

Detailed Assessment Report
As of: 10/05/2012 08:31 AM EST
2011-2012 Child and Family Studies BS*

Mission / Purpose

The purpose of the Child and Family Studies degree program is to prepare students to make a positive impact on all aspects of the ecological model through the application of knowledge, skills, and dispositions developed through the educational process. The intention is to prepare competent professionals dedicated to improving the lives of children, families, and communities through opportunities for prevention and growth. The program stresses a systemic perspective and high standards of professionalism, and purposes of the program support the university, college, and departmental missions.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Strong knowledge base

Develop a strong knowledge base to support a systemic and developmental approach to improve the lives of children and families across the life span.

Related Measures:

M 1: Student Portfolio

Students shall submit a student portfolio documenting the development of a strong knowledge base in the discipline of child and family studies. The portfolio will be evaluated using a rubric designed by faculty to measure students' ability to synthesize, analyze, and apply foundational theories within the discipline and demonstrate developmentally effective practice in professional settings. (FAM 475, CD 455/480, and CD 456).

Target:

80% of students will score 80% or greater on the student portfolio at the completion of CD 400, CD 455, or FAM 490.

Findings (2011-2012) - Target: Met

Summer

CD 400: Not taught during this semester.

CD 455: Not taught during this semester.

FAM 490: 100% of students (5 out of 5) scored 80% or better on the student portfolio; all Hattiesburg data; Total: 100% (5 out of 5).

Overall, during the summer semester, 100% of students scored 80% or better on the student portfolio.

Total: 100% (5 out of 5)

Fall

CD 400: 100% of students (1 out of 1) scored 80% or better on the student portfolio; all Hattiesburg data; Total: 100% (1 out of 1)

CD 455: 100% of Hattiesburg students (7 out of 7) scored 80% or better on the student portfolio; 100% of Gulf Coast students (3 out of 3) scored 80% or better on the student portfolio; Total: 100% (10 out of 10)

FAM 490: 100% of Hattiesburg students (4 out of 4) scored 80% or better on the student portfolio; 100% of Gulf Coast students (6 out of 6) scored 80% or better on the student portfolio; Total: 100% (10 out of 10)

Overall, during the fall semester 100% of Hattiesburg students and 100% of Gulf Coast students scored 80% or higher on the student portfolio.

Total: 100% (21 out of 21) scored 80% or better on the student portfolio.

Spring

CD 400: Not taught this semester.

CD 455: 100% of Hattiesburg students (5 out of 5) scored 80% or better on the student portfolio; 80% of Gulf Coast students (4 out of 5) scored 80% or better on the student portfolio; Total: 90% (9 out of 10)

FAM 490: 90% of Hattiesburg students (9 out of 10) scored 80% or better on the student portfolio; 100% of Gulf Coast students (1 out of 1) scored 80% or better; Total: 91% (10 out of 11).

Overall Fall Total: 90% (19 out of 21)

Combined Summer, Fall, Spring Total: 96% (45 out of 47) of students scored 80% or better.

Fall and Summer Combined

100% of students (26 out of 26) scored 80% or better on the student portfolio.

M 9:Exit Survey

Students shall complete a graduation exit survey.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Graduating students will express agreement that they are satisfied with the knowledge base acquired through the degree program. Mean scores of >3 for each indicator will document that this target has been met.

Findings (2011-2012) - Target: Met

Strong knowledge base is assessed on the departmental exit survey for Family Relations, Child Development and Child Life. All our questions are on a 4 point likert scale, with 4 as 'strongly agree', 3 as 'agree', 2 as 'disagree' and 1 as 'strongly disagree'.

Students respond to the question: "I am satisfied with the knowledge base acquired through my degree program".

Summer

100% of Family Relations students (4 out of 4) responded that they "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program"; Mean response = 4.0; all Hattiesburg data
Total: 100% (4 out of 4)

There are no Child Development or Child Life exit surveys for the summer semester.

Fall

100% of Family Relations students in Hattiesburg (5 out of 5) responded that they "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program"; Mean response = 4.0; Total: 100% (5 out of 5)

100% of Family Relations students on the Gulf Coast campus (2 out of 2) responded that they "agreed" or "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program"; Mean response = 3.5; Total: 100% (2 out of 2)

100% of Child Development students in Hattiesburg (6 out of 6) responded that they "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program"; Mean response = 4.0; Total: 100% (6 out of 6)

100% of Child Development students on the Gulf Coast campus (1 out of 1) responded that they "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program"; Mean response = 4.0; Total: 100% (1 out of 1)

There are no Child Life exit surveys for the fall semester.

Fall Total: 100% of Family Relations and Child Development students (14 out of 14) "agreed" or "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program"; Mean response 3.88; Total: 100% (14 out of 14)

Spring

100% of Hattiesburg students (12 out of 12) responded that they "agreed" or "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program"; Mean response = 3.92

100% of Gulf Coast students (3 out of 3) responded that they "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program"; Mean response = 4.0

Overall, in the spring semester, 100% of students (15 out of 15) responded that they "agreed" or "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program".

Summer, Fall and Spring Combined

100% of students (33 out of 33) responded that they responded that they "agreed" or "strongly agreed" to the statement "I am satisfied with the knowledge base acquired through my degree program"

SLO 2:Effectively analyze life situations

Effectively analyze life situations from a systemic, developmental, and cultural perspective.

