Degree Program Assessment Plan

Degree Program - HS - Human Development & Family Studies (BS)

CIP Code: 19.0701.00
Degree Program Coordinator: Mitzi Ziegner
Degree Program Coordinator Email: mitzi.ziegner@ttu.edu
Degree Program Coordinator Phone: 834-4019
Degree Program Coordinator Mail Stop: 1230
Program Purpose Statement: The College of Human Sciences provides multidisciplinary education, research, and service focused on individuals, families, and their environments for the purpose of improving and enhancing the human condition.

Student Learning Outcome: Cultural and Structural Diversity
Students will demonstrate a comprehension of the cultural and structural diversity in family forms/dynamics.

Outcome Status: Active
Outcome Type: Student Learning
Start Date: 08/24/2006

Assessment Methods

Capstone Assignment/Project - The evaluation of students' performance on an assignment to interview someone from a different culture, required in HDFS 3350 Development in Cross Cultural Perspective. (Active)

Criterion: The criterion for proficiency on the interview assignment is attainment of at least a B (or 80% of possible points). In the aggregate, our goal is to have at least 80% of students attain proficiency.
Schedule: Common-assignment results are obtained at the end of every Fall and Spring semester.
Related Documents: Assignments & rubrics for HDFS 3350

Survey - Student - For 2016-17, our second form of assessment will involve surveying senior undergraduates via Personal Response Systems (clickers) and/or focus groups, on the extent they feel they acquired the skills set forth in our ELO and related topics. An initial attempt at a survey session in Spring 2016, recruiting HDFS students via TechAnnounce and using Poll Everywhere technology, produced a small sample size (a report on this assessment appears in our attached documents in TracDat). We aim to improve both the participation rate and the depth of the assessment. One option we are considering is administering our survey assessment in courses that have many seniors. (Active)

Criterion: On the survey items, our criterion is that 80% of students answer "agree" or "strongly agree" that they have acquired a given skill.
Schedule: Our department has a committee devoted specifically to undergraduate curriculum assessment and it will work on refining our second assessment method, with anticipated administration of the survey assessment in Spring 2017.

Student Learning Outcome: Understanding of Major Theories
Students will demonstrate an understanding of major theories of human development and family studies.

Outcome Status: Active
Outcome Type: Student Learning
Degree Program - HS - Human Development & Family Studies (BS)

Start Date: 08/24/2006

Assessment Methods

Capstone Assignment/Project - Project in HDFS 3301 designed specifically for this assessment, in which students apply theory-related concepts to family and human-development scenarios (which in some sections have come from media depictions). (Active)

Criterion: The criterion for proficiency on the theories writing assignment is attainment of at least a B (or 80% of possible points). In the aggregate, our goal is to have at least 80% of students attain proficiency.

Schedule: Common-assignment results are obtained at the end of every Fall and Spring semester.

Related Documents:
Assignments & rubrics for HDFS 3301

Survey - Student - For 2016-17, our second form of assessment will involve surveying senior undergraduates via Personal Response Systems (clickers) and/or focus groups, on the extent they feel they acquired the skills set forth in our ELO and related topics. An initial attempt at a survey session in Spring 2016, recruiting HDFS students via TechAnnounce and using Poll Everywhere technology, produced a small sample size (a report on this assessment appears in our attached documents in TracDat). We aim to improve both the participation rate and the depth of the assessment. One option we are considering is administering our survey assessment in courses that have many seniors. (Active)

Criterion: On the survey items, our criterion is that 80% of students answer "agree" or "strongly agree" that they have acquired a given skill.

Schedule: Our department has a committee devoted specifically to undergraduate curriculum assessment and it will work on refining our second assessment method, with anticipated administration of the survey assessment in Spring 2017.

Student Learning Outcome: Research Methodology

Students will demonstrate a comprehension of research methods utilized in human development and family studies.

Outcome Status: Active
Outcome Type: Student Learning
Start Date: 05/31/2006

Assessment Methods

Capstone Assignment/Project - Evaluation of research critique paper or research project in HDFS 3390. (Active)

Criterion: The criterion for proficiency on the research critique/project assignment is attainment of at least a B (or 80% of possible points). In the aggregate, our goal is to have at least 80% of students attain proficiency.

Schedule: Common-assignment results are obtained at the end of every Fall and Spring semester.

Related Documents:
Assignments & rubrics for HDFS 3390

Survey - Student - For 2016-17, our second form of assessment will involve surveying senior undergraduates via Personal Response Systems (clickers) and/or focus groups, on the extent they feel they acquired the skills set forth in our ELO and related topics. An initial attempt at a survey session in Spring 2016, recruiting HDFS students via TechAnnounce and using Poll Everywhere technology, produced a small sample size (a report on this assessment appears in our attached documents in TracDat). We aim to improve both the participation rate and the depth of the assessment. One option we are considering is administering our survey assessment in courses that have many seniors. (Active)

Criterion: On the survey items, our criterion is that 80% of students answer "agree" or "strongly agree" that they have acquired a given skill.
Degree Program - HS - Human Development & Family Studies (BS)

**Schedule:** Our department has a committee devoted specifically to undergraduate curriculum assessment and it will work on refining our second assessment method, with anticipated administration of the survey assessment in Spring 2017.

---

**Student Learning Outcome: Development Processes and Outcomes**

Students will demonstrate a comprehension of development processes and outcomes across the lifespan.

**Outcome Status:** Active

**Outcome Type:** Student Learning

**Start Date:** 07/01/2006

**Assessment Methods**

- **Capstone Assignment/Project** - Writing assignment from HDFS 2303 Lifespan Development. Paper based on interview of someone from a different part of the lifespan than student; or in-class writing assignment.

  (Active)

- **Criterion:** The criterion for proficiency on the lifespan writing assignment is attainment of at least a B (or 80% of possible points). In the aggregate, our goal is to have at least 80% of students attain proficiency.

  **Schedule:** Common-assignment results are obtained at the end of every Fall and Spring semester.

**Related Documents:**

Assignments & rubrics for HDFS 2303

---

- **Survey - Student** - For 2016-17, our second form of assessment will involve surveying senior undergraduates via Personal Response Systems (clickers) and/or focus groups, on the extent they feel they acquired the skills set forth in our ELO and related topics. An initial attempt at a survey session in Spring 2016, recruiting HDFS students via TechAnnounce and using Poll Everywhere technology, produced a small sample size (a report on this assessment appears in our attached documents in TracDat). We aim to improve both the participation rate and the depth of the assessment. One option we are considering is administering our survey assessment in courses that have many seniors. (Active)

- **Criterion:** On the survey items, our criterion is that 80% of students answer "agree" or "strongly agree" that they have acquired a given skill.

  **Schedule:** Our department has a committee devoted specifically to undergraduate curriculum assessment and it will work on refining our second assessment method, with anticipated administration of the survey assessment in Spring 2017.