



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2024 - 2025

CAS - Human Relations (BA)

General Information

Program Mission/Description

We are a multi-disciplinary field of study and professional practice combining theoretical perspectives from the social sciences and humanities, organizational studies, the world of work and service, and from multicultural studies. The BA degree prepare students to meet the challenge of working in an increasingly diverse and global workplace.

College

Arts & Sciences

Department/School/Division

Department of Human Relations

Assessment Liaison

Shannon Bert, Ph.D.

CAS - Human Relations (BA)

Knowledge of Human Relations Principles

Student Learning Outcome (SLO)

Graduates with a Bachelors of Arts in Human Relations should be able to demonstrate knowledge of the philosophical foundations which form the basis for an interdisciplinary approach to human services education. Emphasis is placed on understanding individual, group, and organizational behaviors.

Outcome Status

Active

Direct - Annual Performance Report by Faculty/Adviser

Assessment Method Description

Document the rates of students pursuing a minor in Human Relations.

Performance Target

The number of students obtaining a minor in Human Relations increases as students are more informed of their availability and utility.

2024 - 2025

Assessment Results Entry Date

09/22/2025

Assessment Results

Student data obtained from OU Institutional Research was utilized to determine the frequency by which students have taken advantage of the opportunity to receive a minor in Human Relations during the 2024-2025 academic year. In Fall 2024, 12 students received the HR minor; 22 students in Spring 2025; and 6 students in Summer 2025.

Results Status

Target Met

Number of Students Assessed

40

USE OF ASSESSMENT RESULTS

Overall Program Effectiveness

Despite a smaller pool of students enrolled in HR courses, we are encouraged by the current enrollment figures and the number of minors awarded to date. To further support growth, we will continue promoting the value of a Human Relations minor at major/minor fairs across the University and within HR courses that attract a high number of non-majors. The department will also maintain ongoing tracking of minor declarations to monitor trends and inform future outreach efforts.

Other

To support increased student enrollment, a general elective course was introduced for the first time in Spring 2025. Additional recruitment efforts have included sending departmental representatives to campus career and job fairs, collaborating with various student organizations to host events within the OU community, and building strategic partnerships with the Division of Access and Opportunity and Latinos Without Borders.

Indirect - Student Survey

Assessment Method Description

2025 Alumni Survey. HR graduates from the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025) with a Bachelors were invited, via email, to take part in an on-line survey. A total of 22 responses were received.

Performance Target

Seventy-five percent of graduates surveyed will report the HR degree improved their understanding of personal/interpersonal issues (Question #24).

2024 - 2025

Assessment Results Entry Date

CAS - Human Relations (BA)

09/22/2025

Assessment Results

Question #24 - The Human Relations degree has helped you better understand personal/interpersonal issues (n=22). Seventy-three percent (n=16) reported "Strongly Agree," 23% (n=5) reported "Agree," and the remaining 5% (n=1) reported "Neither Agree nor Disagree."

Results Status

Target Met

Number of Students Assessed

22

USE OF ASSESSMENT RESULTS

Methods of Assessment

Based on student feedback from AY 2024–2025, 96% (n=21) of respondents either Strongly Agreed or Agreed that the Human Relations degree helped them better understand personal and interpersonal issues. This outcome aligns directly with program learning objectives related to self-awareness, communication, and relational competence. It is recommended that the department integrate direct measures of interpersonal skill development (e.g., role plays, peer evaluations, self-assessments) to complement indirect survey data and strengthen outcome triangulation.

Direct - Examination

Assessment Method Description

HR 3013: Introduction to Human Relations - Course Exam. At the end of the course, students complete a 50-item test consisting of multiple-choice, true-false, and short response questions examining knowledge of Human Relations' concepts and principles.

Performance Target

Eighty percent of students receiving passing grades of 70% or higher on the Course Exam.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

Three sections of HR 3013 were taught Fall 2024 (n=110) by two core faculty members and an adjunct instructor. Approximately 72% (n=79) of students received an "A," 15% (n=16) received a "B," 10% (n=11) received a "C," 2% (n=3) received a "D," and 1% (n=1) received an "F" on the Course exam.

During Spring 2025, two core faculty members and an adjunct instructor taught 3 sections of HR 3013 that included a total of 135 students. Forty-four percent (n=44) of students received an "A," 32% (n=43) received a "B," 15% (n=20) received a "C," 3% (n=4) received a "D," and the remaining 6% (n=8) received an "F." For the 2024-2025 academic year approximately 93% (n=229) of students received a score of "C" or higher on the Course Exam.

Results Status

Target Met

Number of Students Assessed

245

USE OF ASSESSMENT RESULTS

Curriculum

While overall performance in HR 3013 remains strong with 93% of students earning a "C" or higher across the 2024–2025 academic year, the notable decline in "A" grades from Fall to Spring suggests a need to examine instructional consistency and assessment alignment across sections and semesters. It is recommended that the department conducts a faculty calibration session to review exam content, grading practices, and instructional pacing.

Methods of Assessment

Assessment Process/Procedures

CAS - Human Relations (BA)

It is recommended that faculty teaching HR 3013 embed formative assessments to identify and support students who may be trending toward lower performance earlier in the term.

Other

There is a need to review course materials and delivery methods to ensure clarity and accessibility, particularly in Spring sections where "D" and "F" rates increased.