Related Measures:

M 2:FAM 475 Service Learning Project

Associated with Outcome 2, students are expected to show they can effectively analyze life situations from a systemic, developmental, and cultural perspective. The Service Learning Project in FAM 475 (Capstone Course) measures this.

Source of Evidence: Capstone course assignments measuring mastery

Target:

On this Service Learning Project, designed to assess how effectively student analyze life situations, 80% of students are expected to score 80% or better on the rubric used to grade this project.

Findings (2011-2012) - Target: Partially Met

Summer Class not taught.

Fall

70% of Hattiesburg students (14 out of 20) received an 80% or better on the service learning project; Total: 70% (14 out of 20). This target was not met.

82% of Gulf Coast students (19 out of 23) received an 80% or better on the service learning project; Total: 82%(19 out of 23).

Fall Combined Total

77% of students (33 out of 43) received an 80% or better on the service learning project.

Spring

81% of Hattiesburg students (13 out of 16) received an 80% or better on the service learning project.

Fall and Spring Combined Total

78% of all students (46 out of 59) received an 80% or better on the service learning project.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

FAM 475 Service Learning Project

Established in Cycle: 2009-2010

80% of students will achieve 80% or better on this project.

FAM 475 Service Project

Established in Cycle: 2010-2011

We reevaluated the rubric and goals of this assignment in Fall, 2010. If we eliminated the summer numbers (9 of 15 students su...

FAM 475 Service Learning Action Plan

Established in Cycle: 2011-2012

80% of students will score 80% or better on the rubric for this assignment. The assignment rubric and goals will be ...

SLO 2: Evaluate the usefulness of SLO 2 and quality of the "Service Learning measurement"

Established in Cycle: 2011-2012

While previous action plans emphasized the need to revise rubrics and assignment guidelines, the CFS assessment committee has ...

M 9:Exit Survey

Students shall complete a graduation exit survey.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Graduating students will express agreement that they feel competent to apply systemic, developmental, and cultural perspectives in life situations. Mean scores of >3 for each indicator will document that this target has been met.

Findings (2011-2012) - Target: Met

The ability to effectively analyze life situations is assessed on the departmental exit survey for Family Relations, Child Development and Child Life. All questions are on a 4 point likert scale, with 4 as 'strongly agree', 3 as 'agree', 2 as 'disagree' and 1 as 'strongly disagree'.

Family Relations and Child Life students respond to two questions to assess this measure,1) "I feel competent to apply theoretical perspectives in life situations", and 2) "I have learned systems

theory and can apply it to families and relationships".

Child Development students respond to one question to assess this measure, 1) "I can apply prior knowledge to the current situation".

Summer

100% of Family Relations students (4 out of 4) responded that they "strongly agreed" to the statement "I have learned systems theory and can apply it to families and relationships", Mean response = 4.0; all Hattiesburg data

Total: 100% (4 out of 4)

100% of Family Relations students (4 out of 4) responded that they "strongly agreed" to the statement "I feel competent to apply theoretical perspectives in life situations", Mean response = 4.0; all Hattiesburg data

Total: 100% (4 out of 4)

There are no Child Development or Child Life exit surveys for the summer semester.

Summer Total: 100% of Family Relations students responded that they "strongly agreed" to both of the above questions, mean response=4.0.

Fall

100% of Family Relations students in Hattiesburg (5 out of 5) responded that they "strongly agreed" to the statement "I have learned systems theory and can apply it to families and relationships", Mean response = 4.0; Total: 100% (5 out of 5)

100% of Family Relations students in Hattiesburg (5 out of 5) responded that they "strongly agreed" to the statement "I feel competent to apply theoretical perspectives in life situations", Mean response = 4.0; Total: 100% (5 out of 5)

100% of Family Relations students on the Gulf Coast campus (2 out of 2) responded that they "strongly agreed" to the statement "I have learned systems theory and can apply it to families and relationships", Mean response = 4.0; Total: 100% (2 out of 2)

100% of Family Relations students on the Gulf Coast campus (2 out of 2) responded that they "strongly agreed" or "agreed" to the statement "I feel competent to apply theoretical perspectives in life situations", Mean response = 3.5; Total: 100% (5 out of 5)

100% of Child Development students in Hattiesburg (6 out of 6) responded that they "strongly agreed" or "agreed" to the statement "I can apply prior knowledge to the current situation", Mean response = 3.83; Total: 100% (6 out of 6)

100% of Child Development students on the Gulf Coast campus (1 out of 1) responded that they "strongly agreed" to the statement "I can apply prior knowledge to the current situation"; Mean response = 4.0; Total: 100% (1 out of 1)

There are no Child Life exit surveys for the fall semester.

