

**Human Development and Family Studies
Summary of Assessment Accomplishments
2006-2007 Academic Year**

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HDFS Learning Outcomes:

1. Demonstrate substantive knowledge in life-span development and family science that is based on research and theory emphasizing ecological, systemic, and contextual factors.
2. Apply an ecological model to the development of collaborative partnerships in a community context to serve the needs of individuals and families throughout the life span.
3. Articulate and demonstrate professional ethics and conduct during field experiences and required course work.
4. Recognize multiple aspects of diversity of individuals and families, cultures, and communities
5. Interpret the impact of public and private policies at multiple system levels (agency, local, state, federal) on individuals and families and the professionals that serve individuals and families.
6. Demonstrate critical and reflective thinking and analytic abilities through oral and written communication and management skills.

Annual Report

1. Learning (or Service) Outcomes assessed this year:

In August 2006, the HDFS faculty decided to purposely assess a select number of learning outcomes as the first cohort of students in the revised major (accredited by the National Council on Family Relations) were graduating.

The goals of assessment for 2006-07 were as follows:

- Establish a HDFS Assessment Committee
- Review best practice related to assessment to develop assessment tool(s)
- Identify courses to administer the assessment tool to determine if there is a change in students' responses based on curriculum.
- Pilot test an assessment tool in HDFS 390: Professional Development and Ethics to determine baseline data and effectiveness of tool

These goals were completed.

- The HDFS Assessment Committee consisted of Jean Gerard and Jacqui Roe who met and updated HDFS faculty regularly throughout the academic year.
- Over 20 assessment tools (e.g., sample interviews, assessments, keys skills including critical thinking and communication) were reviewed. Different assessment documents were posted on the community website for the HDFS faculty to begin to review.
- An assessment tool was developed based on this review.
- After reviewing the HDFS curriculum, specifically course content, assignments, and learning outcomes, the following courses were earmarked for assessment: HDFS 105, 390, and 489.
- The assessment tool was piloted in HDFS 390 in Spring 2007.

2. Assessment Methods and Procedures:

Students enrolled in HDFS 390: Professional Development in Human Development and Family Studies, Spring 2007 were the primary sample. HDFS 390 uses a human development and family life perspective to focus on professional development, ethics, and policy issues. We recommend that students take this course the semester prior to their internship, HDFS 489. A total of 41 (89% response rate) students completed the assessment instrument. In addition, 3 students from HDFS 489 completed the survey for a total of 44 students. Jean Gerard distributed the survey instruments during HDFS 390 class time and electronically to HDFS 489 students.

Method

A two-part, assessment survey was developed to address select HDFS learning outcomes. The first part was a six-item survey of beliefs and actions. Each item consisted of several sub-items in which students ranked on a 5-point likert scale the extent to which they agree/disagree with the statement. Appendix A includes a table identifying the survey questions and associated HDFS learning outcomes.

The second part of the assessment survey was an eight-item measure (with several sub-items). These questions focused more specifically on the HDFS curriculum which was recently revised to become aligned with National Council on Family Relations program accreditation.

3. Inferences from Assessments:

Select descriptive results can be found in Appendix B with full results in Appendix C. Some finding highlights related to specific learning outcomes are discussed below. The rating average is reported for the specific items based on 4.0 Likert Scale – with 0 being not at all to 4 being very much agree.

Learning Outcome 3:

Articulate and demonstrate professional ethics and conduct during field experiences and required course work.

Students agreed very much (3.52/4.0 scale) that they developed a personal code of values and ethics as a result of knowledge gained in HDFS courses. Professional ethics is one of the ten content areas for program accreditation by the National Council on Family Relations. The revised curriculum includes a course, HDFS 390 focusing on ethics and several other courses (HDFS 430: Family Life Education) incorporate ethics into the content. Continuation of the HDFS 390 course content and incorporation of professional ethics in the other courses will continue.

Learning Outcome 4:

Recognize multiple aspects of diversity of individuals and families, cultures, and communities.

Students indicated (3.43/4.0 scale) that the HDFS curriculum contributed to their understanding people of different backgrounds. Students found that their experience in the HDFS major included their own or other perspectives during class discussions and in writing assignments (3.20/4.0 scale). In terms of applying this knowledge and perspectives, some HDFS majors (2.41/4.0 scale) had serious conversations with students of a different race or ethnicity and (2.73/4.0 scale) some had serious conversations with students with different religious beliefs, political beliefs, or personal values than their own.