Direct - Course Embedded Assessment

Assessment Method Description

HR 3003: Human Relations Theory - Discussion Facilitation. Students take responsibility to carefully read and present the week's readings, initiate group conversation through pointed questions, and offer group exercises. Discussion facilitations are evaluated on the presenter's: 1) accuracy of describing and analyzing the readings, 2) class involvement, 3) creativity and effort, and 4) complexity of thought. Students are encouraged to meet with the instructor to prepare for leading their discussion.

Performance Target

Eighty percent of students will receive a passing grade of 70% or higher on the assignment.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

In Fall 2024 a core faculty member taught 1 section of HR 3003 (n=5). Eighty percent (n=4) of students received an "A," and the remaining 20% (n=1) received a "C" on the assignment. In Spring 2025 a core faculty member taught 1 section of HR 3003 (n=9). Seventy-seven percent (n=7) of students received an "A," and the remaining 22% (n=2) received an "F" on the assignment.

Results Status

Target Met

Number of Students Assessed

14

USE OF ASSESSMENT RESULTS

Curriculum

The target for this assignment was met, with approximately 86% of students earning a passing score of 70% or higher. To continue fostering strong outcomes, faculty are encouraged to create opportunities for students to demonstrate their understanding of Human Relations principles through interactive discussions with peers and colleagues. These conversations can deepen comprehension, promote practical application, and reinforce key concepts in meaningful, real-world contexts.

Direct - Course Embedded Assessment

Assessment Method Description

HR 4013: The Process of Social Change - Book Reaction Paper. Students must complete a written review of "Thirst: A Story of Redemption, Compassion, and a Mission to Bring Clean Water to the World" which provides a real-world example of a social change project, including flaws, successes, and controversy. This assignment allows students an opportunity to analyze a specific social change project in order to deepen their understanding of how social change comes about.

Performance Target

Eighty percent of students will receive a passing grade of 70% or higher on the assignment.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

CAS - Human Relations (BA)

During Fall 2024, a core faculty member and an adjunct taught 6 sections of HR 4013: Social Change Process with a total enrollment of 33 students. Approximately 58% (n=19) of students received an "A," 15% (n=5) received a "B," 18% (n=6) received a "C," and the remaining 9% (n=3) received an "F" on the Book Reaction Paper. During Spring 2025 a core faculty member and adjunct taught 2 sections of HR 4013 (n=24). Approximately 80% (n=19) of students received an "A," 4% (n=1) received a "B," 8% (n=2) received a "C," and the remaining 8% (n=2) received an "F" on the assignment. In Summer 2025, a core faculty member and adjunct instructor taught 2 sections of HR 4013 (n=38). Fifty-five percent (n=21) of students received an "A," 26% (n=10) received a "B," and the remaining 19% (n=7) received an "F" on the reaction paper.

In summation, approximately 87% (n=83) of students received a passing grade of "C" or higher on the Book Reaction Paper during the 2024-2025 academic year.

Results Status

Target Met

Number of Students Assessed

95

USE OF ASSESSMENT RESULTS

Curriculum

While 87% of students earned a passing grade on the Book Reaction Paper across the 2024–2025 academic year, the recurring presence of "F" grades, particularly the increase in Summer 2025, suggests a need for targeted support and clearer expectations surrounding this assignment. The data suggests a need to clarify assignment criteria and grading rubrics to ensure consistency across instructors and semesters.

Assessment Process/Procedures

It is recommended that faculty teaching this course embed early checkpoints (e.g., topic proposals or draft submissions) to identify struggling students and provide timely feedback.

Other

Data suggests a need to facilitate faculty collaboration to align instructional approaches and ensure shared understanding of assignment rigor and expectations.

Direct - Examination

Assessment Method Description

HR 3003: Human Relations Theory Final Exam: Comprehensive exam that measures students' knowledge of fundamental principles of key theoretical orientations that are the foundation of human relations practice.

Performance Target

Eighty percent of students will receive a passing grade of 70% or higher on the exam.

2024 - 2025

Assessment Results Entry Date

09/22/2025

Assessment Results

During Fall 2024, a core faculty member taught 1 section of HR 3003: Human Relations Theory that included a total of 5 students. Twenty percent (n=1) of students received an "A," 40% (n=2) received a "B," and the remaining 40% (n=2) received a "C" on the comprehensive exam. In Spring 2025, that same core faculty member taught 1 section of HR 3003: Human Relations Theory that included a total of 9 students. Sixty-seven percent (n=6) of students received an "A," 11% (n=1) received a "C," 11% (n=1) received a "D," and the remaining 11% (n=1) received an "F" on the comprehensive final exam.

Results Status

Target Met

Number of Students Assessed

14

USE OF ASSESSMENT RESULTS

Curriculum

To support more consistent student performance across semesters, it is recommended that HR 3003: Human Relations Theory incorporate targeted academic support strategies, particularly for students at risk of underperforming. While the Spring 2025 section showed a notable increase in "A" grades, the presence of "D" and "F" outcomes suggests a need for early intervention.

CAS - Human Relations (BA)

Methods of Assessment

Embedding formative assessments, offering optional review sessions, and providing clearer scaffolding of key concepts may help ensure that all students (regardless of class size) are adequately prepared for the comprehensive exam.

Direct - Course Embedded Assessment

Assessment Method Description

HR 3043: Interpersonal Skills & Group Dynamics - Teaching Time Assignment. Students select a teaching topic to create and facilitate an interactive PowerPoint lesson to extend learning in the course.