Fall Total: 100% of Family Relations and Child Development students (14 out of 14) "agreed" or "strongly agreed" to the statements measuring their ability to analyze life situations; mean response = 3.89; Total: 100% (14 out of 14)

Spring

100% of Family Relations and Child Life students in Hattiesburg (10 out of 10) responded that they "agreed" or "strongly agreed" to the statement "I have learned systems theory and can apply it to families and relationships", Mean response = 3.9

100% of Family Relations students on the Gulf Coast (4 out of 4) responded that they "strongly agreed" to the statement " I have learned systems theory and can apply it to families and relationships", Mean response = 4.0

100% of Family Relations and Child Life students in Hattiesburg (10 out of 10) responded that they "agreed" or "strongly agreed" to the statement " I feel competent to apply theoretical perspectives in life situations", Mean response = 3.9

100% of Family Relations students on the Gulf Coast (4 out of 4) responded that they "strongly agreed" to the statement "I feel competent to apply theoretical perspectives in life situations", Mean response = 4.0

100% of Child Development students in Hattiesburg (2 out of 2) responded that they "strongly agreed" to the statement "I can apply prior knowledge to the current situation", Mean response = 3.83

100% of Child Development students on the Gulf Coast campus (2 out of 2) responded that they "strongly agreed" to the statement "I can apply prior knowledge to the current situation"; Mean response = 4.0

Overall, in the spring semester 100% of students (15 out of 15) responded that they "agreed" or "strongly agreed" to the statements measuring ability to analyze life situations.

Summer, Fall and Spring Combined Total

100% of students (33 out of 33) responded they "agreed" or "strongly agreed" to the statements measuring ability to analyze life situations.

SLO 3:Application of critical thinking skills

Apply critical thinking skills to identify solutions to problems at all levels of the ecological model.

Related Measures:

M 3:Family Life Program Design Project in FCS 401

Associated with Outcomes 3 and 6, students are expected to show they can apply critical thinking skills to identify solutions to problems at all levels of the ecological model, as well as demonstrate professional skills and dispositions related to teaching, child life, and family life education. This project requires students to design and implement teaching lessons focused on specific populations and problems.

Source of Evidence: Project, either individual or group

Target:

80% of students will score 80% or better on the rubric for this assignment.

Findings (2011-2012) - Target: Met

Summer

83% of students (20 out of 24) scored an 80% or better on the Family Life Program Design; all Hattiesburg data; Total: 83% (20 out of 24).

Total: 83% (20 out of 24)

Fall: Course was not taught.

Spring

96% of Hattiesburg students (29 out of 30) scored an 80% or better on the Family Life Program Design Rubric; 77% of Gulf Coast students (23 out of 30) scored an 80% or better on the rubric. Combined Total: 87 % of Hattiesburg and Gulf Coast students (52 out of 60 students) scored an

80% or better on the rubric of this assignment.

Summer and Spring Combined Total

86% of students (72 out of 84) scored an 80% or better on the rubric of this assignment.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

FCS 401 Program Design

Established in Cycle: 2010-2011

Target was 80%, 78% of students succeeded. We will discuss if this assignment needs to be altered.

M 9:Exit Survey

Students shall complete a graduation exit survey.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Graduating students will express agreement that they feel competent to identify solutions to problems at all levels of the ecological model. Mean scores of >3 for each indicator will document that this target has been met.

Findings (2011-2012) - Target: Met

The ability for students to identify problems at all levels of the ecological model is assessed on the departmental exit survey for Family Relations, Child Development and Child Life. All questions are on a 4 point likert scale, with 4 as 'strongly agree', 3 as 'agree', 2 as 'disagree' and 1 as 'strongly disagree'.

To assess this measure Family Relations and Child Life students respond to the question "I feel competent to identify solutions to problems at all levels of the ecological model".

To assess this measure Child Development students respond to the question "I can motivate students to achieve high levels through the use of critical thinking skills and problem solving strategies".

Summer

100% of Family Relations students (4 out of 4) responded that they "strongly agreed" to the statement "I feel competent to identify solutions to problems at all levels of the ecological model"; Mean response = 4.0; all Hattiesburg data

Total: 100% (4 out of 4)

There are no Child Development or Child Life exit surveys for the summer semester.

Fall

100% of Family Relations students in Hattiesburg (5 out of 5) responded that they "strongly agreed" to the statement "I feel competent to identify solutions to problems at all levels of the ecological model"; Mean response = 4.0; Total: 100% (5 out of 5)

100% of Family Relations students on the Gulf Coast campus (2 out of 2) responded that they "strongly agreed" or "agreed" to the statement "I feel competent to identify solutions to problems at all levels of the ecological model"; Mean response = 3.5; Total: 100% (2 out of 2)

100% of Child Development students in Hattiesburg (6 out of 6) responded that they "strongly agreed" or "agreed" to the statement "I can motivate students to achieve high levels through the use of critical thinking skills and problem solving strategies"; Mean response = 3.83; Total: 100% (6 out of 6)

100% of Child Development students on the Gulf Coast campus (1 out of 1) responded that they "agreed" to the statement "I can motivate students to achieve high levels through the use of critical thinking skills and problem solving strategies"; Mean response = 3.0; Total: 100% (1 out of 1)

There are no Child Life exit surveys for the fall semester.

Fall Total: 100% of Family Relations and Child Development students (14 out of 14) "agreed" or "strongly agreed" to the statements measuring their ability to identify solutions to problems at all levels of the ecological model; mean response = 3.6; Total: 100% (14 out of 14)

Spring

100% of Family Relations and Child Life students in Hattiesburg (12 out of 12) responded that they "agreed" or "strongly agreed" to the statement "I feel competent to identify solutions to problems at all levels of the ecological model"; Mean response = 3.5

100% of Family Relations students on the Gulf Coast campus (1 out of 1) responded that they "strongly agreed" to the statement "I feel competent to identify solutions to problems at all levels of the ecological model"; Mean response = 4.0

100% of Child Development students in Hattiesburg (2 out of 2) responded that they "strongly agreed" to the statement "I can motivate students to achieve high levels through the use of critical thinking skills and problem solving strategies"; Mean response = 4.0

100% of Child Development students on the Gulf Coast campus (2 out of 2) responded that they "strongly agreed" to the statement "I can motivate students to achieve high levels through the use of critical thinking skills and problem solving strategies"; Mean response = 4.0

Overall, in the spring semester, 100% of students (17 out of 17) "agreed" or "strongly agreed" to the statements measuring their ability to identify solutions to problems at all levels of the ecological model.