Students reported on average that helping to promote racial understanding (2.98/4.0 scale) and improving their understanding of other countries and cultures (2.84/4.0 scale) was some to quite a bit important to them. Translating this belief to action, students on average socialized quite a bit to very much (3.44/4.0

scale) with someone from another racial/ethnic group and discussed religion with someone having different religious views (2.84/4.0 scale).

Currently, the HDFS curriculum has two courses specifically focusing on diversity – HDFS 107: Black Families in America and HDFS 408: Family Diversity. Both courses are also BG Perspective courses fulfilling the cultural diversity designation. In addition, per NCFR program accreditation, the concept of diversity is embedded throughout the HDFS curriculum. These efforts will be continued.

Learning Outcome 5:

Interpret the impact of public and private policies at multiple system levels (agency, local, state, federal) on individuals and families and the professionals that serve individuals and families.

Overall, students indicated that influencing public policy that affects individuals and families (2.90/4.0 scale) and participating in a community action program (3.02/4.0 scale) was important to them. Students reported that on average they somewhat to quite a bit discussed politics (2.30/4.0 scale). However, students reported very little to some engagement in activities to change individual or family public policy (1.77/4.0 scale).

The revised, NCFR approved curriculum includes a course, HDFS 410: Child and Family Policy. There is a possibility of integrating a course assignment focusing on writing a policy brief on a child and family topic. This policy brief could possibly be considered for web publication by the Institute for Child and Family Policy at BGSU which is housed in the School of Family and Consumer Sciences. The integration of such an assignment may increase students' sense of engagement with public policy.

Learning Outcome 6:

Demonstrate critical and reflective thinking and analytic abilities through oral and written communication and management skills.

During the past two years, HDFS students reported collaborating with other students on assignments (3.68/4.0 scale) and working with others on research projects (3.30/4.0 scale). The HDFS curriculum incorporates collaborative pedagogies as a means for students to critically and reflectively analyze their responses verbally to other group members as well as through written assignments. With fairly large class sizes (average class size is 46) the use of collaborative group work is a strategy faculty use. Many students felt that only some to quite a bit of this collaborative work contributed to their professional development (2.16 – 2.93/4.0 scale).

Despite not feeling that collaborative work contributed to them professionally and personally, students responded that the knowledge gained in HDFS courses improved their ability to work effectively with others (3.48/4.0 scale), learn effectively on their own (3.45/4.0 scale), and understand themselves (3.57/4.0 scale).

In their experience as an HDFS major, some to quite a bit of students (2.95/4.0 scale) discussed ideas from their readings with family members, friends, or others outside of class. The lowest ratings were HDFS student experiences discussing ideas from readings and classes with faculty members outside of class (1.80/4.0 scale) and working with faculty members on activities other than coursework (1.25/4.0 scale). These low ratings support the need to strengthen faculty-student interaction and support BGSU's initiatives for smaller class sizes (N=25) in values and critical thinking courses.

4. Actions Taken/Program Improvements:

The assessment results were completed after the completion of the 2006-07 academic year, so HDFS faculty have not had the opportunity to formally discuss the results. HDFS Faculty will discuss the assessment results at the beginning of the 2007-08 academic year. Similar to this past academic year, specific goals/actions will be set for program improvements and continued assessment activities.

Some possible action steps that have emerged related to assessment are listed as follows:

- Finalize the assessment survey (e.g., items, correspond items to learning outcomes) and the process to administer the survey.
- Add an ethical behavior component (learning outcome 3) to the survey.
- Few students in the internship course returned surveys (3 out of 27). There is some consideration about incorporating the survey as a required assignment to ensure a sufficient sample of students who are actually exiting the program.

Some possible action steps that have emerged related to program/curricular changes are as follows:

- Determine alignment between the learning outcomes and curriculum. Specifically, identify primary learning outcomes associated with each course and strategies to embed assessment into the courses.
- Consider modifying existing objectives to include community engagement. Several items on assessment survey related to engagement and various HDFS courses integrate engagement elements through family interviews, case studies, field experiences, etc.
- Strengthening the assessment of learning outcome 6 to possibly incorporate examples of written and oral communication that demonstrate critical and reflective thinking and analytic abilities. As the faculty continue to examine the curriculum alignment, an course embedded assessment will be explored.

