

## Assessment Cycle 2024 - 2025

### Program: Child and Family Studies - 137

**College: Gallaspy College of Education and Human Development**

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**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 School of Education, 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.

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### Methodology:

The assessment process for this program includes:

1. Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
2. Content and key assessments in each program/course are aligned with the respective professional preparation/application standards, and candidates apply the standards in all their coursework.
3. Data from assessment tools are collected and returned to the program coordinator.
4. The program coordinator analyzes the data to determine student learning and whether students have met measurable outcomes and discusses the results with program faculty.
5. Annually, program faculty and stakeholders review data to make data driven, curricular decisions.
6. The program coordinator, in consultation with program faculty and other relevant stakeholders, proposes needed changes to measurable outcomes, assessment tools for the next assessment period, and the curricula and overall program.

### Student Learning Outcomes:

#### SLO 1: Demonstrate discipline-specific content knowledge.

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.

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

#### 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 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.

CFS 1070 is the initial CFS course for all majors and is the prerequisite for all other CFS courses. The assessment is evaluated using a faculty created rubric that is validated based on common educational assessment criteria. Employing the NCFR principles and guidelines as a model, the CFS Program Coordinator developed the rubric and shared it

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with program faculty. CFS program faculty voted to approve the rubric as a key assessment in the fall of 2019.

**Benchmark:** The benchmark performance is that at least 80% of the students enrolled in the course will score at least 80% on this key assessment.

**Finding:** AC 2024 – 2025 the target was met.

### Analysis.

In AC 2023-2024 the target was not met. 78.4% (n=79) of candidates achieved proficiency of 80 on the professionalism paper. Based on the analysis of the AC 2023 – 2024 data, faculty implemented the following changes to improve the cycle of improvement.

- The rubric for the assignment was analyzed and determined that professional ethics were not being emphasized enough and needed revising. The rubric was 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 instructor of the course re-re-worked the course syllabus and uploaded a professor-created video that served as a mandatory prerequisite to access the remainder of the online Moodle platform. Both changes primarily informed 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 was moved to the weeks prior to finals, and was given greater point value, and was emphasized through emails in weeks preceding the due date as being an important grade that takes time to complete.
- These changes were intended to 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.

As a result of these changes, in AC 2024-2025 the target was met. 83.3% (N=60) of candidates achieved proficiency of at least 80% on the professionalism paper.

### Decision.

In AC 2024-2025 the target was met. Based on the analysis of the AC 2024-2025 results, the faculty will implement the following in AC 2025-2026 to drive the cycle of improvement.

- The rubric for the assignment will be analyzed to ensure that professional ethics are emphasized sufficiently and effectively. Additionally, "professionalism", in general, will be discussed in depth by adding varied assignments that accentuate the original SLO assignment and add to its emphasis.

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- The instructor of the course will monitor the formatting of the course syllabus to ensure continuation in the course is allowed. A professor-created video will serve as a mandatory prerequisite to access the remainder of the online Moodle platform.
- Students will be informed of writing expectations of the class and how scoring procedures make the writing portions as heavily weighted as the exams in determining a final grade.
- The SOL assignment due date will continue to be required weeks prior to the final. Continued emphasis will be communicated to students about the importance of the assignment.

These changes are intended to improve the students' 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: Apply discipline-specific content knowledge in professional practice.**

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
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.

**Course Map:** CFS 3030, Individual 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. Students must have achieved junior standing to enroll in CFS 3030, and completed CFS 1070, 2000, and 2040.

The assessment is evaluated using the rubric provided and validated by the Work Value Inventory used for the assignment. CFS program faculty voted to approve rubric and Inventory as a key assessment.

**Benchmark:** The benchmark performance is that at least 80% of the students enrolled in the course will score at least 80% on this key assessment.

**Finding:** In AC 2024-2025, the target was met.

### **Analysis:**

In AC 2023-2024, the target was met. 100% (n=69) of candidates achieved proficiency of 80% on the Work Values Inventory Assessment. Based on the information gathered

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from the analysis of AC 2023-2024 data, program faculty made the following changes to drive the cycle of continual approval.

- 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 was asked to compare their results with their belief system/values. The student then compared and contrasted the results and their personal beliefs and assess how these values affect their behavior. The purpose of the exercise was a pre-cursor to assignments and discussions that lead to how behavior and choices affect the individual and family management.
- 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.
- Faculty adjusted pedagogy and improved informational delivery in CFS 3030 based in individual student need. Additional resources were provided to the student as well as additional readings, for more in-depth clarification and explanation of expectations related to the course and specific assignment.

