

AC 2019 – 2020 Assessment

Program: Child and Family Studies - 137

Division: Gallaspy College of Education and Human Development

Department: School of Education

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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 committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education 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

AC 2019 – 2020 Assessment

uses an integrative approach to the relationships among individuals, families and communities, and the environments 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 annually 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.

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 National Council on Family Relations (NCFR) Paper in the CFS program's introductory course, CFS 1070, Professionalism in Child and Family Studies. 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.

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. Target was not met.

AC 2019 – 2020 Assessment

Analysis.

In AC 2018-2019, the target was not met. 64 out of 115 students (56%) met the expected 80% benchmark. Analysis of 2018-2019 results indicate the following issues are related 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. AC 2018-2019 was only the second year of the program. CFS 1070 was only offered online in AC 2018-2019.
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.

Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. Faculty improved the informational delivery in CFS 1070. The course has traditionally been taught by an adjunct faculty member; however, in 2019-2020, a tenure-track full-time faculty member was sought to teach CFS 1070 and the course was offered online in a format aligned with online course delivery standards as established by Quality Matters. In Fall of 2019, a new program coordinator worked to support the instructor teaching the course. The new program coordinator worked with the faculty, who knows the course and has the professional dispositions to effectively assist in improving student performance. Faculty ensured students were provided additional clarity regarding this key assessment. This change had a direct impact on the student’s ability to demonstrate knowledge of the NCFR Ethical Principles and Guidelines for Family Scientists.

As a result of this change, in AC 2019-2020 the target was not met. In AC 2019-2020, 59 out of 85 students (70%) met the expected 80% benchmark. However, upon analysis, data showed improvement in student performance from fall to spring semesters. In Fall 2019, 30 out of 51 students (59%) met the expected 80% benchmark. In Spring 2020, 29 out of 34 (85%) met the expected 80% benchmark. Also, overall, there was improvement in 2019-2020 from AC 2018-2019, when only 56% of students met the expected 80% benchmark.

Several reasons point to why the expected benchmark was not met, despite significant gains in achievement, including:

1. CFS 1070 is the program’s mandated introductory course and its content and rigor may be unexpected to some students.

AC 2019 – 2020 Assessment

2. 12 of the 85 students enrolled in the course (14%) simply did not submit the assignment. In Fall 2019, 10 out of 51 (20%) did not submit the assignment. In Spring 2020, 2 out of 34 (6%) of students failed to submit the assignment. This lack of submission is not a true reflection of knowledge gained, but rather indicates non-cognitive factors that impact the success of students in the course.

Decision, action, or recommendation.

In 2019-2020, the target was not met.

Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty will provide professional development to course instructors to enhance the learning opportunities for students in the course. Faculty will provide additional clarity to students regarding the expectations of this key assessment. Further, the course will be delivered in a fully online environment. Lastly, in AC 2020-2021, faculty will review all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

These changes will improve the student's ability to demonstrate knowledge of the NCFR Ethical Principles and Guidelines for Family Scientists, thereby continuing to push the cycle of improvement forward.

SLO 2

Course Map: CFS 3030, Individual and Family Management

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.

AC 2019 – 2020 Assessment

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.

Finding. Target was met.

Analysis

In AC 2018-2019, the target was met. 75 out of 87 students (86%) met the expected 80% benchmark. Several reasons point to why the expected benchmark was met, including:

1. Although CFS 3030 is a required course for CFS 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 experience-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. Students were 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.

Based on analysis of the 2018-2019 results, faculty made the following change in 2019-2020 to drive the cycle of improvement. Faculty adjusted pedagogy and improved informational delivery in CFS 3030.

As a result of this changes, in AC 2019-2020 the target was met.

In AC 2019-2020, 90 out of 111 students (81%) met the expected 80% benchmark. Therefore, the target measure was met. The number of students taking the course has increased, from 87 to 111, in AC 2019-2020. Several reasons point to why the expected benchmark was met, including:

1. Although CFS 3030 is a required course for CFS majors, this “life-skills” course proves to be appropriate for many 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

AC 2019 – 2020 Assessment

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.

These changes had a direct impact on the student's ability to demonstrate knowledge of the NCFR Ethical Principles and Guidelines for Family Scientists.