Part I: SURVEY OF BELIEFS AND ACTIONS (N = 44)

1. How important is each of the following to you?

	ITEM MEANS ON LEFT; FREQUENCY % ON RIGHT	Not at all 0	Very little 1	Some 2	Quite a bit 3	Very much 4
a.	Influencing public policy affecting individuals and families 2.90			31.8	45.5	22.7
b.	Influencing social values 3.20			13.6	52.3	34.1
c.	Raising a family 3.57		2.3	13.6	9.1	75.0
d.	Becoming involved in programs to improve the lives of individuals and families 3.64			4.5	27.3	68.2
e.	Participating in a community action program 3.02		2.3	18.2	54.5	25.0
f.	Helping to promote racial understanding 2.98		4.5	15.9	56.8	22.7
g.	Becoming a community leader 2.77		9.1	27.3	40.9	22.7
i.	Improving my understanding of other countries and cultures 2.84	2.3	4.5	25.0	43.2	25.0
j.	Other: knowledge of human development and family theory (n=1)					2.3

2. Did you engage in any of the following activities over the past two years?

		Not at all 0	Very little 1	Some 2	Quite a bit 3	Very much 4
a.	Engaged in activities to change indiv./family policy 1.77	20.5	22.7	27.3	18.2	11.4
b.	Performed volunteer work 2.77		6.8	31.8	38.6	22.7
c.	Discussed politics 2.30	4.5	20.5	31.8	27.3	15.9
d.	Voted in a school election 1.39	40.9	11.4	27.3	9.1	11.4
e.	Voted in a local, state, or national political election 2.25	22.7	4.5	27.3	15.9	29.5
f.	Socialized with someone of another racial/ethnic group 3.44		4.5	6.8	27.3	59.1
g.	Discussed religion with someone having different religious views from your own 2.84	2.3	9.1	31.8	15.9	40.9
h.	Performed community service that was not part of a course or lab 2.20	11.4	15.9	31.8	22.7	18.2
i.	Helped someone in need 3.23			20.5	36.4	43.2

j.	Other:					
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3. *To what extent did you collaborate with others during the past two years?*

		Not at all 0	Very little 1	Some 2	Quite a bit 3	Very much 4
a.	Participated in a student club or organization 2.23	20.5	18.2	15.9	9.1	36.4
b.	Collaborated with other students on assignments 3.68				31.8	68.2
c.	Participated in service projects assigned as part of a course 2.40	13.6	18.2	18.2	11.4	36.4
d.	Worked with others to achieve a community goal: ex., supporting Cocoon 1.93	13.6	22.7	31.8	20.5	11.4
e.	Worked with others on a research project 3.30	2.3		11.4	38.6	47.7
f.	Other:					

4. *To what extent did any of the above collaborative experiences contribute to your personal and professional development?*

		Not at all 0	Very little 1	Some 2	Quite a bit 3	Very much 4
a.	Participation in a student club or organization 2.16	25.0	11.4	18.2	13.6	31.8
b.	Collaboration with other students on coursework 3.34		2.3	13.6	31.8	52.3
c.	Participation in service projects assigned as part of course 2.35	9.1	13.6	34.1	15.9	25.0
d.	Working with others to achieve a community goal (e.g., supporting Cocoon Shelter) 2.02	11.4	25.0	29.5	18.2	15.9
e.	Working with others on a research project 2.93	2.3	6.8	22.7	31.8	36.4
f.	Other:					

5. In your opinion, to what extent did knowledge gained in HDFS courses improve your ability to

		Not at all 0	Very little 1	Some 2	Quite a bit 3	Very much 4
a.	Work effectively with others 3.48			9.1	34.1	56.8
b.	Learn effectively on your own 3.45			9.1	36.4	54.5
c.	Understand yourself 3.57			4.5	34.1	61.4
d.	Understand people with different backgrounds 3.43			13.6	29.5	56.8
e.	Develop a personal code of values and ethics 3.52			11.4	25.0	63.6
f.	Contribute to the welfare of your community 3.25		2.3	15.9	36.4	45.5

