

Assessment Cycle 2018-2019

Child and Family Studies

Prepared by: Rania Salman

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Approved by: Katrina Jordan

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Teaching, Leadership, and Counseling Mission. The Department of Teaching, Leadership, and Counseling offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

Program Mission Statement: Child and Family Studies, a program within the Department of Teaching, Leadership, and Counseling, in the Gallaspy College of Education and Human Development at Northwestern State University of Louisiana, is dedicated to empowering and strengthening individuals, families, and communities, thereby, improving quality of life. Child and Family Studies uses an integrative approach to the relationships among individuals, families and communities, and the environments

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in which they function. This program prepares individuals for careers and professions in the field of family sciences by incorporating technology, respect for diversity, and global perspectives into the curricula.

Methodology:

The assessment process for this program is as follows:

1. Program faculty meet to outline a logical progression of activities for assessing whether curriculum goals and learning outcomes have been met.
2. Program faculty establish expected outcomes with appropriate benchmarks to assess achievement of curriculum goals and describe how mastery is assessed.
3. Program faculty collect data at the end of each academic semester, which provides results on student learning outcomes, knowledge, skills, and dispositions.
4. Annually, program faculty review data to make curricular/program changes.

Note: This program was not assessed in the 2017-18 assessment cycle. The program coordinator turned in an assessment plan during that cycle since it is not included in CAEP accreditation and because the program was transitioning to a new set of accreditation standards in the 2017-18 assessment year. Therefore, this report from AY 2018-19 represents the first cycle of data gathered and analyzed by the CFS program.

Student Learning Outcomes.

SLO 1

Course Map: CFS 1070, Professionalism in Child and Family Studies

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge.	Students will demonstrate knowledge of the NCFR Ethical Principles and Guidelines for Family Scientists.

Measure 1.1. (Direct Assessment of Student Knowledge and Skills)

SLO 1 is assessed through the NCFR Paper in the CFS program's introductory course, CFS 1070, Professionalism in Child and Family Studies. The Child and Family Studies program is seeking accreditation by the National Council on Family Relations (NCFR). In this assessment, students review and analyze the NCFR Ethical Principles and Guidelines for Family Scientists, which were developed to (1) inspire and encourage family scientists to act ethically; (2) provide guidance in dealing with often complex ethical issues; (3) provide ethical guidance in areas that family scientists may overlook; and (4) enhance the professional image and status of family scientists by increasing the level of professional consciousness.

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The assessment is evaluated using a rubric. Employing the NCFR principles and guidelines as a model, the CFS Program Coordinator developed the rubric and shared it with program faculty. CFS program faculty voted to approve the rubric as a key assessment in the fall of 2018. The benchmark performance is that at least 80% of the students enrolled in the course will score at least an 80% on this key assessment.

Finding:

In the 2018-2019 academic year, 64 out of 115 students (56%) met the expected 80% benchmark. Therefore, the target measure was not met.

Analysis:

Several reasons point to why the expected benchmark may not have been met, including:

1. The CFS program is a new program at the university and has the option of 100% online completion. The 2018-2019 academic year was only the second year of the program. CFS 1070 was only offered online in the 2018-2019 academic year.
2. CFS is not a “first time in college” program. Instead, most CFS students transition into the program from other fields.
3. CFS 1070 is the program’s mandated introductory course and its content and rigor may be unfamiliar to some students.
4. CFS students are required to earn a minimum grade of “C” (70%) in CFS 1070, additionally, the required program GPA is a 2.25.
5. The average CFS student is non-traditional in nature; many are working adults with families and careers, and it is possible they are consumed with other life responsibilities.
6. 29 of the 115 students enrolled in the course (23%) failed to submit the assignment.

Decision, action or recommendation:

Based on the analysis of the 2018-2019 data, faculty will continue to work to improve informational delivery in CFS 1070. An adjunct faculty member has traditionally taught this course; in the 2019-2020 academic year, a tenure-track full-time faculty member will be assigned to teach CFS 1070 and a face-to-face section will be offered. Faculty will ensure students are provided additional clarity regarding this key assessment in the next report cycle.

SLO 2

Course Map: CFS 3030, Individual and Family Management

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Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice.	Students will compare and contrast values, attitudes, and motivation, as it relates to personal and family management.

Measure 2.1. (Direct Assessment of Student Knowledge and Attitudes)

SLO 2 is assessed through a Work Value Inventory in CFS 3030, Individual and Family Management. In this assessment, students analyze their personal and professional values and interests.

The assessment is evaluated using a rubric. Employing NCFR content as a guide, the instructor of CFS 3030 developed the rubric and shared it with program faculty. CFS program faculty voted to approve the rubric as a key assessment in the fall of 2018. The benchmark performance is that at least 80% of the students enrolled in the course will score at least an 80% on this key assessment.

Finding:

In the 2018-2019 academic year, 75 out of 87 students (86%) met the expected 80% benchmark. Therefore, the target measure was met.

Analysis:

Several reasons point to why the expected benchmark was met, including:

1. Although CFS 3030 is a required course for our majors, the course is also an elective course chosen by various majors across campus. The class has become a beneficial "life-skills" course appropriate for all students, with information that applies to a variety of careers and majors.