Decision, action or recommendation.

In 2019-2020, the target was met.

Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty will monitor the number of students enrolled in the course and note varied majors or concentrations of each to provide responsive pedagogy and differentiated instruction accordingly.

This change will improve the student's ability to demonstrate knowledge of the NCFR Ethical Principles and Guidelines for Family Scientists, thereby continuing to push the cycle of improvement forward.

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.

AC 2019 – 2020 Assessment

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.

It is important to note that due to the COVID-19 pandemic, the Final Supervisor Evaluation was not employed during the spring 2020 semester. However, a similar evaluation was completed at the midterm mark of the semester and has been used here.

Finding. The target was met.

Analysis.

In AC 2018-2019, the target was not met. 36 out of 41 students (88%) met the expected 80% benchmark. Analysis of 2018-2019 results include indicate the following consideration related 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. AC 2018-2019 was only the second year of the program.
2. CFS 4500 was only offered online in AC 2018-2019.
3. CFS is not a “first time in college” program. Instead, most CFS students transition into the program from other fields. Assessment Cycle 2018-2019
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.

Based on analysis of the 2018-2019 results and to drive the cycle of improvement, faculty developed and delivered an internship handbook for CFS 4500, which delineated the requirements necessary for success in the course. In AC 2019-2020, faculty also completed virtual meetings with students regarding their plans for their onsite projects.

As a result of these changes, in AC 2019-2020 the target was met. 50 out of 52 students (96%) met the expected 80% benchmark, a significant gain over last year’s results. These changes had a direct impact on the student’s ability to 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. The results also speak to the increased

AC 2019 – 2020 Assessment

presence of the CFS program in the local community as partnerships with schools and organizations continue to benefit students.

Decision, action, or recommendation.

In 2019-2020, the target was met.

Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to continue the cycle of improvement. Faculty will provide additional clarity to students through the delivery of an asynchronous virtual training at the start of the semester. This training will highlight the specific requirements of the internship to foster appreciation for, and understanding of, the professional components of the course. Additionally, in AC 2020-2021, faculty will review all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

These changes will improve the student's ability to 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, thereby continuing to push the cycle of improvement forward.

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.

AC 2019 – 2020 Assessment

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.

It is important to note that due to the COVID-19 pandemic, the On-Site Project was not employed during the spring 2020 semester, and so this report only represents data collection availability from the fall semester of the assessment cycle.

Finding: Target was not met.

Analysis:

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

Analysis of 2018-2019 results include indicate the following consideration related to why the expected benchmark may not have been met, despite showing strong academic gains, including

1. The CFS program is a new program at the university and has the option of 100% online completion. AC 2018-2019 was only the second year of the program.
2. CFS 4500 was only offered online in AC 2018-2019.
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.

Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. Faculty developed and delivered a power point presentation to streamline the process of planning, implementing, documenting, and assessing the internship onsite project. In AC 2019-2020, faculty developed guidelines and a rubric for this key assessment.

However, as a result of these changes, in AC 2019-2020 the target was not met. In AC 2019-2020 (which includes data collected during the fall semester only), 14 out of 24 students (58%) met the expected 80% benchmark.

AC 2019 – 2020 Assessment

In addition to the non-academic factors (lower N-count and limited data availability for collection due to impacts of the coronavirus pandemic), several reasons point to why the expected benchmark may not have been met, including:

1. CFS 4500 is an online 6 to 12-hour course and is highly rigorous. Students in the course must balance internship and academic responsibilities simultaneously.
2. 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.
3. While the Onsite Project utilizes a rubric, the assessment is intended to be creative and open-ended and appeal to students' varying interests, which some students may find challenging.
4. The Onsite Project is a 3-part assignment. While some students complete the first 2 phases of the assignment successfully, others may be overwhelmed at the end of the semester when the final phase is due.

Decision, action, or recommendation.

In 2019-2020, the target was not met.

Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty will redesign the requirements of the Onsite Project and possibly incorporate an online option for this assignment. Additional information will be shared with students specific to the 3 parts of the assignment. Faculty will provide additional clarity to students regarding the expectations of this key assessment. Finally, in AC 2020-2021, faculty will review all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

These changes will improve the student's ability to plan, implement, document, and assess a creative culminating project for their internship site, thereby continuing to push the cycle of improvement forward.