6. In your experience as an HDFS major, how often have you

		Not at all 0	Very little 1	Some 2	Quite a bit 3	Very much 4
a.	Included perspectives different from your own in class discussions or writing assignments 3.20		4.5	6.8	52.3	36.4
b.	Participated in a community-based project as part of a regular course 1.66	15.9	27.3	36.4	15.9	4.5
c.	Discussed ideas from your readings or classes with faculty members outside of class 1.80	11.4	25.0	40.9	18.2	4.5
d.	Worked with faculty members on activities other than coursework 1.25	31.8	34.1	20.5	4.5	9.1
e.	Discussed ideas from your readings with family members, friends, or others outside of class 2.95		11.4	18.2	34.1	36.4
f.	Had serious conversations with students of a different race or ethnicity than your own 2.41		27.3	27.3	22.7	22.7
g.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values 2.73		13.6	31.8	22.7	31.8
h.	Other					

Part II: HDFS Program Evaluation

Q1. Which of the following best describes your post-graduation plans?

___ Job related to your major	50.0
___ Job not related to your major	2.3
___ Military Service	
___ Volunteer Service (e.g., Peace Corps)	
___ Graduate Education	43.2
___ Other	4.5

Q2. Please rate how confident you are that you will find a job in your field within the first year after graduation by circling the number that corresponds to your view.

___ 1 Not at all confident	
___ 2 Somewhat confident	29.5
___ 3 Confident	29.5
___ 4 Very confident	34.1
___ 5 Not Applicable	6.8

Q3. What do you expect your annual salary to be in your first year after graduation?

___ At the LOWER level of college grads' salaries	34.1
___ At the LOWER MIDDLE level of college grads' salaries	52.3
___ At the UPPER MIDDLE level of college grads' salaries	11.4
___ At the HIGHER level of college grads' salaries	

Q4. How would you rate each of the following elements as they relate to your overall program in Human Development and Family Studies at BGSU?

		Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Availability of classes	2.75	4.5	25.0	61.4	9.1
Overall quality of instruction	3.39		2.3	56.8	40.9
Usefulness of texts and course materials	2.80	2.3	27.3	59.1	11.4
Access to faculty	3.5			50.0	50.0
Content and structure of the major	3.43		2.3	52.3	45.5
Quality of advising about course work	3.41		4.5	50.0	45.5
Quality of assistance provided by depart.	3.41		4.5	50.0	45.5
Opportunities for non-classroom experiences	2.95		25.0	54.5	20.5
Quality of facilities and equipment	3.02	2.3	9.1	70.5	15.9

Q5. Please indicate your agreement or disagreement with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly Agree
My major program was too difficult academically 1.70	38.6	54.5	4.5	2.3
Required courses were offered with reasonable frequency 2.77	2.3	25.0	63.6	6.8
Class sizes were appropriate 3.14		4.5	77.3	18.2
Faculty members were genuinely interested in my welfare 3.45		2.3	50.0	47.7
There were opportunities to participate in independent projects, internships, or community service 3.20		11.4	56.8	31.8
Course content reflected current trends in my field 3.30			70.5	29.5
Degree requirements were relevant to my professional goals 3.31		6.8	54.5	38.6
I would recommend the BGSU Human Development and Family Studies program to others who are interested in my field of study 3.61			38.6	61.4

Q6. Please rate the degree to which the HDFS program helped you in the following skill areas by circling the number that corresponds to your view.

<i>My experience in my major program ...</i>	1 Not at all	2	3	4 A great deal
gave me a sense of competence in my major field of study 3.20		4.5	52.3	43.2
provided the foundation for graduate study 3.39		9.1	61.4	29.5
helped me understand current issues 3.34		2.3	56.8	40.9
involved application of theoretical knowledge to practical situations 3.61		9.1	47.7	43.2
helped me understand human diversity. 3.39			38.6	61.4
helped me learn how to access information from various electronic and print sources 3.40		6.8	47.7	45.5
critical thinking skills 3.27		6.8	45.5	45.5
quantitative reasoning skills 3.39		9.1	54.5	36.4
written communication skills 3.30		6.8	47.7	45.5
oral communication skills 3.25		11.4	45.5	40.9
leadership skills 3.20		9.1	50.0	31.8

