Academic Program:	Human Development and Family ~~Studies~~ <mark>Science</mark>		Date:	11-21-2022
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Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.			_X__ Learning Outcomes ___ Curriculum Map ___ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.			___ Yes __X_ No ___ Hybrid	

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
6.Identify the significant family resource management principles across the lifespan.	AHS 301, AHS 335	AHS 301-Topics covered include family expenses and spending, family resiliency, and family decision making AHS 335- Play SPENT, and online simulation designed to present players with the choices and challenges of families living at or below the poverty line. Respond to questions following play.		AHS 301-80% of students complete measures with a 85% or better AHS 335-85% of students will reflect on decisions in which there is not a clear right or wrong answer	AHS 301: 86% of students completed the assignments on family expenses and spending, family resiliency, and family decision making. AHS 335: There was a new faculty person who taught this class in Spring 2022 and was unaware that this was an assignment that needed to be completed and assessed.	
7. Classify the significant aspects of parent education.	AHS 436, AHS 441	Case study analyses, topical essays, parenting issue project, lesson /unit plan design	There is a rubric applicable to each assignment	80% of students complete with a B or better	AHS 436: 70% of students earned a B or higher on the parenting issue project, lesson/unit plan design	The 21-22 academic year AHS 441 was taught in the fall and AHS 436 in the spring. It seemed to make

					AHS 441: 99% of students earned 80% or higher on case study	sense content-wise to reverse the order. Not hitting the benchmark in AHS 436 bears watching in the next few years to see if it is an anomaly or if further changes are necessary for student success.
8.Outline public policies and laws that directly and indirectly effect families.	AHS 145, AHS 335	AHS 145- Students identify 2-3 policies that impact themselves and their families on a daily basis. AHS 335- Students select a policy that could impact families and write a letter to a public official to express their views		AHS 145- 75% of students can identify at least 2 policies AHS 335- 80% of students describe a policy and support their arguments	AHS 145: Was not taught in fall 2021 due to lack of faculty In spring 2022 73% of students identified at least 2 policies that impact them on a daily basis AHS 335: 90% of students described a policy and supported their arguments	
10. Employ family life education methodologies.	AHS 441, AHS 449	Lesson and unit plan design, practicum project	There is a rubric applicable to each assignment	80% of students will complete lesson/unit plans and internship projects with a B or better	AHS 441: 93% of students completed their unit plans with a B or better AHS 449: 100% of students completed their internship project with a B or better	

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Student Success Activities

Use the "Academic Chair" tab in Blue Reports to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	This year we are not dependent on adjuncts to teach classes. The 1.5 faculty members are able to collaborate to maintain student performance expectations.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	In spring 2021 HDFS lost 2 of 2.5 faculty positions in HDFS. In Fall 2021 all 1,2, and 300 level courses in the major were taught online by adjuncts. In looking at HDFS retention numbers, they have decreased with the loss of full-time faculty. This fall we have only 1 online class that is being taught by an adjunct instructor. We are hopeful that this will facilitate our student retention and graduation rates, which are below the university average. Enrollment declines and available funding for adjuncts has meant that we have adjusted our course offerings, with most courses being offered only once a year. This means if a student fails to take or pass a critical pre-req course they will need to wait an entire year to take it. This will most certainly impact our 4-year graduation rate. The impact of the move in CHHS to professional advisors will need to be watched and evaluated. 4-year graduation rates were 37.50% for students who started the major as a freshman, and 55.56% for students who changed their major to HDFS. 6-year graduation rates were 83.33% for students who started the major as a freshman, and 54.05% for students who changed their major to HDFS.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*	It was insightful to note that the loss of faculty and the (overuse) of adjuncts and online-only course offerings correlated with drops in enrollment and retention. As a "found" major, HDFS majors often come from other programs where they were not successful. This fact underscores the need for a strong focus on student success. In the past the faculty had a shared understanding of how the curriculum fits together and how they contributed to the outcomes of the major. Attention to facilitating that understanding among new faculty is necessary.

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What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	During COVID we were unable to maintain community partnerships, which enhances student growth and development in the major and as young professionals. We are working to strengthen community partnerships, and have s
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	1. Identify and describe historical and current demographic, social, and cultural trends in families (AHS 237, AHS 336) 2. Illustrate principles of family dynamics (AHS 309, AHS 336) 9. Demonstrate professional ethics (AHS 448, AHS 449)
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	All faculty who teaches HDFS classes will be involved in the assessment process each year. Findings will be shared with our professional organization (National Council on Family Relations) which certifies our program.

Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: BS HDFS
Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.	Strong use of multiple measures across the curriculum to gain student data from a variety of performances.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	I can't tell for sure from the data whether they represent a composite score of all the items on the rubric, or a specific score related only to the outcome being measured. The latter will provide the most accurate data on the outcome.	Mature

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used The threshold for proficiency reflects reasonably high expectations for the program Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used Thoughtful discussion of faculty insights gained from findings is included When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Multiple program faculty are involved in the assessment process Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders	It may be helpful to plan for how faculty will be made aware of their responsibilities in providing data for assessment to avoid any future missing data.	Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.