Performance Target

Eighty percent of students receiving passing grades of 70% or higher on the Course Exam.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

One section of HR 3043 was taught Fall 2024 (n=27) by a core faculty member. Fifty-six percent (n=15) of students received an "A," 37% (n=10) received a "B," and 7% (n=2) received a "C" on the teaching assignment.

During Spring 2025, a core faculty member taught 2 sections of HR 3043 that included a total of 40 students. Approximately 48% (n=19) of students received an "A," 45% (n=18) received a "B," 5% (n=2) received a "C," and the remaining 2% (n=1) received a "D." For the 2024-2025 academic year approximately 99% (n=66) of students received a score of "C" or higher demonstrating their knowledge and understanding of interpersonal skills and group dynamics.

Results Status

Target Met

Number of Students Assessed

67

USE OF ASSESSMENT RESULTS

Assessment Process/Procedures

Across both semesters, 99% (n=66) of students earned a grade of "C" or higher, demonstrating proficiency in core Human Relations competencies, including interpersonal communication, collaboration, and instructional delivery. Performance on the teaching assignment reflects strong alignment between course objectives and student outcomes. To sustain this success and support continuous improvement, it is recommended that faculty continue to provide structured guidance, clear rubrics, and opportunities for peer feedback.

Knowledge of Diversity Issues

Student Learning Outcome (SLO)

Graduates with a Bachelors of Arts in Human Relations should effectively demonstrate the ability to work for the provision of equal opportunities for minority groups and women, and to seek solutions to other community, state, regional, national, and international problems.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

CAS - Human Relations (BA)

HR 3013: Introduction to Human Relations - Understanding Diversity Issues. There are seven major assignments, each focused on a specific issue of systemic inequity foundational to the study and work of Human Relations. The first focuses on Racism, the second is Sexism, the third is Homophobia, the fourth is Xenophobia, the fifth is Ableism, and the sixth is Ageism, and the seventh is Classism. Each assignment requires students to research the issue and understand the nature, history, and current reality of the issue in society. They are to understand key terms and major events that have impacted the promotion or deduction of the issue.

Performance Target

Eighty percent of students assessed will receive a passing grade of 70% or higher for each of the Understanding Diversity Issues assignments.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

During AY 2024-2025 an adjunct professor taught 2 sections of HR 3013: Introduction to Human Relations (n=46). On the Racism assignment, 93% (n=43) received a grade of "A," and the remaining 7% (n=3) received a "B." On the Sexism assignment, 92% (n=42) received a grade of "A," 4% (n=2) received a "B," and 4% (n=2) received an "F." On the Homophobia assignment, 96% (n=44) received a grade of "A," 2% (n=1) received a "B," and 2% (n=6) received an "F." On the Xenophobia assignment, 89% (n=41) received a grade of "A," 9% (n=4) received a "B," and 2% (n=1) received a "C." On the Ableism assignment, 96% (n=44) received a grade of "A," 2% (n=1) received a "B," and 2% (n=1) received a "C." On the Ageism assignment, 96% (n=44) received a grade of "A," 2% (n=9) received a "B," and 2% (n=1) received an "F." On the Classism assignment, 96% (n=44) received a grade of "A," 2% (n=1) received a "B," and 2% (n=1) received an "F."

For the 2024-2025 academic year, approximately 97% of students earned a grade of "C" or higher across the seven assignments. This reflects strong overall performance, with only a small proportion of students falling below the passing threshold.

Results Status

Target Met

Number of Students Assessed

46

USE OF ASSESSMENT RESULTS

Curriculum

Student performance across the seven assignments in AY 2024–2025 reflects strong mastery of core Human Relations topics, with the majority earning "A" grades. However, the presence of multiple "F" grades, particularly on the Sexism, Homophobia, Ageism, and Classism assignments, indicates that a small subset of students may benefit from additional instructional support and clearer scaffolding.

Methods of Assessment

It is recommended that faculty who teach this course embed early formative checkpoints for each topic (e.g., discussion posts, reflection prompts, or mini-quizzes) to gauge comprehension before the summative assignment is due.

Indirect - Student Survey

Assessment Method Description

2025 Alumni Survey. HR graduates from the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025) with a Bachelors were invited, via email, to take part in an on-line survey. A total of 22 responses were received.

Performance Target

Seventy-five percent of graduates surveyed will report that the HR program helped them better understand the value of diversity (Question #21).

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

CAS - Human Relations (BA)

Question #21 - The Human Relations program has helped you better understand the value of diversity (n=22). Sixty-eight percent (n=15) reported "Strongly Agree," 23% (n=5) reported "Agree," and 9% (n=2) reported "Neither Agree nor Disagree."

Results Status

Target Met

Number of Students Assessed

22

USE OF ASSESSMENT RESULTS

Curriculum

Given that 91% of respondents affirmed the Human Relations program enhanced their understanding of diversity, this is a clear strength worth celebrating and strategically reinforcing. However, in light of recent executive orders that call for the elimination of federally supported DEI programs and increased scrutiny of identity-based initiatives, it's essential that course and program recommendations both build on these positive outcomes and remain aligned with current compliance expectations. One recommendation will be to reframe diversity content through universal learning outcomes such as empathy, collaboration, and ethical decision-making; emphasizing skills applicable to all students regardless of background.

Another suggestion will be to embed diversity topics within broader themes like conflict resolution, team effectiveness, and cultural communication to maintain relevance while reducing compliance risk.