As a result of these strategies, in AC 2024 - 2025 the target was met. 90.09% (n=77) of candidates achieved proficiency of 80% on the Work Values Inventory assignment

### **Decision.**

In AC 2024-2025 the target was met. Based on the analysis of the AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 to progress 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.
- Faculty will monitor the rigor of the exercise to ensure that the responses of students are challenging.
- Faculty will continue to monitor student feedback in providing resources for better student understanding of the objectives of the assignment and course.

These adjustments 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.

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### SLO 3: Model professional behaviors and characteristics.

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.

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

#### 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.

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

**Finding:** AC 2024- 2025 the target was met.

#### Analysis:

In AC 2023-2024 the target was met. 98.2% (n=43) of candidates achieved proficiency of 80% on their evaluations. Based on the information gathered from an analysis of AC 2023 – 2024 data, program faculty made the following changes to drive the cycle of continuous improvement.

- Faculty provided additional clarity to students through the delivery of asynchronous virtual training at the start of the semester. This training highlighted the specific requirements of the internship to foster appreciation for, and understanding of, the professional components of the course.

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- Faculty reviewed all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.
- One faculty member (the present Program Coordinator) taught both CFS 4010 (pre-requisite for CFS 4500) and assisted students with a more seamless transition and understanding of requirements of 4500.
- Faculty implemented the use of a CFS 4500 Checklist, that promotes clarity for students in the pre-requisite of CFS 4010.
- The instructor used 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 was altered to meet a more specific range of performance that will result in a direct correlation to a letter grade. This ensured the data was more objective for analysis.

As a result of these changes, in AC 2024-2025 the target was met. 100% (n=46) of candidates achieved proficiency of 80% on their evaluations.

### Decision.

In AC 2024-2025 the target was met. Based on the analysis of the AC 2024-2025 results the faculty will drive to implement the following strategies in AC 2025-2026,

- Faculty will provide additional clarity to students through the delivery of 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.
- Faculty will review all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.
- 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.
- Faculty will implement the use of a CFS 4500 Checklist that promotes clarity for students in the pre-requisite of CFS 4010.
- The instructor will utilize 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: Exhibit creative thinking that yields, engaging ideas, processes, materials, and experiences appropriate for the discipline.**

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.

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

**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.

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

**Finding:** AC 2024 – 2025 the target was met.

**Analysis:**

In AC 2023-2024 the target was met. 98.2% (n=43) met the expected 80% benchmark on their culminating on-site project. Based on the analysis of data from AC 2023-2024 faculty made the following changes in AC2024-2025 to drive the cycle of continuous improvement.

- Faculty reevaluated the requirements of the Onsite Project and incorporated an online option for this assignment.



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- 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 evaluated relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

As a result of these changes, in AC 2024-2025, the target was met. 98.2% (N=46) met the expected 80% on their culminating on-site project.

### Decision.

In AC 2024-2025 the target was met. Based on the analysis of the AC 2024-2025 results, the faculty will continue to implement the following in AC 2025-2026 to drive the cycle of improvement.

- Faculty will reinforce the requirements of the Onsite Project and incorporated 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 and their supervisors regarding the expectations of this key assessment.
- Faculty will evaluate relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.
- A specific and personalized supervisor evaluation will be required for each student's project that will evaluate the specifics and agency benefits of each on-site project. This evaluation will be transposed as a numerical grade for the student and will become a part of the required coursework.

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: Make responsible decisions and problem-solve, using data to inform actions when appropriate**

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.

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

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

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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 previous 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.

**Benchmark:** The benchmark performance is that at least 85% of the students enrolled in the course will score at least 80% on this key assessment.

**Finding:** AC 2024 – 2025 the target was met.

### Analysis:

In AC 2023-2024 the target was met. 100% (n=27) earned at least 85% on the ethical dilemma paper. Based on the analysis of the data, program faculty implemented the following changes for AC 2024-2025.

- 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.

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.

As a result of these changes, in AC 2024-2025 the target was met. 95% (n=37) of candidates achieved proficiency of 85% on their ethical dilemma paper.

