/>

HDFS ePortfolio Evaluation Rubric (continued)

Critical Thinking through Reflection					
<i>Students will demonstrate competence integrating learning and experience to convey preparedness for accomplishing professional goals</i>					
Novice	0	Developing	1	Professional	2
The ePortfolio incorporates only one or two types of experiences/artifacts to support professional goals	<input type="checkbox"/>	The ePortfolio incorporates several types of experiences/artifacts to support professional goals	<input type="checkbox"/>	The ePortfolio presents a wide variety of experiences/artifacts to support professional goals	<input type="checkbox"/>
Contextualization* is not used to explain how artifacts and experiences relate to professional goals	<input type="checkbox"/>	Some contextualization explains how artifacts and experiences relate to professional goals	<input type="checkbox"/>	All contextualization explains how artifacts and experiences relate to professional goals	<input type="checkbox"/>
Contextualization does not convey how experience contributed to learning or professional growth	<input type="checkbox"/>	Some contextualization conveys how experience contributed to learning or professional growth	<input type="checkbox"/>	Most contextualization conveys how experience contributed to learning or professional growth	<input type="checkbox"/>
The ePortfolio does not use introductions and titles to explain how experiences and artifacts in proximity to each other are related	<input type="checkbox"/>	The ePortfolio sometimes uses introductions and titles to explain how artifacts and experiences in proximity to each other are related	<input type="checkbox"/>	The portfolio consistently uses introductions and titles to explain how artifacts and experiences in proximity to each other are related	<input type="checkbox"/>

* Contextualization is the term used by HDFS to represent Critical Thinking through Reflection. It conveys our expectation that students will provide their audience with a written context for understanding why certain artifacts (i.e., examples of experience or learning) are included in the ePortfolio and how they support the student's professional goal.

5. Results

SLO 1: Articulate and apply HDFS-related theory (e.g., child development, family systems) to address the needs of individuals and families in the community

Assessment Method 1: HDFS 4920 Theory Paper Rubric. The rubric was used to evaluate all theory application papers submitted in HDFS 4920 Summer 2017, Fall 2017 and Spring 2018. The results presented are based on the 77 papers submitted.

Underdeveloped (0-1)	Developing (2-3)	Proficient (4-5)
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Overview of Theory	Mean F16-SP17	Mean SM17-SP18
Name of theory and theorist are accurate	4.3	4.7
Accurate and thorough description of theory	3.5	3.8
Overall Mean	3.9	4.2
Application of Theory		
Specific internship work task and need met for a population served is identified	4.1	4.1
Explanation clearly illustrates how the theory is applied to the internship work task to successfully meet the need of the population served	3.3	3.5
Overall Mean	3.7	3.8

Assessment Method 2: HDFS Site Supervisor Evaluation. One item on our internship site supervisor evaluation asks about students' ability to use HDFS-related theory to inform practice and it provides us with an additional opportunity to assess SLO 1. The results presented reflect the findings based on the 82 evaluations completed across Summer 2017, Fall 2017 and Spring 2018 semesters.

Exemplary (5) – represents the top 2% of all interns. The intern consistently and remarkably far exceeds the criterion.

Accomplished (4) – represents the top 10% of all interns. The intern exceeds the criterion most of the time.

Proficient (3) – represents the top 20% of all interns. The intern consistently and reliably meets the criterion.

Developing (2) – represents the top 50% of interns. The intern meets the criterion some of the time.

Unsatisfactory (1) – represents the lower 50% of interns. The intern rarely meets the criterion.

	Mean F16-SP17	Mean SM17-SP18
Uses HDFS theory to inform practice	4.3	4.2

Interpretation: Our desired outcome for SLO 1 is for students to score “Proficient” (i.e., 4 or greater) on the Theory Paper Rubric. In comparison with the results of our 2016-2017 report, students showed a slight improvement in their ability to provide an overview, or summary, of an HDFS-related theory, but they did not improve significantly in their ability to apply the theory to the work their internship site. Overall, the results of the rubric suggest that by senior year our students are likely still “Developing” in their ability to utilize theory in the context of professional practice. Internship site supervisors, on the other hand, provided a mean rating of 4.2 on the 5-point HDFS Internship Site Supervisor Evaluation rating scale suggesting that they view our students as “accomplished”, or performing in the top 10% of all interns, in their ability to apply HDFS-related theory to their work at the internship site. The mean rating of the site supervisor evaluation for the 2016-2017 report was similar at 4.3. Taken together, these findings may indicate that our students are better at applying theory in daily practice than demonstrating their ability in writing.