Methods of Assessment

The department should document student learning through skill-based assessments (e.g., scenario analysis, group facilitation plans) that demonstrate understanding of diversity without relying on identity-based narratives.

Other

The department recently met with Dr. Hyppolite to discuss ways our courses can remain aligned with current compliance expectations. It is imperative that all faculty check to make sure they are providing a neutral learning outcome such as "Demonstrates the ability to work effectively across diverse perspectives" that can be assessed without referencing protected characteristics.

The department will continue to seek out faculty development sessions on inclusive pedagogy and legal compliance, including how to foster respectful dialogue and avoid preferential treatment.

Indirect - Student Survey

Assessment Method Description

2025 Alumni Survey. HR graduates from the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025) with a Bachelors were invited, via email, to take part in an on-line survey. A total of 22 responses were received.

Performance Target

Seventy-five percent of graduates surveyed will report that the interdisciplinary focus in HR helped them to see social issues from many different perspectives (Question #25).

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

Question #25 - The interdisciplinary focus in Human Relations helped you to see social issues from many different perspectives (n=22). Seventy-three percent (n=15) reported "Strongly Agree," and 18% (n=4) reported "Agree," and the remaining 9% (n=2) reported "Neither Agree nor Disagree."

Results Status

Target Met

Number of Students Assessed

22

USE OF ASSESSMENT RESULTS

Overall Program Effectiveness

CAS - Human Relations (BA)

Based on survey data, 91% of respondents (n=19) either "Strongly Agree" or "Agree" that the interdisciplinary focus in Human Relations helped them see social issues from many different perspectives. To build on this strength and reinforce interdisciplinary integration, the department is considering creating a student-led symposium or digital portfolio platform where learners present projects that highlight interdisciplinary thinking.

Application of HR Principles

Student Learning Outcome (SLO)

Graduates with a Bachelors of Arts in Human Relations should be able to apply HR principles to real-life situations regarding their role as human relations practitioners in the areas of economic, technological and social development.

Outcome Status

Active

Direct - Annual Performance Report by Faculty/Adviser

Assessment Method Description

The HR undergraduate Capstone course, HR: 4513: Service Learning, brings together all of the knowledge and skills students have developed in previous classes and offers a guided volunteer experience. Students become involved in a social change project, apply the skills they have learned, contribute to the community, and learn that they can make a difference in the world.

Performance Target

Eighty percent of students enrolled in the course will demonstrate mastery of Human Relations' concepts and principles that are reinforced through senior capstone as well as apply them within volunteer settings within the community.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

During the 2024-2025 academic year, 45 students were enrolled in HR 4513: Service Learning (Capstone). For the Fall 2024 (n=16) and Spring 2025 (n=29) semesters, all students (100%, n=45) received a passing grade for the capstone course; thus, successfully demonstrating mastery of Human Relations concepts and principles as well as the ability to apply them within real-world settings.

Results Status

Target Met

Number of Students Assessed

45

USE OF ASSESSMENT RESULTS

Curriculum

The 100% pass rate in HR 4513 during the 2024–2025 academic year reflects strong student mastery of Human Relations concepts and their application in real-world contexts. To build on this success and further enrich the capstone experience, it is recommended that reflective components that prompt students to critically evaluate their growth, challenges, and impact throughout the service-learning experience be integrated.

Methods of Assessment

The undergraduate committee is tasked with collecting post-course feedback from both students and community partners to inform continuous improvement and ensure alignment with evolving Human Relations competencies.

Overall Program Effectiveness

The department has discussed the need to expand community partnership to expose students to a broader range of social issues, populations, and organizational models.

CAS - Human Relations (BA)

Indirect - Student Survey

Assessment Method Description

2025 Alumni Survey. HR graduates from the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025) with a Bachelors were invited, via email, to take part in an on-line survey. A total of 22 responses were received.

Performance Target

Seventy-five percent of graduates surveyed will report that the HR program improved their ability to recognize social justice issues (Question #22).

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

Question #22 - The Human Relations program has helped you better recognize social justice issues (n=22). Seventy-seven percent (n=17) reported "Strongly Agree," and the remaining 23% (n=5) reported "Agree."

Results Status

Target Met

Number of Students Assessed

22

USE OF ASSESSMENT RESULTS

Curriculum

With 100% of respondents (n=22) affirming that the Human Relations program helped them better recognize social justice issues, this outcome reflects a clear alignment between curriculum design and the program's mission to foster ethical awareness, civic engagement, and critical thinking. To build on this strength while remaining responsive to evolving educational and policy landscapes, it is suggested that faculty: 1. incorporate scenario-based learning and ethical dilemmas that require students to apply Human Relations principles to real-world justice issues (e.g., housing, healthcare, education, workplace equity); 2. continue to use reflective writing and structured dialogue to help students explore their own positionality and develop empathy across diverse lived experiences; and 3. align assignments with universal values such as fairness, dignity, and human rights to ensure compliance with current executive orders while preserving the integrity of justice-focused learning.

Faculty Development

The department should facilitate faculty development workshops on inclusive pedagogy, legal compliance, and trauma-informed teaching strategies to support respectful engagement with sensitive topics.

Overall Program Effectiveness

The undergraduate committee is tasked with creating a repository of approved instructional resources (e.g., case studies, articles, multimedia) that address social justice through neutral, skill-based lenses.