2. The assignment chosen for CFS 3030 is an individualized and experienced-based exercise that gives students an opportunity for self-analysis. The results of the inventory are provided to the student separately and through a series of higher-order thinking questions. The student is asked to compare their results with their belief system/values. The student must then compare and contrast the results and their personal beliefs and assess how these values affect their behavior. The purpose of the exercise is a pre-cursor to assignments and discussions that lead to how behavior and choices affect the individual and family management.

Decision, action or recommendation:

Based on the analysis of the 2018-2019 data, faculty have improved informational delivery in CFS 3030. A 10% increase was reported from the previous year. If these results continue to increase, the target assessment will be modified to increase student challenge and understanding.

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SLO 3

Course Map: CFS 4500, Internship in Child and Family Studies

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics.	Students will work collaboratively within a school or organization to meet the needs of children, individuals, and families, and demonstrate professionalism in interactions with their instructor, placement supervisor, clients, and coworkers.

Measure 3.1. (Indirect Assessment of Student Skills, Attitudes, and Dispositions)

SLO 3 is assessed through a dispositions-type form, the Final Supervisor Evaluation, in CFS 4500, Internship in Child and Family Studies. Students are assessed on their (1) professional interest, (2) performance, (3) professional judgement, (4) social ability, (5) temperament, (6) intellectual honesty, and (7) effectiveness.

A planned, supervised, and evaluated culminating experience, framed by well-defined learning objectives, procedures, and criteria for evaluation is mandated by NCFR. Students are expected to apply knowledge and skills from across the entire curriculum and demonstrate synthesis and integration of specialized knowledge learned.

The assessment is evaluated using a rubric. Employing NCFR content as a guide, the CFS Program Coordinator developed the rubric and shared it with program faculty. CFS program faculty voted to approve the rubric as a key assessment in the fall of 2018. The benchmark performance is that at least 90% of the students enrolled in the course will score at least an 80% on this key assessment.

Finding: In the 2018-2019 academic year, 36 out of 41 students (88%) met the expected 80% benchmark. Therefore, the target measure was not met.

Analysis:

Several reasons point to why the expected benchmark may not have been met, including:

1. The CFS program is a new program at the university and has the option of 100% online completion. The 2018-2019 academic year was only the second year of the program.
2. CFS 4500 was only offered online in the 2018-2019 academic year.
3. CFS is not a "first time in college" program. Instead, most CFS students transition into the program from other fields.

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4. CFS 4500 is a 6 to 12-hour course and is highly rigorous. Students in the course must balance internship and academic responsibilities simultaneously. CFS 4500 is the final required course of the CFS program. It is typically taken in the student's final semester.
5. CFS students are required to earn a minimum grade of "C" (70%) in CFS 4500, additionally, the required program GPA is a 2.25.
6. The average CFS student is non-traditional in nature; many are working adults with families and careers, and it is possible they are consumed with other life responsibilities.

Decision, action or recommendation:

Based on the analysis of the 2018-2019 data, an internship handbook will be developed for CFS 4500, which delineates the requirements necessary for success in the course. In the 2019-2020 academic year, faculty will plan for virtual meetings with students regarding their plans for their onsite projects.

SLO 4

Course Map: CFS 4500, Internship in Child and Family Studies

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.	Students will plan, implement, document, and assess a creative culminating project for their internship site.

Measure 4.1. (Direct Assessment of Student Knowledge, Skills, and Attitudes)

SLO 4 is assessed through the On-Site Project/Final Portfolio in CFS 4500, Internship in Child and Family Studies. This is a 3-step assessment which is intended to take the student the entire semester to complete. Students are asked to (1) collaborate with their on-site supervisor to design a creative and unique project, (2) develop goals and objectives for the project, (3) document the process of the project from start to finish, and (4) assess and evaluate the success of the project.

A planned, supervised, and evaluated culminating experience, framed by well-defined learning objectives, procedures, and criteria for evaluation is mandated by NCFR. Students are expected to apply knowledge and skills from across the entire curriculum and demonstrate synthesis and integration of specialized knowledge learned.

The assessment is evaluated using a rubric. Employing NCFR content as a guide, the CFS Program Coordinator developed the rubric and shared it with program faculty. CFS program faculty voted to approve the rubric as a key assessment in the fall

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of 2018. The benchmark performance is that at least 90% of the students enrolled in the course will score at least an 80% on this key assessment.

Finding:

In the 2018-2019 academic year, 31 out of 41 students (76%) met the expected 80% benchmark. Therefore, the target measure was not met.