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.

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

AC 2019 – 2020 Assessment

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: Target was not met.

Analysis:

In AC 2018-2019, the target was not met. 30 out of 41 students (80%) met the expected 85% benchmark. It is relevant to note, however, that although the benchmark was also not met in 2018-2019, the number/percentage of students who successfully completed the assignment remained consistent with AC 2017-2018. Analysis of 2018-2019 results include indicate the following consideration related 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. AC 2018-2019 was only the second year of the program.
2. CFS 4010 was only offered online in AC 2018-2019.
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.

Based on the analysis of the 2018-2019 data, program faculty improved informational delivery of the content regarding the Ethical Dilemmas Paper in CFS 4010. In AC 2019-2020, faculty developed specific guidelines and a rubric for this key assessment.

However, as a result of these changes, in AC 2019-2020 the target was not met. In AC 2019-2020, 39 out of 50 students (78%) met the expected 80% benchmark.

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

1. CFS 4010 was only offered online in AC 2019-2020.

AC 2019 – 2020 Assessment

2. 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.
3. 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.
4. 7 of the 50 students simply did not complete the assignment. This lack of submission is not a true reflection of knowledge gained, but rather other factors that impact the success of students in the course.

Decision, action, or recommendation.

In 2019-2020, the target was not met.

Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty will provide additional clarity to students regarding the expectations of this key assessment. As this course is delivered in an online format, faculty will also develop an additional mode of communication specifically related to this assignment to increase student's knowledge and understanding of the assessment's content. Additionally, in AC 2020-2021, faculty will review all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

These changes will assist the students in honing ethical decision-making skills, as well as the ability to apply those skills, culminating in increased success during the internship semester.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results. Based on the analysis of the results from AC 2018-2019 the following actions were taken to seek improvement in AC 2019-2020.

- SLO 1: Faculty improved the informational delivery in CFS 1070. A new program coordinator worked to support the instructor teaching the course. Faculty ensured students were provided additional clarity regarding this key assessment.
- SLO 2: Faculty adjusted pedagogy and improved informational delivery in CFS 3030.
- SLO 3: Faculty developed and delivered an internship handbook for CFS 4500, which delineated the requirements necessary for success in the course. Faculty also completed virtual meetings with students regarding their plans for their onsite projects.
- SLO 4: Faculty developed and delivered a power point presentation to streamline the process of planning, implementing, documenting, and assessing the internship onsite project. In AC 2019-2020, faculty developed guidelines and a rubric for this key assessment.
- SLO 5: Faculty improved informational delivery of the content regarding the Ethical Dilemmas Paper in CFS 4010. In AC 2019-2020, faculty developed specific guidelines and a rubric for this key assessment.

AC 2019 – 2020 Assessment

Plan of Action Moving Forward.

For all SLOs in which the benchmark was not met in AC 2019-2020, in AC 2020-2021, faculty will review all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning and program improvement. Faculty will conduct this instructional design review for SLOs 1, 3, 4, and 5 in addition to the following actions:

- SLO 1: Faculty will provide professional development to course instructors to enhance the learning opportunities for students in the course. Faculty will provide additional clarity to students regarding the expectations of this key assessment. Further, the course will be delivered in a fully online environment.
- SLO 2: Faculty will monitor the number of students enrolled in the course and note varied majors or concentrations of each to provide responsive pedagogy and differentiated instruction accordingly.
- SLO 3: Faculty will provide additional clarity to students through the use of an asynchronous virtual training at the start of the semester.
- SLO 4: Faculty will redesign the requirements of the Onsite Project and possibly incorporate an online option for this assignment. Additional information will be shared with students specific to the 3 parts of the assignment. Faculty will provide additional clarity to students regarding the expectations of this key assessment.
- SLO 5: Faculty will provide additional clarity to students regarding the expectations of this key assessment. Faculty will develop an additional mode of communication specifically related to this assignment in an online delivery model of the course to increase student's knowledge and understanding of the assessment's content.