Indirect - Student Survey

Assessment Method Description

2025 Alumni Survey. HR graduates from the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025) with a Bachelors were invited, via email, to take part in an on-line survey. A total of 22 responses were received.

Performance Target

Seventy-five percent of graduates surveyed will report that the HR program improved their ability to resolve conflicts (Question #23).

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

Question #23 - Your studies in Human Relations have helped you better resolve conflicts (n=22). Sixty-eight percent (n=15) reported "Strongly Agree," 23% (n=5) reported "Agree," 5% (n=1) reported "Neither Agree nor Disagree," and the remaining 5% (n=1) reported "Disagree."

Results Status

Target Met

Number of Students Assessed

CAS - Human Relations (BA)

22

USE OF ASSESSMENT RESULTS

Curriculum

With 91% of respondents (n=20) affirming that the Human Relations program helped them better resolve conflicts, this outcome reflects strong alignment with core competencies in communication, emotional intelligence, and relationship management. To build on this success and address the small percentage of neutral or negative responses, faculty teaching this course embed conflict resolution frameworks (e.g., Thomas-Kilmann, interest-based negotiation, restorative practices) across multiple courses to reinforce transferable skills.

Direct - Course Embedded Assessment

Assessment Method Description

HR 4013: The Process of Social Change - Design Strategy of Social Change Assignment. This assignment requires students to assess and analyze all they have learned through the course to design their own unique strategy of social change that can be applied in our current society presently in coordination and cooperation with the current movements and social change leaders who are already working to bring social change to their chosen topic or problem.

Performance Target

Eighty percent of students assessed will receive a passing grade of 70% or higher.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

During the 2024-2025 academic year, a core faculty member and an adjunct faculty member taught 6 sections of HR 4013: The Process of Social Change totaling 95 students. Within the Fall 2024 offering (n=33), 33% (n=11) of students received an "A," 49% (n=16) received a "B," 12% received a "C," 3% received a "D," and the remaining 3% (n=1) received an "F" on the strategy of social change assignment. Within the Spring 2025 offering (n=24), 58% (n=14) of students received an "A," and 42% (n=10) received a "B" on the assignment. In short, 100% (n=11) of students received a passing grade of "B" or better on the social change strategy assignment. Within the Summer 2025 offering (n=38), 63% (n=24) of students received an "A," 16% (n=6) received a "B," and the remaining 21% (n=8) received an "F" on the strategy of social change assignment.

Approximately 89.5% (n=85) of students received a grade of "C" or higher on the Strategy of Social Change assignment across all sections in the 2024–2025 academic year.

Results Status

Target Met

Number of Students Assessed

95

USE OF ASSESSMENT RESULTS

Curriculum

Approximately 89.5% (n=85) of students received a grade of "C" or higher on the Strategy of Social Change assignment across all sections in the 2024–2025 academic year. This suggests strong overall performance, with a small but notable group of students falling below the passing threshold. Faculty teaching this course should consider introducing a structured rubric with clear criteria for evaluating strategic thinking, application of theory, and real-world relevance.

Direct - Portfolio

Assessment Method Description

Capstone ePortfolio - Students create an ePortfolio to display their academic experiences. This ePortfolio emphasizes their service-learning project, coursework, example papers, activities, definitions of human relations and service learning, as well as their future career aspirations.

Performance Target

Eighty percent of students enrolled in the Service Learning/Capstone course will receive a grade of "C" or higher on their ePortfolio.

CAS - Human Relations (BA)

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

During the 2024-2025 academic year, 45 students were enrolled in HR 4513: Service Learning (Capstone). For the Fall 2024 (n=16) and Spring 2025 (n=29) semesters, 49% (n=22) received an "A," 47% (n=21) received a "B," and the remaining 4% (n=2) received a "C." Thus, all students (100%, n=45) received a passing grade of "C" or higher on the ePortfolio assignment.

Results Status

Target Met

Number of Students Assessed

45

USE OF ASSESSMENT RESULTS

Methods of Assessment

It is recommended that the department gather longitudinal feedback from graduates and community partners to assess how well the capstone prepares students for post-graduate work and civic engagement.

Overall Program Effectiveness

The department should develop a capstone showcase or symposium where students present highlights from their ePortfolios to faculty, peers, and community partners; reinforcing professional readiness and public speaking skills.

Indirect - Student Survey

Assessment Method Description

2025 Alumni Survey. HR graduates from the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025) with a Bachelors were invited, via email, to take part in an on-line survey. A total of 22 responses were received.

Performance Target

Seventy-five percent of graduates surveyed will report the HR program increased their ability to promote positive social change (Question #28).

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

Question #28 - The Human Relations program increased your ability to promote positive social change (n=22). Fifty-nine percent (n=13) reported "Strongly Agree," 27% (n=6) reported "Agree," and the remaining 14% (n=3) reported "Neither Agree or Disagree."

Results Status

Target Met

Number of Students Assessed

22

USE OF ASSESSMENT RESULTS

Curriculum

With 86% of respondents (n=19) affirming that the Human Relations program increased their ability to promote positive social change, this outcome reflects strong alignment with the program's mission and values. To build on this strength, and to engage the remaining 14% who reported neutral responses, faculty are tasked with continuing incorporating applied learning opportunities such as service-learning, civic engagement projects, or policy analysis assignments that allow students to connect theory to practice.

Indirect - Student Survey

Assessment Method Description

2025 Alumni Survey. HR graduates from the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025) with a Bachelors were invited, via email, to take part in an on-line survey. A total of 22 responses were received.