Summer, Fall and Spring Combined Total

100% of students (35 out of 35) "agreed" or "strongly agreed" to the statements measuring their ability to identify solutions to problems at all levels of the ecological model.

SLO 4:Technology knowledge and skills

Demonstrate evidence of knowledge and skills in current and emerging technologies.

Related Measures:

M 4:CD 477 Power Point Research Presentation and Discussion Board Assignment

Associated with Outcome 4, students are expected to demonstrate knowledge and skills related to current and emerging technology. In this case, two assignments (power point presentations (both traditional and online sections) and discussion board effectiveness (only in the online sections) are combined to create a common measure.

Source of Evidence: Project, either individual or group

Target:

80% of students are expected to average 80% or better on the cumulative total of these technology based assignments.

Findings (2011-2012) - Target: **Met**

Summer

100% of students (29 out of 29) scored 80% or better on the PowerPoint assignment (Online Course)

83% of students (24 out of 29) scored 80% or better on the Discussion Board assignment (Online Course)

Fall: Course not taught.

Spring

93% of students (40 out of 43) scored 80% or better on the PowerPoint assignment (Online Course)

80% of students (34 out of 43) scored 80% or better on the Discussion Board assignment (Online Course)

Summer and Spring Data Combined

96% of students (69 out of 72) scored 80% or better on the PowerPoint assignment.

81% of students (58 out of 72) scored 80% or better on the Discussion Board assignment.

M 9:Exit Survey

Students shall complete a graduation exit survey.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Graduating students will agree that they feel competent in current and emerging technologies. Mean scores of >3 for each indicator will document that this target has been met.

Findings (2011-2012) - Target: Met

Measuring student competency in current and emerging technologies is assessed on the departmental exit survey for Family Relations, Child Development and Child Life. All questions are on a 4 point likert scale, with 4 as 'strongly agree', 3 as 'agree', 2 as 'disagree' and 1 as 'strongly disagree'.

To assess this measure Family Relations, Child Life and Child Development students respond to the question "I feel competent in current and emerging technologies".

Summer

100% of Family Relations students (4 out of 4) responded that they "strongly agreed" or "agreed" to the statement "I feel competent in current and emerging technologies"; Mean response = 3.67; all Hattiesburg data

Total: 100% (4 out of 4)

There are no Child Development or Child Life exit surveys for the summer semester.

Fall

100% of Family Relations students in Hattiesburg (5 out of 5) responded that they "strongly agreed" or "agreed" to the statement "I feel competent in current and emerging technologies"; Mean response = 3.8; Total: 100% (5 out of 5)

100% of Family Relations students on the Gulf Coast campus (2 out of 2) responded that they "strongly agreed" to the statement "I feel competent in current and emerging technologies"; Mean response = 4.0; Total: 100% (2 out of 2)

100% of Child Development students in Hattiesburg (6 out of 6) responded that they "strongly agreed" to the statement "I feel competent in current and emerging technologies"; Mean

response = 4.0; Total: 100% (6 out of 6)

100% of Child Development students on the Gulf Coast campus (1 out of 1) responded that they "strongly agreed" to the statement "I feel competent in current and emerging technologies"; Mean response = 4.0; Total: 100% (1 out of 1)

There are no Child Life exit surveys for the fall semester.

Fall Total: 100% of Family Relations and Child Development students (14 out of 14) "agreed" or "strongly agreed" to the statement "I feel competent in current and emerging technologies"; mean response = 3.95; Total: 100% (14 out of 14)

Spring

100% of Hattiesburg students (12 out of 12) "agreed" or "strongly agreed" to the statement "I feel competent in current and emerging technologies"; mean response = 3.5

100% of Gulf Coast Students (3 out of 3) "agreed" or "strongly agreed" to the statement "I feel competent in current and emerging technologies"; mean response = 4.0

Overall, in the spring semester 100% of students (15 out of 15) "agreed" or "strongly agreed" to the statement "I feel competent in current and emerging technologies"; mean response = 3.95

Summer, Fall and Spring Combined Data

100% of students (33 out of 33) "agreed" or "strongly agreed" to the statement "I feel competent in current and emerging technologies"

SLO 5: Professional growth and development

Demonstrate continual professional growth and development.

Related Measures:

M 5:CD 450 Leadership Philosophy Paper

Associated with Outcome 5, students are expected to demonstrate continual professional growth and development. An essential part of this Leadership Philosophy paper is a plan for continued learning once a student has graduated.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

80% of students will score 80% or better on the rubric for this assignment.

Findings (2011-2012) - Target: Partially Met

Summer

83% of students (15 out of 18) scored 80% or better on the Leadership Philosophy Paper (Online Course)

Fall: Course not taught.

