

Assessment Cycle 2021-2022

Program: Child and Family Studies - 137

College: Gallaspy College of Education and Human Development

Prepared by: Jacqueline Horton

Date: June 1, 2022

Approved by: Kimberly McAlister

Date: June 15, 2022

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving the region, state, and nation.

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.

Child and Family Studies (CFS) Mission: 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 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.

Assessment Cycle 2021-2022

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 2019. 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.

Analysis.

In AC 2020-2021, the target was met, as 49 out of 55 students (89%) met the expected 80% benchmark. The overall number of students enrolled in the course decreased, and

Assessment Cycle 2021-2022

one student did not successfully pass the criminal background check. This student had the right to appeal this finding.

Analysis of 2020-2021 results indicate the following issues related to why the expected benchmark was met by most students, including:

1. Instructors used professional development to enhance learning opportunities for students in the course.
2. Instructors provided greater clarity to students regarding expectations of this key assessment.
3. Course was delivered in fully online environment.

Based on analysis of the 2020-2021 results, faculty made the following changes in 2021-2022 to drive the cycle of improvement:

- Faculty improved the informational delivery in CFS 1070 by using a tenure-track faculty member. The course had traditionally been taught by an adjunct faculty member.
- The course was offered online in a format aligned with online course delivery standards as established by Quality Matters.

Even with these changes, the target was not met in AC 2021-2022. In AC 2021-2022, 47 out of 73 students (64%) met the expected 80% benchmark

Decision, action or recommendation.

In AC 2021-2022, the target was not met.

Based on the analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to continue the cycle of improvement.

- The rubric for this assignment was analyzed and determined that professional ethics were not being emphasized enough and would be revised. The rubric will be revised to emphasize the definition, use of, and discussion of examples that apply ethics to complex situations, calling for sensitivity to family needs that go beyond following rules and guidelines.
- The academic advisor for athletics would be advised that CFS 1070 is not a good fit for students that are not CFS majors.
- The instructor of the course would re-word the course syllabus and upload a professor-created video that will be a mandatory prerequisite to access the remainder of the online Moodle platform. Both changes will primarily inform students of writing expectations of the class and scoring procedures that make the writing portions as heavily weighted as the exams in determining a final grade.
- The SOL assignment due date will be moved to the weeks prior to finals, will be given greater point value, and will be emphasized through emails in weeks preceding due date as being an important grade that takes time to complete. This

Assessment Cycle 2021-2022

change was piloted in Spring 2022 with good results. In the fall semester the submission rate was 58% and in the spring semester the submission rate was 77%. With the grades of student athletes and those who failed the Criminal Background Check subtracted from the class roster of grades, the submission rate in the Spring semester was 98%.

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.

These multi-year changes/actions will be continued.

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. 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.

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.

Assessment year	Number of students	Percentage meeting target	Target met/unmet
AC 2021-2022	70 of 73	96%	met
AC 2020-2021	100 of 105	95%	met

Assessment Cycle 2021-2022

Analysis

In AC 2020-2021, 100 out of 105 students (95%) 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, 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 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.
3. Student feedback provided the instructor with specific information about how the students benefited from the exercise and the course. This feedback was utilized by increasing the explanation and clarification of the expectations of the student's responses. The instructor also included additional resources and specific readings to assist the student in their understanding and application of the information.

Based on analysis of the 2020-2021 results, faculty made the following changes to continue the cycle of improvement. Faculty adjusted pedagogy and improved informational delivery in CFS 3030. Additional resources were provided to the student as well as additional readings, for a more in-depth clarification and explanation of expectations related to the course and specific assignment.

As a result of these changes, in AC 2020-2021 the target was met.

In AC 2021-2022, 70 out of 73 students (96%) met the expected 80% benchmark. Therefore, the target measure was met. 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 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

Assessment Cycle 2021-2022

the exercise is a pre-cursor to assignments and discussions that lead to how behavior and choices affect the individual and family management.

3. Student feedback provided the instructor with specific information about how the students benefited from the exercise and the course. This feedback was utilized by increasing the explanation and clarification of the expectations of the student's responses. The instructor also included additional resources and specific readings to assist the student in their understanding and application of the information.

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 2021-2022, the target was met.

Based on the analysis of data, faculty will implement the following changes in AC 2022-2023 to continue the cycle of improvement.

1. 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.
2. Faculty will monitor the rigor of the exercise to ensure that the responses of students are challenging.
3. Faculty will continue to monitor student feedback in providing resources for better student understanding of the objectives of the assignment and course.

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.

Assessment Cycle 2021-2022

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.

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 was used in spring 2020.

Finding: The target was met.

Assessment year	Number of students	Percentage meeting target	Target met/unmet
AC 2021-2022	56 of 56	100%	met
AC 2020-2021	52 of 54	96%	met

Analysis.