### Decision.

In AC 2024-2025 the target was met. Based on the analysis of AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 to continue the cycle of improvement:

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- Faculty will provide additional clarity to students regarding the expectations of this key assessment.
- Faculty will also utilize the developed additional mode of communication specifically related to this assignment to increase student's knowledge and understanding of the assessment's content.

These changes will enable students to make ethical decision-making skills, as well as give them the ability to apply skills to further continuous improvement.

### Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

Program faculty made several decisions after examining the results of 2023-2024 data analysis which resulted in improving learning and program improvement for AC 2024-2025.

**SLO 1:** The rubric for the assignment was analyzed and determined that professional ethics were not being emphasized enough and needed revising. The rubric was 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 instructor of the course re-re-worked the course syllabus and uploaded a professor-created video that served as a mandatory prerequisite to access the remainder of the online Moodle platform. Both changes primarily informed 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 was moved to the weeks prior to finals, and was given greater point value, and was emphasized through emails in weeks preceding the due date as being an important grade that takes time to complete.

**SLO 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 was asked to compare their results with their belief system/values. The student then compared and contrasted the results and their personal beliefs and assess how these values affect their behavior. The purpose of the exercise was a pre-cursor to assignments and discussions that lead to how behavior and choices affect the individual and family management.

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.

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Faculty adjusted pedagogy and improved informational delivery in CFS 3030 based in individual student need. Additional resources were provided to the student as well as additional readings, for more in-depth clarification and explanation of expectations related to the course and specific assignment.

**SLO 3:** Faculty provided additional clarity to students through the delivery of asynchronous virtual training at the start of the semester. This training highlighted the specific requirements of the internship to foster appreciation for, and understanding of, the professional components of the course.

Faculty reviewed all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

One faculty member (the present Program Coordinator) taught both CFS 4010 (pre-requisite for CFS 4500) and assisted students with a more seamless transition and understanding of requirements of 4500.

Faculty implemented the use of a CFS 4500 Checklist, that promotes clarity for students in the pre-requisite of CFS 4010.

The instructor used 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 was altered to meet a more specific range of performance that will result in a direct correlation to a letter grade. This ensured the data was more objective for analysis.

**SLO 4:** Faculty reevaluated 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 evaluated relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

**SLO 5:** Faculty provided additional clarity to students regarding the expectations of this key assessment.

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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.

### Plan of Action Moving Forward.

Program faculty examined the evidence and results of data analysis from AC 2024-2025 and will take steps to continue to improve candidate learning in AC 2025-2026:

**SLO 1:** The rubric for the assignment will be analyzed to ensure that professional ethics are emphasized sufficiently and effectively. Additionally, "professionalism", in general, will be discussed in depth by adding varied assignments that accentuate the original SLO assignment and add to its emphasis.

The instructor of the course will monitor the formatting of the course syllabus to ensure continuation in the course is allowed. A professor-created video will serve as a mandatory prerequisite to access the remainder of the online Moodle platform.

Students will be informed of writing expectations of the class and how scoring procedures make the writing portions as heavily weighted as the exams in determining a final grade.

The SOL assignment due date will continue to be required weeks prior to the final. Continued emphasis will be communicated to students about the importance of the assignment.

**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.

Faculty will monitor the rigor of the exercise to ensure that the responses of students are challenging.

Faculty will continue to monitor student feedback in providing resources for better student understanding of the objectives of the assignment and course.

**SLO 3:** Faculty will provide additional clarity to students through the delivery of 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.

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Faculty will review all relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

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.

Faculty will implement the use of a CFS 4500 Checklist that promotes clarity for students in the pre-requisite of CFS 4010.

The instructor will utilize 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.

**SLO 4:** Faculty will reinforce the requirements of the Onsite Project and incorporated 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 and their supervisors regarding the expectations of this key assessment.

Faculty will evaluate relevant coursework with corresponding assignments, guidelines, and rubrics for adjustment, where appropriate, to promote student learning.

A specific and personalized supervisor evaluation will be required for each student's project that will evaluate the specifics and agency benefits of each on-site project. This evaluation will be transposed as a numerical grade for the student and will become a part of the required coursework.

**SLO 5:** Faculty will provide additional clarity to students regarding the expectations of this key assessment.

Faculty will also utilize the developed additional mode of communication specifically related to this assignment to increase student's knowledge and understanding of the assessment's content.