SLO 2: Write a research paper that incorporates peer-reviewed articles that are appropriate for Family Life Education programming and uses correct APA format, spelling, grammar, and sentence structure

Assessment Method: HDFS 4670/HDFS 5200 Research Paper Rubric. The rubric was used to evaluate all research papers (n=81) submitted by HDFS majors in HDFS 4670 (n=68) and HDFS 5200 (n=13) Fall 2017 and Spring 2018.

Research Paper Rubric

	Underdeveloped	Developing	Proficient		
Research Articles	1-2	3-4	5-6	Mean F16-Sp17	Mean F17-SP18
Obtained from peer-reviewed journals; relevant to the topic; current				5.6	5.6
Review of the Literature	1-3	4-6	7-9		
Effectively addresses the topic (i.e., informative and enhances understanding)				7.0	7.4
Writing Effectiveness	1-3	4-6	7-9		
Scholarly tone, clarity and flow, use of good grammar and spelling				7.1	7.0
APA format				7.4	7.0

Interpretation: The mean scores from the Research Paper Rubric support our desired outcomes for SLO 2. On average, our students were shown to be “Proficient” in their ability to (1) select peer- reviewed research articles related to focus of their paper, (2) use research literature to effectively address their topic, (3) demonstrate strong writing skills (e.g., correct spelling, grammar and sentence structure), and (4) use correct APA format. The findings are consistent with our 2016-2017 report. Our results suggest that course instruction and SLO-2 related assignments across the HDFS undergraduate curriculum successfully prepare students to write a research paper that supports Family Life Education programming by their senior year.

SLO 3: Apply principles of professional practice (i.e., dependable, ethical) in the full-time, full-semester senior internship

Assessment Method: HDFS Site Supervisor Evaluation. Internship site supervisors completed a final performance evaluation for all students enrolled in HDFS 4920 (i.e., the senior internship course) Summer 2017, Fall 2017 and Spring 2018. The results for 82 students follow.

Exemplary (5) – represents the top 2% of all interns. The intern consistently and remarkably far exceeds the criterion.

Accomplished (4) – represents the top 10% of all interns. The intern exceeds the criterion most of the time.

Proficient (3) – represents the top 20% of all interns. The intern consistently and reliably meets the criterion.

Developing (2) – represents the top 50% of interns. The intern meets the criterion some of the time.

Unsatisfactory (1) – represents the lower 50% of interns. The intern rarely meets the criterion.

Evaluation Criterion	Mean F16 –SP17	Mean SM17 – SP18
Professionalism	4.5	4.5
Punctual in arrival to work/meetings	4.6	4.4
Dependable in completing tasks	4.6	4.6
Efficient in regard to time management	4.5	4.4
Professional in self-presentation	4.3	4.5
Eager to learn/displays intellectual curiosity	4.5	4.5
Resourceful/displays initiative	4.4	4.4
Adaptable/easily adjusts to work demands	4.6	4.6
Effective at problem-solving	4.3	4.3
Receptive to criticism/ modifies behavior as requested	4.5	4.5
Able to work independently	4.6	4.6
Interpersonal Skills	4.5	4.5
Maintains high quality relationships with staff	4.6	4.6
Maintains high quality relationships with clients	4.5	4.5
Communicates in an open/direct manner	4.5	4.5
Collaborates effectively as a member of a team	4.5	4.5
Listens effectively/empathetically	4.6	4.4
Application of Knowledge	4.3	4.3
Integrates education with professional practice	4.4	4.4
Applies field-related knowledge to meet work responsibilities	4.4	4.4
Uses HDFS theory to inform practice	4.3	4.2
Diversity	4.4	4.5
Displays sensitivity to issues of diversity	4.4	4.5
Works skillfully with people from diverse backgrounds	4.4	4.5
Ethical Practice	4.5	4.5
Demonstrates knowledge of professional ethical standards	4.5	4.5
Meets responsibilities in an ethical manner	4.5	4.6
Seeks consultation to address ethical situations	4.5	4.6

Evaluation Criterion	Mean F16 –SP17	Mean SM17 – SP18
Technical Skills	4.5	4.5
Communicates in writing effectively	4.5	4.5
Uses computer software/online resources effectively	4.6	4.6
Gathers/synthesizes information effectively for program purposes	4.5	4.5

Site supervisors also were asked to check one or two of the criterion that represent the strongest area(s) of overall performance for the student intern. Percentages of ratings for student strengths are provided below.