Spring

68% of students (34 out of 50) scored 80% or better on the Leadership Philosophy Paper (Online Course)

Spring and Summer Data Combined

72% of students (49 out of 68) scored 80% or better on the Leadership Philosophy Paper.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

SLO 5: Evaluate the usefulness of SLO 5 and quality of "CD450 measurement"

Established in Cycle: 2011-2012

While previous action plans emphasized the need to explore changes to the "target" for this measure, the CFS assessment commit...

M 6:Employer Practicum Evaluations

Employer Practicum Evaluations for CD 455, CD 456, and FAM 490.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:

80% of students will receive a mean score of 3 or higher on the evaluation of all items on the Employer Practicum Evaluation.

Findings (2011-2012) - Target: Met

Summer

CD 456: Course not taught

CD 455: Course not taught

FAM 490: 100% of students (5 out of 5) received a mean score of 3 or higher on the employer practicum evaluation; all Hattiesburg data; Total: 100% (5 out of 5).

Total: 100% (5 out of 5)

Fall

CD 456: 100% of students (1 out of 1) received a mean score of 3 or higher on the employer practicum evaluation; all Hattiesburg data; Total: 100% (1 out of 1)

CD 455: 86% of Hattiesburg students (6 out of 7) received a mean score of 3 or higher on the employer practicum evaluation; 100% of Gulf Coast students (3 out of 3) received a mean score of 3 or higher on the employer practicum evaluation; Total: 80% (8 out of 10)

FAM 490: 100% of Hattiesburg students (4 out of 4) received a mean score of 3 or higher on the employer practicum evaluation; 100% of Gulf Coast students (6 out of 6) received a mean score of 3 or higher on the employer practicum evaluation; Total: 100% (10 out of 10)

Overall , during the fall semester 90.5% of students enrolled in CD 456, CD 455 or FAM 490 (19 out of 21) received a mean score of 3 or higher on the employer practicum evaluation

Spring

CD 456: 100% of students (2 out of 2) received a mean score of 3 or higher on the employer practicum evaluation; all Hattiesburg data

CD 455: 100% of Hattiesburg students (5 out of 5) received a mean score of 3 or higher on the employer practicum evaluation; 80% of Gulf Coast students (4 out of 5) received a mean score of 3 or higher on the employer practicum evaluation; Total: 90% (9 out of 10)

FAM 490: 90% of Hattiesburg students (9 out of 10) received a mean score of 3 or higher on the employer practicum evaluation; 100% of Gulf Coast students (1 out of 1) received a mean score of 3 or higher on the employer practicum evaluation; Total: 91% (10 out of 11)

Overall during the spring semester 91% of students enrolled in Cd 456, Cd 455 or FAM 490 (21 out of 23) received a mean score of 3 or higher/

Summer, Fall and Spring Data Combined

92% of students (45 out of 49) in the summer, fall and spring semesters received a mean score of 3 or higher on the employer practicum evaluation.

M 9:Exit Survey

Students shall complete a graduation exit survey.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Graduating students will agree that life-long learning is a vital component of professionalism. Mean scores of >3 for each indicator will document that this target has been met.

Findings (2011-2012) - Target: Met

Student professional growth/understanding of life-long learning is assessed on the departmental exit survey for Family Relations, Child Development and Child Life. All questions are on a 4 point likert scale, with 4 as 'strongly agree', 3 as 'agree', 2 as 'disagree' and 1 as 'strongly disagree'.

To assess this measure Family Relations, Child Life and Child Development students respond to the question "I consider life-long learning to be a vital component of professionalism".

Summer

100% of Family Relations students (4 out of 4) responded that they "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"; Mean response = 4.0; all Hattiesburg data

Total: 100% (4 out of 4)

There are no Child Development or Child Life exit surveys for the summer semester.

Fall

100% of Family Relations students in Hattiesburg (5 out of 5) responded that they "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"; Mean response = 4.0; Total: 100% (5 out of 5)

100% of Family Relations students on the Gulf Coast campus (2 out of 2) responded that they "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"; Mean response = 4.0; Total: 100% (2 out of 2)

100% of Child Development students in Hattiesburg (6 out of 6) responded that they "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"; Mean response = 4.0; Total: 100% (6 out of 6)

100% of Child Development students on the Gulf Coast campus (1 out of 1) responded that they "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"; Mean response = 4.0; Total: 100% (1 out of 1)

There are no Child Life exit surveys for the fall semester.

Fall Total: 100% of Family Relations and Child Development students (14 out of 14) "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"; mean response = 4.0; Total: 100% (14 out of 14)

Spring

100% of Hattiesburg students (12 out of 12) responded that they "agreed" or "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"; Mean response = 3.5

100% of Gulf Coast students (3 out of 3) responded that they "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"; Mean response = 4.0

Overall in the spring semester, 100% of students (15 out of 15) responded that they "agreed" or "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"

Summer, Fall and Spring Combined

100% of students (33 out of 33) responded that they "agreed" or "strongly agreed" to the statement "I consider life-long learning to be a vital component of professionalism"

SLO 6: Professional skills and dispositions

Demonstrate proficiency in professional skills and dispositions related to teaching, child life, and family life education.

Related Measures:

M 3: Family Life Program Design Project in FCS 401

Associated with Outcomes 3 and 6, students are expected to show they can apply critical thinking skills to identify solutions to problems at all levels of the ecological model, as well as demonstrate professional skills and dispositions related to teaching, child life, and family life education. This project requires students to design and implement teaching lessons focused on specific populations and problems.