Analysis:

Several reasons point to why the expected benchmark may not have been met, including:

1. The CFS program is a new program at the university and has the option of 100% online completion. The 2018-2019 academic year was only the second year of the program.
2. CFS 4500 was only offered online in the 2018-2019 academic year.
3. CFS is not a "first time in college" program. Instead, most CFS students transition into the program from other fields.
4. CFS 4500 is a 6 to 12-hour course and is highly rigorous. Students in the course must balance internship and academic responsibilities simultaneously.
5. CFS students are required to earn a minimum grade of "C" (70%) in CFS 4500, additionally, the required program GPA is a 2.25.
6. The average CFS student is non-traditional in nature; many are working adults with families and careers, and it is possible they are consumed with other life responsibilities.
7. While the Onsite Experience utilizes a rubric, the assessment is intended to be open-ended and appeal to students' varying interests.

Decision, action or recommendation:

Based on the analysis of the 2018-2019 data, a power point will be developed to streamline the process of planning, implementing, documenting, and assessing the internship onsite project. In the 2019-2020 academic year, faculty will strive to develop specific guidelines and a rubric for this key assessment. It is relevant to note however that although the benchmark was also not met in 2017-2018, the number/percentage of students who successfully completed the assessment increased (from 69% to 76%).

SLO 5

Course Map: CFS 4010, Perspectives in Child and Family Studies

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate	Students will develop ethical decision-making skills and demonstrate the ability to apply those skills.

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Measure 5.1. (Direct Assessment of Student Knowledge, Skills, and Attitudes)

SLO 5 is assessed through the Ethical Dilemmas Paper in the program's capstone course, CFS 4010, Perspectives in Child and Family Studies. Students are asked to (1) discuss potential ethical issues in working with children, adults, and families, (2) develop ethical decision-making skills and demonstrate the ability to apply those skills, (3) discuss the importance of professional ethics, and (4) review the ethical standards of our field's professional organizations.

The assessment is evaluated using a rubric. Employing NCFR content as a guide, the CFS Program Coordinator developed the rubric and shared it with program faculty. CFS program faculty voted to approve the rubric as a key assessment in the fall of 2018. The benchmark performance is that at least 85% of the students enrolled in the course will score at least an 80% on this key assessment.

Finding:

In the 2018-2019 academic year, 30 out of 41 students (80%) met the expected 80% benchmark. Therefore, the target measure was not met.

Analysis:

Several reasons point to why the expected benchmark may not have been met, including:

1. The CFS program is a new program at the university and has the option of 100% online completion. The 2018-2019 academic year was only the second year of the program.
2. CFS 4010 was only offered online in the 2018-2019 academic year.
3. CFS is not a "first time in college" program. Instead, most CFS students transition into the program from other fields.
4. CFS 4010 is the program's capstone course and is designed to be highly rigorous. Having transferred from other programs, students may not be adequately prepared for the demands of the course.
5. CFS students are required to earn a minimum grade of "C" (70%) in CFS 4010, additionally, the required program GPA is a 2.25.
6. The average CFS student is non-traditional in nature; many are working adults with families and careers, and it is possible they are consumed with other life responsibilities.
7. 4 out of 41 students enrolled in the course failed to submit the assignment.

Decision, action or recommendation:

Based on the analysis of the 2018-2019 data, program faculty will work to improve informational delivery of the content regarding the Ethical Dilemmas Paper in

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CFS 4010. In the 2019-2020 academic year, faculty will strive to develop specific guidelines and a rubric for this key assessment. It is relevant to note however that although the benchmark was also not met in 2017-2018, the number/percentage of students who successfully completed the assignment remained consistent.

Comprehensive summary of key evidence of improvement based on the analysis of results:

- For those assessments where the benchmark was not met, revision of the assignment, its guidelines, and its corresponding rubric were reviewed to promote student learning and program improvement.
- Faculty ensured that students were provided additional clarity regarding assignments in the assessment cycle. This allowed program faculty to highlight program growth.

Plan of action for 2019-2020 academic year:

Even though benchmarks were not met across 4 of the 5 student learning outcomes, it should be noted that the SLO 2 benchmark improved significantly and exceeded the planned target. These results indicate the successful implementation of existing improvement strategies.

However, because most benchmarks were not met, it will be necessary to reevaluate course requirements and rubrics in CFS 1070, CFS 4010, and CFS 4500. Benchmarks were designed to depict growth as students progressed through the program. For example, in lower level courses (CFS 1070 and CFS 3030), a benchmark of 80% was set; in higher level courses (CFS 4010 and CFS 4500), benchmarks of 85% and 90% were set. It was the hope of the faculty that scores would increase from the initial program course (CFS 1070) to the final program course (CFS 4500). While this was true for some students, the evidence is not uniform for all students.

Additionally, it should be noted that the program, originally seeking accreditation from AAFCS, is now seeking program recognition from the National Council on Family Relations (NCFR). Alignment to the standards set forth by NCFR will be included for each course as well. Program faculty plan to meet in the fall of 2019 to evaluate the scope and sequence of all program courses. This will ensure continued alignment to NCFR standards, as well as improve student learning and program cohesiveness.

Finally, to strengthen program development and improve student learning, the CFS program will offer the NCFR Certified Family Life Education (CFLE) credential to graduates beginning in the fall of 2019. NCFR recognizes regionally accredited schools that offer coursework covering ten family life education content areas. Academic program review of this nature brings greater recognition to the profession of family life education and subsequently to child and family studies academic programs.