F16 – SP17

51% Professionalism
63% Interpersonal Skills
29% Application of Knowledge
10% Multicultural Competence
6% Ethical Practice
22% Technical Skills

SM17 – SP18

59% Professionalism
56% Interpersonal Skills
36% Application of Knowledge
1% Multicultural Competence
1% Ethical Practice
20% Technical Skills

Site supervisors were asked to check one criterion of overall performance that the student intern can most improve upon. Percentages of ratings for areas of improvement are provided below.

F16 – SP17

10% Professionalism
16% Interpersonal Skills
31% Application of Knowledge
26% Multicultural Competence
2% Ethical Practice
10% Technical Skills

SM 17 – SP18

14% Professionalism
13% Interpersonal Skills
17% Application of Knowledge
31% Multicultural Competence
1% Ethical Practice
24% Technical Skills

Interpretation: The desired outcome for SLO 3 was for students to earn an average rating of 4, i.e., “Accomplished”, or greater on the 5-point rating scale used for the HDFS Site Supervisor Evaluation. The overall mean ratings for 2017-2018 ranged from 4.3 to 4.5 and they are consistent with the findings of the 2016-2017 report. These results support our desired outcome and suggest that students are prepared to apply principles of professional practice in their full-time, full-semester senior internship. The percentages of criterion checked by site supervisors across both academic years suggest that our students are strongest in their demonstration of professionalism (e.g., punctual, dependable, resourceful) and interpersonal skills (e.g., communication, collaboration, and maintaining high quality relationships), and that improvement is needed in the area of multicultural competence. Verbal and written feedback from site supervisors suggest that our students enter the internship with little exposure to people from diverse backgrounds and that improvement is needed in their ability to effectively engage people who are different from them.

SLO 4: Synthesize classroom and field learning to communicate preparation for accomplishing a specific HDFS-related professional goal, such as employment or entry into graduate school

Assessment Method: HDFS 4920 ePortfolio Rubric. The rubric was used to evaluate all ePortfolios submitted in HDFS 4920 Summer 2017, Fall 2017 and Spring 2018. The results presented are based on the 82 ePortfolios submitted.

Novice = 0	Developing = 1	Professional = 2
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Professional Communication Demonstrate competence communicating to a professional audience outside of the academic community						
	F16 – SP17			SM17 – SP18		
	Mean	Range	Mode	Mean	Range	Mode
Professional goal evident	1.8	1-2	2	1.7	0-2	2
Professional writing conventions	1.5	0-2	2	1.5	0-2	2
Features appropriate	1.8	1-2	2	1.9	1-2	2
Ethical literacy	1.1	0-2	2	1.4	0-2	2
Overall Mean	1.6			1.7		

Novice = 0	Developing = 1	Professional = 2
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Critical Thinking through Reflection Demonstrate competence integrating learning/experience to convey preparedness for accomplishing professional goals						
	F16 – SP17			SM17 – SP18		
	Mean	Range	Mode	Mean	Range	Mode
Variety of artifacts	1.4	0-2	2	1.6	0-2	2
Experience relates to goals	1.2	0-2	1	1.1	0-2	1
Conveys growth	1.6	1-2	2	1.8	0-2	2
Introductions/Titles	.8	0-2	1	1.2	0-2	2
Overall Mean	1.2			1.4		

Interpretation: Consistent with the results of our 2016-2017 report, the mean scores from the HDFS 4920 ePortfolio Rubric for 2017-2018 indicate that at the end of their senior internship semester HDFS majors are still “Developing” in their ability to synthesize how their learning and experience as an undergraduate has prepared them for accomplishing a professional goal, such as employment or graduate school. One item on the *Critical Thinking through Reflection* subscale, however, showed meaningful improvement. Student use of introductions and titles within the ePortfolio to explain how artifacts (i.e., examples of learning or experience) in proximity to one another on the same page are related increased from a mean score of .8 in the 2016-2017 report to a mean score of 1.2 in the current report, effectively moving our students from the “Novice” to the “Developing” category. This improvement is likely due to increased effort on the part of faculty in the HDFS 2030 and HDFS 4920 courses to more explicitly communicate with students through instruction how to include introductions and titles in the ePortfolio. The area of weakest performance for students appears to be their ability to explain how the artifacts included in their ePortfolio support their professional goals, which also is represented by one of the items on the *Critical Thinking through Reflection* subscale. For both the 2016-2017 report and the current report, the mean item scores were in the lower range of the “Developing” category (1.2 and 1.1, respectively). Moreover, the mode for the item was 1 whereas for all other items of both subscales representing SLO 4, at least for the 2017-2018 academic year, the mode was 2, or “Professional”. Overall, the findings suggest that our department has more work to do in preparing our students to create an ePortfolio that communicates how their learning and experiences as an undergraduate prepare them to accomplish their professional goals, especially in the area of *Critical Thinking through Reflection*, which is a key representation of students’ ability to *synthesize*.