In AC 2020-2021 the target was met. 52 out of 54 students (96%) met the expected 80% benchmark.

Based on analysis of 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 2021-2022, faculty also completed virtual meetings with students regarding their plans for their onsite projects.

As a result of these changes, in AC 2021-2022 the target was met. 56 out of 56 students (100%) met the expected 80% benchmark. 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

Assessment Cycle 2021-2022

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

Decision, action or recommendation.

In 2021-2022, the target was met.

Based on the analysis of AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to continue the cycle of improvement.

1. 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.
2. Faculty will review all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.
3. One faculty member (the present Program Coordinator) will teach both CFS 4010 (pre-requisite for CFS 4500) and will assist students with a more seamless transition and understanding of requirements of 4500.
4. Faculty will continue to implement the use of a CFS 4500 Checklist, that promotes clarity for students in the pre-requisite of CFS 4010.
5. The instructor has created documents that explain and clarify responsibilities of the student and the agency that students may use to communicate and secure approved internship sites. The instrument used by supervisors to evaluate CFS 4500 students will be altered to meet a more specific range of performance that will result in a direct correlation to a letter grade. This will make the data more objective for analysis.

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.

Assessment Cycle 2021-2022

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 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 AC 2019-2020.

Finding: Target was met.

Assessment year	Number of students	Percentage meeting target	Target met/unmet
AC 2021-2022	56 of 56	100%	met
AC 2020-2021	52 of 54	96%	met

Analysis:

As a result of implemented changes, in AC 2020-2021 the target was met. 52 out of 54 students (96%) met the expected 80% benchmark.

Based on the analysis of data from AC 2020-2021 to drive the cycle of improvement, faculty will implement the following changes. Faculty will reevaluate the requirements of the Onsite Project and 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, faculty will evaluate relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

Assessment Cycle 2021-2022

These changes will continue to 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

Decision, action or recommendation.

In 2021-2022, the target met.

56 out of 56 students (100%) met the expected 80% benchmark. Faculty implemented the following changes in to drive the cycle of improvement. Faculty redesigned the requirements of the Onsite Project and incorporated an online option for this assignment. Additional information was shared with students specific to the 3 parts of the assignment. Faculty provided additional clarity to students. regarding the expectations of this key assessment. Finally, faculty continued to evaluate relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

These changes improved 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.

Also added was a supervisor evaluation of the on-site project, that added to the student's successful grade.

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 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.

Assessment Cycle 2021-2022

Finding: Target was met.

Assessment year	Number of students	Percentage meeting target	Target met/unmet
AC 2021-2022	45 of 45	100%	met
AC 2020-2021	46 of 55	84%	Not met

Analysis:

In AC 2020-2021 the target was not met. 46/55 students (84%) earned at least an 80% on the assignment. Since expectation is that 85% will earn at least an 80%, the target was not met.

Analysis of 2020-2021 results include indicate the following consideration related to why the expected benchmark may not have been met, including:

1. 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.
2. 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.
3. 7 of the 55 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 2021-2022, the target was met.

Based on the analysis of AC 2020-2021 data, faculty implemented the following changes.

- Faculty provided additional clarity to students regarding the expectations of this key assessment.
- As this course is delivered in an online format, faculty also developed an additional mode of communication specifically related to this assignment to increase student's knowledge and understanding of the assessment's content.
- Additionally, one faculty member now serves as the instructor for CFS 4010 and CFS 4500, in order to provide a seamless transition between the two final courses of the program.

Assessment Cycle 2021-2022

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

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2021-2022. These changes are based on the knowledge gained through the analysis of the AC 2020-2021 results.

- SLO 1: Faculty improved the informational delivery in CFS 1070. A new tenure-track instructor was hired to teach the course. Faculty ensured students were provided additional clarity regarding this key assessment.
- SLO 2: Faculty adjusted pedagogy and continued 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 presentation to streamline the process of planning, implementing, documenting, and assessing the internship onsite project.
- SLO 5: Faculty improved informational delivery of the content regarding the Ethical Dilemmas Paper in CFS 4010. Faculty developed specific guidelines and a rubric for this key assessment.

Plan of Action Moving Forward.

All but 1 SLOs were met in AC 2021-2022. 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 in addition to the following actions:

- SLO 1: Faculty will continue professional development, and analysis to enhance the learning opportunities for students in the course. Faculty will provide additional clarity to students regarding the expectations of this key assessment.
- 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.

Assessment Cycle 2021-2022

- SLO 3: Faculty will utilize created documents that explain and clarify responsibilities of the student and the agency that students may use to communicate and secure approved internship sites.
- SLO 4: Faculty will continue to redesign the requirements of the Onsite Project incorporating an additional supervisory evaluation. Additional information will be shared with students specific to the 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.