Performance Target

Seventy-five percent of graduates surveyed will report that they can make a positive change in their environment based on what they learned in the HR program (Question #27).

CAS - Human Relations (BA)

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

Question #27 - You can make a positive change in your environment based upon what you learned in the Human Relations program (n=22). Seventy-three percent (n=16) reported "Strongly Agree," 18% (n=4) reported "Agree," and the remaining 9% (n=2) reported "Neither Agree or Disagree."

Results Status

Target Met

Number of Students Assessed

22

USE OF ASSESSMENT RESULTS

Curriculum

With 91% of respondents (n=20) affirming that the Human Relations program empowered them to make a positive change in their environment, this outcome reflects strong alignment with the program's mission to foster ethical leadership, applied interpersonal skills, and community engagement. To build on this success and further support students in translating learning into action, faculty are asked to continue embedding applied change projects into core courses, allowing students to design and implement small-scale interventions in their workplace, community, or peer networks.

Overall Program Effectiveness

The department should continue discussing the creation of a digital portfolio or showcase platform where students can document and share their change efforts, providing evidence of learning and community impact.

Direct - Course Embedded Assessment

Assessment Method Description

HR 3043: Interpersonal Skills and Group Dynamics - Service Project. Within groups, students are tasked with serving others and giving back to the community. The result is a critical analysis of group theory and behavior.

Performance Target

Eighty percent of students assessed will receive a passing grade of 70% or higher.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

During Spring 2025, a core faculty member taught 2 sections of HR 3043 that included a total of 40 students. Forty percent (n=16) of students received an "A," 50% (n=20) received a "B," 8% (n=3) received a "C," and the remaining 2% (n=1) received a "D." For the 2024-2025 academic year approximately 98% (n=39) of students received a score of "C" or higher demonstrating their application of interpersonal skills and group dynamics.

Results Status

Target Met

Number of Students Assessed

40

USE OF ASSESSMENT RESULTS

Curriculum

Performance data indicates that 98% (n=39) of students earned a grade of "C" or higher, demonstrating successful application of interpersonal skills and group dynamics. Faculty are encouraged to enhance experiential learning opportunities such as role plays, simulations, or team-based projects to deepen applied understanding and reinforce collaborative competencies.

Research Methods

Student Learning Outcome (SLO)

CAS - Human Relations (BA)

Graduates with a Bachelors of Arts in Human Relations should demonstrate the ability to communicate and advocate as well as master and apply research concepts and skills that may be utilized within work settings such as private, public, or non-profit organizations.

Outcome Status

Active

Direct - Examination

Assessment Method Description

HR 4503: Applied Research Methods - Midterm Exam comprised of 10 short-answer items testing students ability to demonstrate an understanding of the application of scientific methods to applied social problems covered within the 1st half of the course.

Performance Target

Eighty percent of students receiving passing grades of 70% or higher on the Midterm Exam.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

During the 2024-2024 academic year, a core faculty member taught 2 sections of HR 4503: Applied Research Methods totaling 37 students. Within the Fall 2024 offering (n=19), 32% (n=6) of students received an "A," 32% (n=6) received a "B," 32% (n=6) received a "C," and the remaining 4% (n=1) received a "D" on the Midterm Exam. Within the Spring 2025 offering (n=18), 33 (n=6) of students received an "A," 33% (n=6) received a "B," 17% (n=3) received a "C," and the remaining 17% (n=3) received a "D" on the Midterm Exam. In short, 89% (n=33) of students passed the Midterm Exam with a grade of "C" or better.

Results Status

Target Met

Number of Students Assessed

37

USE OF ASSESSMENT RESULTS

Curriculum

With 89% (n=33) of students earning a grade of "C" or higher on the Midterm Exam during the 2024–2025 academic year, overall performance indicates a solid grasp of foundational research concepts. However, the presence of 4 students receiving a "D," particularly the increase in Spring; suggests an opportunity to strengthen instructional scaffolding and early support mechanisms.

Exams in the course are designed in a short-answer format. To support students who may find it challenging to articulate their understanding of research methods in written form, it is recommended that instructors provide annotated exemplars of strong midterm responses to clarify expectations and model analytical rigor.

Direct - Examination

Assessment Method Description

HR 4503: Applied Research Methods - Final Exam comprised of 10 short answer items testing students ability to demonstrate an understanding of the application of scientific methods to applied social problems covered within the 2nd half of the course. An emphasis is placed on student's ability to demonstrate an understanding of basic descriptive and inferential statistics.

Performance Target

Eighty percent of students receiving passing grades of 70% or higher on the Final Exam.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

CAS - Human Relations (BA)

During the 2024-2025 academic year, a core faculty member taught 2 sections of HR 4503: Applied Research Methods totaling 37 students. Within the Fall 2024 offering (n=19), 47% (n=9) of students received an "A," 38% (n=7) received a "B," 5% (n=1) received a "C," and the remaining 10% (n=2) received a "D" on the Final Exam. Within the Spring 2025 offering (n=18), 56% (n=10) of students received an "A," 22% (n=4) received a "B," and 22% (n=4) received a "C" on the Final Exam. In short, 95% (n=35) of students passed the Final Exam with a grade of "C" or better.