6. Communicating Results

The results of the 2017-2018 assessment of our HDFS undergraduate student learning outcomes have not been communicated with our faculty since data collection was completed at the end of spring semester 2018. The results will be reported, however, at the first full meeting of department faculty at the beginning of fall semester 2018. Consistent with past practice, it is expected that faculty will discuss the results and directions for improvement. Given our current findings, student performance on SLO 1 (i.e., articulate and apply HDFS-related theory) and/or SLO 4 (i.e., synthesize learning to communicate preparation for accomplishing a professional goal) will likely be the main focus.

In the 2017-2018 academic year, the faculty focused on the results of our 2016-2017 report. The findings were presented at the first faculty meeting of fall semester 2017. Faculty expressed the greatest interest in student performance relative to SLO 2 (i.e., the research paper). Given the strong research focus of our department, the faculty agreed to further develop strategies for strengthening our students' ability to comprehend and utilize the findings of peer-review articles to write a research paper in support of Family Life Education programming. Subsequently, a committee was formed to identify strategies for improving student performance on SLO 2. Based on our Curriculum Map, the committee identified a number of courses that could better support student learning relative to SLO 2. The courses identified were HDFS 2000, HDFS 2010, HDFS 2030, HDFS 3010, and HDFS 4680. Spring semester 2018, members of the committee held several meetings with the faculty who teach the identified courses to explore potential modifications to course content and instruction that would better introduce our students to research and its relevance to HDFS practice, and provide our students with an opportunity to utilize the findings of peer-reviewed articles. The faculty are currently working on changes to their courses that will be implemented Fall 2018. Another outcome of the meeting was an agreement by the faculty to create a shared online data base of ideas and course assignments that support SLO 2.

Select findings of the 2017-2018 report also were communicated with our undergraduates. The findings for SLO 3 (i.e., principles of professional practice) based on the HDFS 4920 Site Supervisor Evaluation were communicated to our rising student interns in the Fall 2017 and Spring 2018 Mandatory Internship Preparation meetings. The findings were used to remind students about the expected principles of professional practice and to stress their importance for success during the senior internship. The results based on the HDFS 4920 ePortfolio Rubric for SLO 4 (i.e., communicating preparation for accomplishing professional goals) were communicated with students at our ePortfolio 101 and 102 meetings offered Fall 2017 and Spring 2018. The ePortfolio 101 and 102 meetings were held outside of class in a computer lab and they were offered to all HDFS majors to provide them with an opportunity to work on their ePortfolios and receive feedback from HDFS ePortfolio faculty. The results for SLO 4 also were communicated in writing on the Canvas course website with our HDFS student interns during their internship semester. Through these SLO 4-related communications, we emphasized the importance of effectively synthesizing course and field learning to convey preparation for accomplishing professional goals, and we provided students with additional guidelines for being successful in doing so.

7. Purposeful Reflection and Action Plan

Since the inception of the new assessment model in 2016, the HDFS faculty have been actively discussing our student learning outcomes and strategies for the success of our undergraduates. Our overarching goal is for our students to be successful in accomplishing their post-graduation goals whether employment or entry into graduate school. We believe our current student learning outcomes will promote the success of our students regardless of the direction they pursue following graduation. We also are satisfied with the validity and reliability of our current assessment measures.

The results of our 2017-2018 report indicate that by their senior year our undergraduate majors are consistently performing as desired on SLO 2 (i.e., writing a research paper that incorporates peer-reviewed articles appropriate for Family Life Education programming) and on SLO 3 (i.e., applying principles of professional practice in their HDFS internship). On the other hand, our students are not performing to the desired standard on SLO 1 (i.e., articulating and applying HDFS-related theory) or on SLO 4 (i.e., synthesizing learning to communicate preparation for accomplishing professional goals). Based on these findings, the following actions will be taken beginning Fall 2018 to improve student learning and performance:

1. The results of the 2017-2018 assessment report will be presented at the first full meeting of department faculty at the beginning of fall semester 2018. Emphasis will be placed on the necessity of strengthening student learning for and accomplishment of SLO 1 and SLO 4. As discussed in the *Communicating Results* section above, faculty are actively working on implementing an action plan for SLO 2 based on the assessment results of the 2016-2017 report. Our experience suggests that faculty will be more motivated to engage in work on our undergraduate curriculum if they are asked to focus on one SLO at a time. Therefore, it is anticipated that we begin work in the upcoming academic year to improve student performance on one of the two lowest-performing SLO. Our progress in this area will be detailed in our 2018-2019 assessment report.
2. Even though our students are performing as desired on SLO 3 (i.e., applying principles of professional practice in their full-time, full-semester internship), a consistent area identified for improvement based on the HDFS Site Supervisor Evaluation is multicultural competence. The site supervisor recommendation for improvement in our students' multicultural competence was identified in both the 2016-2017 report and the 2017-2018 report. As mentioned in the interpretation provided earlier, verbal and written feedback from site supervisors suggest that students enter the internship with limited experience interacting with people from diverse backgrounds, especially persons of lower socio-economic status and those who have experienced trauma. It appears that our students are not lacking in knowledge, but rather personal engagement. The faculty have discussed for some time the possibility that it might benefit our students to require more field experience prior to their full-time senior internship. The findings of our assessments suggest this may be true, if that experience includes diverse populations. The findings of our assessments related to multicultural competence will be presented as a topic of discussion at the first full meeting of the department faculty fall 2018. The outcome of the discussion will be reported in our 2018-2019 assessment report.
3. Both SLO 1 (i.e., applying theory) and SLO 4 (i.e., synthesizing learning) assess our students' ability to make connections between their learning and real-life work. For SLO 1, it involves applying theory to the work of their internship site. For SLO 2, it involves synthesizing their undergraduate experience with their professional goals. As mentioned in the *Communicating Results* section above, we have taken steps to improve student performance on SLO 4 by communicating the results of our findings and providing additional guidance at our ePortfolio 101 and 102 meetings and through the HDFS internship Canvas course website. We have seen some improvement in students' use of introductions and titles to explain how ePortfolio artifacts in proximity to each other are connected, but we have not seen improvement in their ability to explain how the artifacts relate to their professional goals. In regard to students' ability to apply theory to the work of their internship site, we saw slight improvement between the 2016-2017 and 2017-2018 reports in their ability to summarize a theory, but not in their ability to apply the theory. It appears that additional action steps are needed to support student performance on both of these SLO.

The first action step will be to present the findings of our assessment and the reflection on our findings for SLO 1 and SLO 4 at the first full faculty meeting fall semester 2018. Faculty will be asked to identify what they currently do to teach students how to synthesize and apply learning. Faculty also will be asked to consider how they can further support students' ability to make the necessary connections in the classroom between learning and real-life work. Currently, one faculty member regularly requires students to write an end-of the semester reflection that synthesizes their learning in the classroom with their professional goals and one of our graduate students has integrated a theory application paper into his course. These assignments are steps in the right direction, but the results of our 2017-2018 report suggest that more of these type-of strategies may be needed across our undergraduate curriculum. A second action step will be to convene a meeting of the department ePortfolio committee to discuss and strategize ways to improve students' ability to explain how artifacts in their ePortfolio support their professional goals. The outcomes of these two meetings will be reported in our 2018-2019 assessment report.

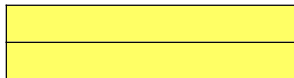
Appendix A

HDFS Major Courses by Concentration

	Infancy/Preschool (11)*	Child Life (26)*	Middle Childhood/Adolescence (40)*	Adult Programs (11)*	Family Programming (2)*
HDFS 2000	X	X	X	X	X
HDFS 2010/2013	X	X	X	X	X
HDFS 2030	X	X	X	X	X
HDFS 2040/2043	X	X	X	X	X
HDFS 3010/3013	X	X	X		X
HDFS 3030		Required Prof Course	Required Prof Course	X	Required Prof Course
HDFS 3060	X			X	X
HDFS 4680	Required Prof Course			Required Prof Course	
HDFS 3080	X	X	X	X	X
HDFS 4670	Required Prof Course	Required Prof Course	Required Prof Course		Required Prof Course
HDFS 5200				X	X
HDFS 4920	X	X	X	X	X

* The number in parentheses () represents the average number of graduating seniors per year who have completed the concentration

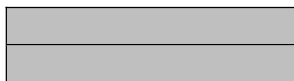
HDFS 2000 – Required College Core



=Major
Core
Courses



= Course not required for concentration



= “OR”

Student Selection



= Students may select HDFS 5200 as one of three options to meet a major core course requirement

X = Course that is required for completion of the concentration

Required Prof Course = Required Professional Course for the concentration