Source of Evidence: Project, either individual or group

Target:

80% of students will score 80% or better on the rubric for this assignment.

Findings (2011-2012) - Target: Met

Summer

83% of students (20 out of 24) scored an 80% or better on the Family Life Program Design; all Hattiesburg data; Total: 83% (20 out of 24).

Total: 83% (20 out of 24)

Fall: Course was not taught.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

FCS 401 Program Design Assignment

Established in Cycle: 2010-2011

Target was 80%, 78% of students succeeded. We will discuss if this assignment needs to be altered.

M 7: Employer Disposition Forms

Associated with Outcome 6, students are expected to demonstrate professional skills and dispositions related to teaching, child life, and family life education. For practicums in CD 455, CD 456, and FAM 490, practicum employers will be asked to fill out a form evaluating student professional skills and dispositions.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:

3 or better on all professional skills and dispositions.

Findings (2011-2012) - Target: Met

Summer

CD 456: Course not taught

CD 455: Course not taught

FAM 490: 100% of students (5 out of 5) received a mean score of 3 or higher on the employer practicum disposition form; all Hattiesburg data; Total: 100% (5 out of 5).
Total: 100% (5 out of 5)

Fall

CD 456: 100% of students (1 out of 1) received a mean score of 3 or higher on the practicum disposition form; all Hattiesburg data; Total: 100% (1 out of 1)

CD 455: 86% of Hattiesburg students (6 out of 7) received a mean score of 3 or higher on the practicum disposition form; 100% of Gulf Coast students (3 out of 3) received a mean score of 3 or higher on the practicum disposition form; Total: 90% (9 out of 10)

FAM 490: 100% of Hattiesburg students (4 out of 4) received a mean score of 3 or higher on the practicum disposition form; 100% of Gulf Coast students (6 out of 6) received a mean score of 3 or higher on the practicum disposition form; Total: 100% (10 out of 10)

Overall , during the fall semester 95% of students enrolled in CD 456, CD 455 or FAM 490 (20 out of 21) received a mean score of 3 or higher on the practicum disposition form.

Fall and Summer Combined

96% of students (25 out of 26) enrolled in CD 456, CD 455 or FAM 490 during the summer or fall semesters received a mean score of 3 or higher on the practicum disposition form.

Spring

CD 456: 100% of students (2 out of 2) received a mean score of 3 or higher on the practicum disposition form; all Hattiesburg data

CD 455: 100% of Hattiesburg students (5 out of 5) received a mean score of 3 or higher on the practicum disposition form; 80% of Gulf Coast students (4 out of 5) received a mean score of 3 or higher on the practicum disposition form; Total: 90% (9 out of 10)

FAM 490: 90% of Hattiesburg students (9 out of 10) received a mean score of 3 or higher on the practicum disposition form; 100% of Gulf Coast students (1 out of 1) received a mean score of 3 or higher on the practicum disposition form; Total: 91% (10 out of 11)

Overall , during the spring semester 91% of students enrolled in CD 456, CD 455 or FAM 490 (21 out of 23) received a mean score of 3 or higher on the practicum disposition form.

Summer, Fall and Spring Data Combined

92% of students (45 out of 49) received a mean score of 3 or higher on the practicum disposition form.

M 9:Exit Survey

Students shall complete a graduation exit survey.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Graduating students will agree that they feel proficient in skills and dispositions related to their identified career path. Mean scores of >3 for each indicator will document that this target has been met.

Findings (2011-2012) - Target: Met

Proficiency in skills and dispositions related to a graduating students career path is assessed on the departmental exit survey for Family Relations, Child Development and Child Life. All questions are on a 4 point likert scale, with 4 as 'strongly agree', 3 as 'agree', 2 as 'disagree' and 1 as 'strongly disagree'.

To assess this measure Family Relations, Child Life and Child Development students respond to the question "I feel proficient in skills and dispositions related to my identified career path".

Summer

100% of Family Relations students (4 out of 4) responded that they "strongly agreed" or "agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"; Mean response = 3.67; all Hattiesburg data
Total: 100% (4 out of 4)

There are no Child Development or Child Life exit surveys for the summer semester.

Fall

100% of Family Relations students in Hattiesburg (5 out of 5) responded that they "strongly agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"; Mean response = 4.0; Total: 100% (5 out of 5)

100% of Family Relations students on the Gulf Coast campus (2 out of 2) responded that they "strongly agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"; Mean response = 4.0; Total: 100% (2 out of 2)

100% of Child Development students in Hattiesburg (6 out of 6) responded that they "strongly agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"; Mean response = 4.0; Total: 100% (6 out of 6)

100% of Child Development students on the Gulf Coast campus (1 out of 1) responded that they "strongly agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"; Mean response = 4.0; Total: 100% (1 out of 1)

There are no Child Life exit surveys for the fall semester.

