Student Outcomes Assessment and Success Report AY2019-20   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: Human Development and Family Studies/Applied Health Sciences   **Contact Name(s) and Email(s)** _Linda Behrendt/Linda.Behrendt@indstate.edu_

Part 1a: Summary of Student Learning Outcomes Assessment
NOTE: If data from Spring 2020 is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. Identify and describe historical and current demographic, social, and cultural trends in families.	i.AHS237-Child Development: Unequal Childhoods Reading Quiz Ch. 12 ii.AHS 336-Family Relationships- Cross-cultural interview assignment	i.80% of students answer all of the reading quiz questions correctly ii.80% of students include comparisons of multiple social and cultural norms in assignment	i.82.7% of students answered Ch. 12 reading quiz questions correctly during Fall 2019 ii. 81.8% of students who participated in this assignment included comparisons of multiple social and cultural norms during Fall 2019	Going through the certification process where every syllabus had to be examined to meet professional standards allowed faculty the opportunity to "fine tune" coursework and course assignments as they link to learning outcomes.
2. Illustrate principles of family dynamics.	i.AHS 309-Applied Theory in ii.HDFS-Family stress theory application activity ii.AHS 336-Family Relationships-Parenting styles assignment	i.85% of students can accurately answer questions 1-6 regarding families and stress. ii.Define Baumrind's 4 parenting styles, situate them on a grid (warmth on the x axis, monitoring on the y axis)	i. 100% of students who participated in the family stress theory application activity answered questions 1-6 correctly both Fall 2019 and Spring 2020. ii. 90.5% of students who participated in this activity were able to correctly situate styles on grid during Fall 2019	Ditto above.
3.				

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Helpful Hints for Completing this Table
   a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
   b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
   c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
   d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use Blue Reports to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

1) Cohort Sizes:	2016=191	2017=165	2018=133	2019=123	2020=106
Freshmen/Transfer	16/6	15/4	8/1	6/2	
2) 2) Year-to-Year Retention	82.14%	77.78%	76.35%	79.41%	

   3) 3) 5-Year Graduation Rate (undergraduate): 47.76%

What worked well in supporting student success this year? The ability of the faculty to switch quickly to an online format last spring was key to student success.

What are the most significant opportunities for improvement upon which to focus in the coming year? We are currently working on a revision to our curriculum where we will move a fall class (AHS 436) to spring and a spring class (AHS 441) to the fall. The need to do this has been apparent in recent years; students struggle in the fall class and then are able to assimilate the information in the spring class. By switching the order of the classes student will gain the information needed for a richer learning experience in the spring. The change in course delivery (e.g. Zoom) has underscored the need for this to happen by the next academic year (2021-2022).

Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs
If you submitted a report last year, you only need to resubmit if there are changes to your current career readiness competencies map.

If you have not previously done so, please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: https://www.indstate.edu/assessment/plan-components

Part 2: Continuous Quality Improvement
Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
    a. HDFS program faculty have not met since last spring. Our communication with one another is spotty, so we are not pulling as a team. This has impacted our ability to recognize attendance and/or grade patterns as they occur across all of the courses. In addition, due to the COVID-19 pandemic students were unable to complete their internships last spring and only a few were able to secure practicum locations this fall. We fear that our students will not be career ready when they graduate in May 2021.
2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed):** Re-certification with the National Council on Family Relations will occur in 2024. In order to retain our certification status we must continue to monitor how our syllabi and pedagogy match to professional standards. By design the syllabi work together and build on one another (e.g. with pre-reqs) to promote student learning.
3) **what your assessment plan will focus on in the coming year:**
    a. Explain human development across the lifespan
    b. Describe physiological, social, personal, and moral aspects of human sexuality
    c. Account for the role of interpersonal skills in family dynamics

4) **how this information will be shared with other stakeholders:** We were certified through the National Council on Family Relations in May 2019. We had planned a big event in April 2019 to host our community partners to share this information and its implications for our graduates and these agencies. Sadly, we were unable to hold this event. It will be vital for the HDFS program to hold this event as soon as it is safe to do so.

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: BS Human Development & Family Studies	Overall Rating: Mature (2.00/3.00)
Strengths	Recommendations
- Learning outcomes are clear and measurable. - Assessments are clearly described and provide direct measures for student learning relative to the aligned outcomes. Data is taken from measures in more than one course to provide a better sense of student learning at multiple points in the curriculum. - Expectations for student performance are clear and appropriate. - Actual student performance data is clearly reported and provides some triangulation in support of student achievement of outcomes from multiple measures. - Good notes about faculty efforts to review the syllabi to ensure standards are being met. - Good information about challenges to curriculum, communication, student experiences, and student learning due to COVID-19. This has certainly had an impact on many of our academic activities.	- Be sure that the assessments used to measure student learning will demonstrate comprehensive outcome performance. For instance, outcome 2 – "illustrate principles of family dynamics" – is a pretty broad outcome. The assessments used to demonstrate student learning are very specific and likely cover specific aspects rather than comprehensive mastery of the outcome. I can't be fully sure from the report, but it's something to make sure to look at as you plan future assessments. Possibly adding some type of more summative or capstone data to complement the existing data would help. - Add a note of how student performance was evaluated (e.g. checklists, rubrics, etc.). This will help provide insight into what the data represents. - Excellent notes on the challenges faced by the faculty in engaging in and communicating about assessment during COVID. Include any notes about what is being done to address challenges, particularly as it pertains to sharing assessment results (posted in a program TEAMS site, sent over email, shared on Blackboard, etc.) just to evidence that these results are communicated out to faculty. - Let me know if you would like any resources or support for your review of syllabi and alignment to the standards. I'm always happy to provide a 3rd party perspective.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.	Learning outcomes are identified and alignment with courses is demonstrated. Outcomes are consistent across modes of delivery (if applicable). At least one outcomes is assessed this cycle.	No *(program)* learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).
Performance Goals & Measures	Performance goals are clear and appropriate, and rationale is provided for why these were selected. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings. Licensure exams and high-impact practices are reflected in measures (if applicable).	Performance goals are clear and appropriate. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.	Performance goals are identified with little rationale or clarity. Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.	No goals for student performance of learning outcomes are identified, and/or no measures are provided.

Analysis & Results	Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data. Data is collected and analyzed with clear rationale and description. Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.	Data collection process is clear and designed to produce valid/trustworthy results. Data is collected and analyzed with clear rationale and description. Results are provided with some discussion of analysis.	Description of data collection is unclear as to process and quality. Some data is collected and analyzed with little rationale or description. Some results are provided with no discussion of analysis.	No information is provided about the data collection process, and/or no data is being collected. No results are provided
Sharing & Use of Results for Continuous Improvement	A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.	A plan for sharing information broadly across program faculty is detailed and enacted. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection is offered about results or plans moving forward.	Information is provided about sharing results, but sharing is limited in scope or content. Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results. Little reflection is offered about results or plans moving forward.	No information is provided about sharing results and/or plans for improvement or change based on results. No evidence of reflection on results in provided.
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**

Please see reviewer notes for more details.