Q. 7 What was your GPA at the end of last semester (e.g. 3.1)?

M = 3.2 (SD = .52); Range = 2.18-4.00

Q. 8 To what extent do you agree or disagree with each of the following statements?

	Strongly	Agree	Disagree	Strongly
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	Agree			Disagree
a. Students in the HDFS program are treated with respect by Faculty 1.43	56.8	43.2		
b. Faculty members are willing to work with me 1.47	52.3	45.5		
c. Rapport between faculty and students in the HDFS program is good 1.49	50.0	47.7		
d. My own relationships and interactions with faculty are good 1.51	47.7	50.0		
e. There are tensions among faculty that affect students 2.59	18.2	18.2	40.9	15.9
f. Students in my program are collegial 1.67	34.1	61.4	2.3	
h. My relationships and interactions with other students in HDFS are collegial 1.56	43.2	54.5		
i. Overall, the emotional climate of the HDFS program is Positive 1.38	59.1	36.4		

Appendix B: Select Results
Part I: Survey of Beliefs and Actions
Select Survey Questions, Associated Learning Outcomes, & Results

1. How important is each of the following to you?

		Learning Outcome*	Average
a.	Influencing public policy that affects individuals and families	5.	2.90
e	Participating in a community action program	5.	3.02
f	Helping to promote racial understanding	4.	2.98
i	Improving my understanding of other countries and cultures	4.	2.84

Not at all	Very little	Some	Quite a bit	Very much
0	1	2	3	4

2. Did you engage in any of the following activities over the past two years?

		Learning Outcome*	Average
a.	Engaged in activities to change individual or family public policy	5.	1.77
b	Performed volunteer work	3.	2.77
c	Discussed politics	5.	2.30
f	Socialized with someone of another racial/ethnic group	4.	3.44
g	Discussed religion with someone having different religious views from your own	4.	2.84

Not at all	Very little	Some	Quite a bit	Very much
0	1	2	3	4

**Learning Outcomes:*

3. Articulate and demonstrate professional ethics and conduct during field experiences and required course work.
4. Recognize multiple aspects of diversity of individuals and families, cultures, and communities
5. Interpret the impact of public and private policies at multiple system levels (agency, local, state, federal) on individuals and families and the professionals that serve individuals and families.
6. Demonstrate critical and reflective thinking and analytic abilities through oral and written communication and management skills.

3. To what extent did you collaborate with others during the past two years?

		Learning	Average

		Outcome*	
b	Collaborated with other students on assignments	6.	3.68
c	Participated in service projects assigned as part of a course	3.	2.40
e.	Worked with others on a research project	6.	3.30

Not at all	Very little	Some	Quite a bit	Very much
0	1	2	3	4

4. To what extent did any of the above collaborative experiences contribute to your personal and professional development?

		Learning Outcome*	Average
b	Collaboration with other students on coursework	6.	2.16
c	Participation in service projects assigned as part of a course	3	2.35
e	Working with others on a research project	6.	2.93

Not at all	Very little	Some	Quite a bit	Very much
0	1	2	3	4

**Learning Outcomes:*

3. Articulate and demonstrate professional ethics and conduct during field experiences and required course work.
4. Recognize multiple aspects of diversity of individuals and families, cultures, and communities
5. Interpret the impact of public and private policies at multiple system levels (agency, local, state, federal) on individuals and families and the professionals that serve individuals and families.
6. Demonstrate critical and reflective thinking and analytic abilities through oral and written communication and management skills.

5. In your opinion, to what extent did knowledge gained in HDFS courses improve your ability to

		Learning Outcome*	Average
a.	Work effectively with others	6.	3.48
b	Learn effectively on your own	6.	3.45
c	Understand yourself	6.	3.57
d	Understand people with different backgrounds	4.	3.43
e	Develop a personal code of values and ethics	3.	3.52

Not at all	Very little	Some	Quite a bit	Very much
0	1	2	3	4

6. In your experience as an HDFS major, how often have you

		Learning Outcome*	Average
a.	Included perspectives different from your own in class discussions or writing assignments	4.	3.20
c	Discussed ideas from your readings or classes with faculty members outside of class	6.	1.80
d	Worked with faculty members on activities other than coursework	6.	1.25
e	Discussed ideas from your readings with family members, friends, or others outside of class	6.	2.95
f	Had serious conversations with students of a different race or ethnicity than your own	4.	2.41
g	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	4.	2.73

Not at all	Very little	Some	Quite a bit	Very much
0	1	2	3	4

**Learning Outcomes:*

3. Articulate and demonstrate professional ethics and conduct during field experiences and required course work.
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