Results Status

Target Met

Number of Students Assessed

37

USE OF ASSESSMENT RESULTS

Curriculum

With 95% (n=35) of students earning a grade of "C" or higher on the Final Exam during the 2024–2025 academic year, student performance reflects strong overall mastery of research methods. However, the presence of "D" grades in the Fall term and a higher concentration of "C" grades in the Spring suggests an opportunity to reinforce comprehension and elevate performance consistency across semesters such as integrating cumulative review activities throughout the term to reinforce key concepts and reduce end-of-semester exam pressure.

Assessment Process/Procedures

Another recommendation would be to offer targeted feedback on midterm performance to help students identify and address gaps before the final assessment.

Indirect - Student Survey

Assessment Method Description

2025 Alumni Survey. HR graduates from the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025) with a Bachelors were invited, via email, to take part in an on-line survey. A total of 22 responses were received.

Performance Target

Seventy-five percent of graduates surveyed will report that the HR program improved their ability to conduct research (Question #31).

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

Question #31 - The Human Relations program increased my ability to conduct research (n=22). Forty-one percent (n=9) reported "Strongly Agree," 36% (n=8) reported "Agree," 18% (n=4) reported "Neither Agree or Disagree," and the remaining 5% (n=1) reported "Disagree."

Results Status

Target Met

Number of Students Assessed

22

USE OF ASSESSMENT RESULTS

Curriculum

With 77% of respondents (n=17) affirming that the Human Relations program increased their ability to conduct research, this outcome reflects a solid foundation—but also signals room for growth, given that 23% (n=5) expressed neutral or negative responses. To strengthen research competency across the student population, the undergraduate committee should ensure that faculty are including scaffolded research instruction across multiple courses, gradually building skills in literature review, methodology, data analysis, and APA formatting.

Methods of Assessment

It is recommended that the Applied Research Methods course incorporate low-stakes research checkpoints (e.g., annotated bibliographies, research question workshops, proposal outlines) to support skill development and reduce anxiety.

Overall Program Effectiveness

CAS - Human Relations (BA)

It is also recommended that the department create a research resource hub with templates, exemplars, and video tutorials on topics like IRB navigation, APA style, and data interpretation.

Research Writing

Student Learning Outcome (SLO)

Graduates with a Bachelors of Arts in Human Relations should demonstrate effective writing and critical thinking skills for undergraduate and graduate, business and professional documents; an emphasis is placed on APA format.
(Active)

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

HR 4503: Applied Research Methods - Research Proposal Paper which requires students to work in groups to prepare the major sections of an APA formatted research proposal paper covering an original topic of interest.

Performance Target

Eighty percent of students will receive a passing grade of 70% or higher on this group writing assignment.

Related Documents

[Group Research Proposal Instructions.pdf](#);

[Research Paper Evaluation.pdf](#)

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

During AY 2024-2025 academic year, a core faculty member taught 2 sections of HR 4503: Applied Research Methods totaling 37 students. Within the Fall 2024 offering (n=19), 69% (n=13) of students received an "A" on the proposal paper, 26% (n=5) received a "B," and the remaining 5% (n=1) received a "C" on the assignment. Within the Spring 2025 offering (n=18), 100% (n=18) of students received an "A" on the research proposal paper. In short, 100% (n=37) of students received a grade of "C" or better on the Research Proposal Paper.

Results Status

Target Met

Number of Students Assessed

37

USE OF ASSESSMENT RESULTS

Curriculum

With 100% of students earning a grade of "C" or higher (and a notable increase in "A" grades during Spring 2025) student performance on the Research Proposal Paper reflects strong engagement and comprehension. To sustain this success and ensure consistency in scholarly writing, faculty are encouraged to provide annotated exemplars of well-formatted APA papers to model proper structure, citation style, and tone.

Methods of Assessment

Faculty teaching research courses should use APA checklists or self-assessment tools to help students review their work before submission, reinforcing autonomy and attention to detail.

Indirect - Student Survey

Assessment Method Description

2025 Alumni Survey. HR graduates from the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025) with a Bachelors were invited, via email, to take part in an on-line survey. A total of 22 responses were received.

Performance Target

Seventy-five percent of graduates surveyed will report that the HR program improved their ability to present in oral and written form (Question #32).

CAS - Human Relations (BA)

Related Documents

[HR Desired Writing Abilities.pdf](#)

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

Question #32 - The Human Relations program has helped me improve my presentation skills (orally and in written form; n=22). Fifty percent (n=11) reported "Strongly Agree," 36% (n=8) reported "Agree," and the remaining 14% (n=3) reported "Neither Agree nor Disagree."

Results Status

Target Met

Number of Students Assessed

22

USE OF ASSESSMENT RESULTS

Curriculum

With 86% of respondents (n=19) affirming that the Human Relations program improved their oral and written presentation skills, this outcome reflects a strong foundation in communication competency. To build on this strength and further support the remaining 14% who reported neutral responses, it is recommended that the department continue to integrate structured presentation assignments across multiple courses, including both individual and group formats, to reinforce public speaking, organization, and audience awareness.

Assessment Process/Procedures

Faculty are tasked with using rubrics with detailed feedback criteria for both oral and written presentations, emphasizing delivery, structure, and professionalism.