Fall Total: 100% of Family Relations and Child Development students (14 out of 14) "strongly agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"; mean response = 4.0; Total: 100% (14 out of 14)

Spring

100% of Hattiesburg students (12 out of 12) responded that they "agreed" or "strongly agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"; Mean response = 3.5

100% of Gulf Coast students (3 out of 3) responded that they "strongly agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"; Mean response = 4.0

Overall in the spring semester, 100% of students (15 out of 15) responded that they "agreed" or "strongly agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"

Summer, Fall and Spring Combined Total

100% of students (33 out of 33) responded that they "agreed" or "strongly agreed" to the statement "I feel proficient in skills and dispositions related to my identified career path"

Details of Action Plans for This Cycle (by Established cycle, then alpha)

FAM 475 Service Learning Project

80% of students will achieve 80% or better on this project.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: FAM 475 Service Learning Project | **Outcome/Objective:** Effectively analyze life situations

Implementation Description: In FY 11, faculty will review this measure for both appropriateness of target mean and evaluate learning objectives.

Responsible Person/Group: Charles West, Chair

Leadership Philosophy Paper

80% of students will earn an 80% or better on the Leadership Philosophy paper rubric in CD 450.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: Medium

Implementation Description: This is a new assessment and we may have been unrealistic to expect 80% of students to earn an 80% or better - to achieve this target might primarily encourage grade inflation. Therefore, over the next year we will evaluate this measure, as well as explore what we can do to improve student performance.

Responsible Person/Group: Charle West, Chair

Additional Resources Requested: None

Budget Amount Requested: \$0.00 (no request)

FAM 475 Service Project

We reevaluated the rubric and goals of this assignment in Fall, 2010. If we eliminated the summer numbers (9 of 15 students succeeded), we would have met our target. We believe we have revamped this assignment and it is in good shape.

Established in Cycle: 2010-2011

Implementation Status: Terminated

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: FAM 475 Service Learning Project | **Outcome/Objective:** Effectively analyze life situations

Implementation Description: none

Responsible Person/Group: none

FCS 401 Program Design

Target was 80%, 78% of students succeeded. We will discuss if this assignment needs to be altered.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Family Life Program Design Project in FCS 401 | **Outcome/Objective:** Application of critical thinking skills

Implementation Description: Curriculum Committee discussion in Fall, 2011.

Responsible Person/Group: CFS Curriculum Committee

FCS 401 Program Design Assignment

Target was 80%, 78% of students succeeded. We will discuss if this assignment needs to be altered.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Family Life Program Design Project in FCS 401 | **Outcome/Objective:** Professional skills and dispositions

Implementation Description: Curriculum Committee discussion in Fall, 2011.

Responsible Person/Group: CFS Curriculum Committee.

FAM 475 Service Learning Action Plan

80% of students will score 80% or better on the rubric for this assignment.

The assignment rubric and goals will be reevaluated in efforts to meet this measure.

Established in Cycle: 2011-2012

Implementation Status: Terminated

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: FAM 475 Service Learning Project | **Outcome/Objective:** Effectively analyze life situations

Implementation Description: The assignment rubric and goals will be reevaluated in efforts to meet this measure.

Responsible Person/Group: Child and Family Studies undergraduate faculty.

SLO 2: Evaluate the usefulness of SLO 2 and quality of the "Service Learning measurement"

While previous action plans emphasized the need to revise rubrics and assignment guidelines, the CFS assessment committee has identified the need to conduct a more comprehensive review. The assessment committee is reviewing the overall quality of this measure as well as the quality of the associated outcome. It is likely that the measure will be modified or removed to improve the overall quality of the assessment process within the department. The committee is attempting to increase the specificity of all departmental outcomes and measures. The committee has expressed concerns that this outcome is too vague to effectively measure.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: FAM 475 Service Learning Project | **Outcome/Objective:** Effectively analyze life situations

Implementation Description: The new Department of Child and Family Studies Assessment Plan will be implemented during the Fall semester of 2012.

Projected Completion Date: 07/30/2012

Responsible Person/Group: Department of Child and Family Studies assessment committee.

Additional Resources Requested: None at this time.

SLO 5: Evaluate the usefulness of SLO 5 and quality of "CD450 measurement"

While previous action plans emphasized the need to explore changes to the "target" for this measure, the CFS assessment committee has identified the need to conduct a more comprehensive review. The assessment committee is reviewing the overall quality of this measure as well as the quality of the associated outcome. It is likely that the measure will be modified or removed to improve the overall quality of the assessment process within the department. The committee is attempting to increase the specificity of all departmental outcomes and measures. The committee has expressed concerns that this outcome is too vague to effectively measure.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: CD 450 Leadership Philosophy Paper | **Outcome/Objective:** Professional growth and development

Implementation Description: The new Department of Child and Family Studies Assessment Plan will be implemented during the Fall semester of 2012.

Projected Completion Date: 07/30/2012

Responsible Person/Group: Department of Child and Family Studies Assessment Committee

Additional Resources Requested: None at this time.

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The CFS Assessment Committee thoroughly reviewed the current WEAVE outcomes and measures, while all but 2 outcomes were met, the committee's analysis resulted in the conclusion that the current outcomes and measures did not adequately reflect CFS BS program goals and objectives. The committee further determined that current WEAVE outcomes and measures were too broad to be effectively measured and evaluated. As a result, the assessment committee, in collaboration with the departmental work groups and area coordinators, is modifying and creating new, robust, authentic outcomes and measures that will be implemented in fall 2012. The new outcomes and measures will be comprehensive and reflect the skills and knowledge necessary for student success as child and family professional.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The CFS Assessment Committee thoroughly reviewed the current WEAVE outcomes and measures, while all but 2 outcomes were met, the committee's analysis resulted in the conclusion that the current outcomes and measures did not adequately reflect CFS BS program goals and objectives. The committee further determined that current WEAVE outcomes and measures were too broad to be effectively measured and evaluated. As a result, the assessment committee, in collaboration with the departmental work groups and area coordinators, is modifying and creating new, robust, authentic outcomes and measures that will be implemented in fall 2012. The new outcomes and measures will be comprehensive and reflect the skills and knowledge necessary for student success as child and family professional.