Direct - Course Embedded Assessment

Assessment Method Description

HR 3013: Introduction to Human Relations - Discussion Posts and Responses. Students are tasked with answering weekly discussion questions based on the assigned readings and then respond to at least 2 other students' responses, adhering to stated guidelines. Within posts, students are asked to reflect thoughtfully, and exchange ideas on the academic topics using relevant scholarly sources to support statements. A particular emphasis of HR 3013: Introduction to Human Relations is to develop among students practical methods of enhancing relationships as well as an awareness and familiarity with basic critical social science skills and knowledge, data, methods and findings. One of the best ways to assess these skills is through facilitated class discussions that encourage interactions among diverse peers.

Performance Target

Eighty percent of students will receive a passing grade of 70% or higher on this writing assignment.

Related Documents

[HR 3013 Discussion Post Overview and Rubric.pdf](#)

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

In Fall 2024, an adjunct instructor taught 1 section of HR 3013 that included a total of 20 students. Thirty-five percent (n=7) of students received an "A" on discussion assignments, 45% (n=9) received a "B," 15% (n=3) received a "C," and 5% (n=1) received an "F." In Spring 2025, an adjunct instructor taught 1 section of HR 3013 that included a total of 25 students. Fifty-two percent (n=13) of students received an "A" on discussion assignments, 36% (n=9) received a "B," and the remaining 12% (n=3) received a "C." For the 2024-2025 academic year, 98% (n=44) of students received a score of "C" or higher on the weekly discussion post assignments.

Results Status

Target Met

Number of Students Assessed

45

USE OF ASSESSMENT RESULTS

CAS - Human Relations (BA)

Curriculum

With 98% (n=44) of students earning a grade of "C" or higher on weekly discussion assignments during AY 2024–2025, student performance reflects strong engagement and comprehension. The increase in "A" grades from Fall to Spring suggests instructional effectiveness and growing clarity in expectations. To sustain and further enhance these outcomes, it is recommended that faculty introduce optional peer review or discussion coaching to help students refine their contributions and deepen critical thinking.

Direct - Course Embedded Assessment

Assessment Method Description

HR 4013: The Process of Social Change - Research Paper. Within this research paper students identify a social problem that they want to discover how to strategically and positively change. The student must research the problem from multiple angles to understand why it is a problem in our society and how it is maintained and perpetuated systemically. The student must research the history of the problem and the cultural elements that undergird the problem. They must also look into the social change movements that have already been practiced over the course of history to understand what has already been done or is being done currently to bring change to the issue. They must also identify key social change leaders who have helped to push for change in their chosen field.

Performance Target

Eighty percent of students will receive a passing grade of 70% or higher on this writing assignment.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

During the 2024–2025 academic year, an adjunct faculty member taught three sections of HR 4013, totaling 51 students. In Fall 2024 (n=13), 85% (n=11) of students earned an "A" on the research paper, while 8% (n=1) earned a "B" and 8% (n=1) received an "F." In Spring 2025 (n=10), 90% (n=9) earned an "A" and 10% (n=1) earned a "B." In Summer 2025 (n=28), 79% (n=22) earned an "A," 10% (n=3) earned a "B," and 10% (n=3) received an "F." Across all sections, 92% (n=47) of students earned a grade of "C" or higher on the weekly discussion post assignments.

Results Status

Target Met

Number of Students Assessed

51

USE OF ASSESSMENT RESULTS

Curriculum

Across all sections, 92% (n=47) of students earned a grade of "C" or higher on the weekly discussion post assignments, indicating strong engagement and comprehension of course material. To sustain high achievement and reduce failure rates, particularly in the Summer term, it is recommended that faculty provide annotated exemplars of successful research papers and reinforce expectations through structured checkpoints.

Direct - Course Embedded Assessment

Assessment Method Description

HR 4013: The Process of Social Change - Discussion Posts and Responses. Students are asked to respond to a set of questions that relate to the weekly readings, class presentations, videos, or news stories. Each discussion is linked to relevant lessons and students are tasked with supporting their statements utilizing references.

Performance Target

Eighty percent of students will receive a passing grade of 70% or higher averaging across their weekly discussion posts.

2024 - 2025

Assessment Results Entry Date

09/24/2025

Assessment Results

CAS - Human Relations (BA)

In AY 2024-2025, a core faculty member taught 3 sections of HR 4013 that included a total of 43 students. In Fall 2024 (N=20) approximately 30% (n=6) of students received an "A" on discussion assignments, 35% (n=5) received a "B," 5% (n=1) received a "C," 20% (n=4) received a "D," and 10% (n=2) received an "F." In Spring 2025 (N=13) 47% (n=6) received a "B," 15% (n=2) received a "C," 23% (n=3) received a "D," and the remaining 15% (n=2) received an "F." In Summer 2025 (N=10) 30% (n=3) received a "B," 30% (n=3) received a "D," and the remaining 40% (n=4) received an "F." For the 2024-2025 academic year, 58% (n=25) of students received a score of "C" or higher on the weekly discussion post assignments.

Results Status

Target Not Met

Number of Students Assessed

43

USE OF ASSESSMENT RESULTS

Curriculum

With only 58% (n=25) of students earning a grade of "C" or higher on weekly discussion assignments during AY 2024–2025, the data suggests a need for targeted instructional and curricular improvements to support student success and engagement. The rising proportion of "D" and "F" grades, particularly in the Summer term, indicates that students may be struggling with expectations, content comprehension, or assignment structure.

Recommendations include offering writing support resources, such as asynchronous modules or live workshops, focused on discussion board etiquette, tone, and analytical depth and clarify discussion expectations by providing detailed rubrics and annotated exemplars that model depth, relevance, and respectful engagement.