Annual Report Section Responses

Program Summary

Child and Family Studies BS

The Bachelor of Science degree in Child and Family Studies (CFS BS) allows students to choose from three emphasis areas (Child Development, Child Life and Family Relations). While much of the coursework is common across all emphasis areas, each area also requires coursework unique to the emphasis. The department strives to maintain an effective assessment program built upon practical and meaningful learning outcomes.

The CFS BS program prepares students to become child and family human service and education professionals with the knowledge and skills necessary to improve the lives of children, families and communities. The curriculum emphasizes the importance of families as systems of interconnected individuals and the relationships between family dynamics, resiliency, community wellness and quality of life. Laboratory, field experiences and experiential learning are central components of providing the best academic foundation within a real-life context. Students are challenged to integrate formal academic learning with personal and professional experiences so that training is focused, authentic and meaningful.

The CFS BS program is accredited by the American Association of Family and Consumer Sciences. The Family Relations emphasis is approved by The National Council on Family Relations as meeting the standards and criteria required for approval as a Provisional Certified Family Life Educator (CFLE).

During the 2011-2012 school year undergraduate CFS BS enrollment numbers continued to grow, especially in the Child Development and Family Relations emphasis areas. The number of students selecting CFS minors also increased. The faculty in the Department of Child and Family Studies has worked diligently to develop and plan the implementation of a more effective and robust assessment plan for all undergraduate emphasis areas (Child Development, Child Life & Family Relations). CFS assessment efforts are led by the departmental assessment committee. The assessment committee routinely seeks input from program coordinators, program directors, faculty and students.

Continuous Improvement Initiatives

The Department of Child and Family Studies experienced a change in leadership this past year that resulted in a new department Chair. In addition, the department revamped its decision-making process by establishing several committees to create a multi-level, collaborative process for making programmatic decisions. The following committees were created: 1) Curriculum Committee, 2) Assessment Committee, and 3) Work Group Committees. Each emphasis area (child development, child life and family relations) established a work group with a designated coordinator. Throughout the past year the work groups, in collaboration with the assessment committee, identified meaningful outcomes and associated measures. Course learning objectives, assignments and rubrics were reviewed and are being revised to ensure that courses are meeting program outcomes and equipping our graduates with the necessary skills to become child and family professionals. This process has resulted in numerous course modifications. One of the major changes included redesigning FAM 401-Family Life Education to serve as the CFS writing intensive course. This will allow students the opportunity to apply skills in a real-life community setting while completing a comprehensive writing and speaking intensive project. Based on feedback from both students and faculty, FAM 455-Family Theories is being modified to integrate a more skills-based curriculum.

Since being formed in August 2011, the assessment committee has undertaken several initiatives to address program improvement across emphasis areas. Collaboration with work groups is resulting in significant modifications to the departmental WEAVE assessments process, which will be implemented in fall 2012. The WEAVE revisions consists of the development of new outcomes and measures that cut across all emphasis areas, as well as emphasis specific outcomes and measures. The assessment committee and work groups worked in partnership to identify meaningful outcomes that represent essential knowledge and skills necessary for success as a child and family professional. The assessment committee is reviewing all assignment guidelines and rubrics associated with measures and making revisions as necessary to enhance quality and increase specificity. In addition, the assessment committee will ensure that all outcomes contain both direct and indirect measures. The assessment committee is committed to measurements that provide a comprehensive assessment of the outcome. For example, most outcomes contain 1) a faculty measurement, such as an assignment rubric; 2) a student measurement, such as the graduate exit survey; and 3) an external measurement, such as the practicum supervisor evaluation.

It is anticipated these initiatives will result in a meaningful, robust, authentic assessment that strengthens the CFS BS program and provides our students with the necessary skills to become successful child and family professionals.

Closing the Loop

Based on feedback from the University Assessment Committee, departmental faculty and students, the CFS Assessment Committee thoroughly reviewed the current WEAVE outcomes and measures. The assessment committee's analysis resulted in the conclusion that the current outcomes and measures did not adequately reflect CFS BS program goals and objectives. The committee further determined that current WEAVE outcomes and measures were too broad to be effectively measured and evaluated. As a result the assessment committee, in collaboration with the departmental work groups and emphasis area coordinators, is modifying and creating new, robust, authentic outcomes and measures that will be implemented in fall 2012. The new outcomes and measures will be comprehensive and reflect the skills and knowledge necessary for student success as a child and family professional. The new assessment outcomes will emphasize the following:

- Demonstration of theoretical principles

- Application of critical thinking skills
- Demonstration of values, attitudes and behaviors that reflect cultural sensitivity and professionalism
- Implementation of needs assessments
- Assessment of developmental domains and needs of young children
- Implementation of early childhood curricula and evidence-based child life practices

Course learning objectives, rubrics and assignment guidelines will be modified and clarified to increase quality, continuity and specificity across emphasis areas. It is anticipated that all of the above mentioned modifications will allow for the collection of more accurate data to assess student learning outcomes.