

**Assurance of Student Learning Report
2022-2023**

College of Health and Human Services

Department of Applied Human Sciences

Master of Science in Child and Family Studies (489)

Program and Assessment Coordinator: Dr. Adam R. West, 270-745-5138, adam.west@wku.edu

Is this an online program? Yes No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here
 Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Critique, interpret, and apply theory in child and family studies

Instrument 1 Direct: FACS 550 Interview Paper

Instrument 2 Direct: FACS 580 Theory Section Assignment

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Program Student Learning Outcome 2: Develop job specific programs of work and curriculum applicable to specific clients and employment

Instrument 1 Direct: FACS 580 Final Paper

Instrument 2

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Assessment Cycle Plan:

We have two program leaning outcomes that were not assessed this cycle: **Apply key principles, concepts and analytic strategies used in academic research** and **Evaluate the methodological strengths and limitations of empirical studies**. We will assess both learning outcomes during the 2023-2023 academic year. The learning outcome, "Apply key principles, concepts and analytic strategies used in academic research," will be assessed in FACS 550 and FACS 577 and the learning outcome, "Develop job specific programs of work and curriculum applicable to specific clients and employment," will be assessed in FACS 580 during fall 2023.

Program Student Learning Outcome 1

Program Student Learning Outcome	Critique, interpret, and apply theory in child and family studies		
Measurement Instrument 1	Direct: Students in FACS 550 Youth and Family Theory and Research are required to interview an adult in their life that differs from them in at least one key way (e.g., age, gender, sexual orientation, ethnicity, race, class, culture). As part of the interview project, students analyze their interview findings in the context of at least two theoretical perspectives. Students interpret and apply the theories as part of their analysis. The analysis part of the project is evaluated using a separate rubric to measure students in one of three categories: “does not meet expectations,” “meets expectations,” or “exceeds expectations.”		
Criteria for Student Success	Students demonstrate knowledge about the application of theory throughout the semester in FACS 550 in smaller learning assignments. Student success occurs when students demonstrate their knowledge in a culminating final project. Students report on who they interviewed and the major themes and results of the interview. They identify and apply at least two theories to their interview results. Student success occurs when a student paper “meets expectations.” See the attached rubric, “Interview Paper Report Guidelines.”		
Program Success Target for this Measurement	70% students achieve “meets expectations” or higher	Percent of Program Achieving Target	100% of the students earned “meets expectations” or higher
Methods	Data was collected in FACS 550 during Fall 2022. The sample size was three students in the course, out of seven active students in the program during the academic year (i.e., students who enrolled in courses during the academic year). That equates to over 40% of active students in the program. Given that, on average, students are taking two or more years to complete the program, it is reasonable to expect at least one-third of the students in the program to be in the course at any given time. Data was collected as a part of grading for the Interview Paper Assignment and was a part of the grading rubric. Of the sample, 100% of students performed at the levels of “meets expectations” or “exceeds expectations.”		
Measurement Instrument 2	Direct: FACS 580 Theory Section Assignment		
Criteria for Student Success	As part of a capstone project, students in FACS 580 Internship complete a capstone paper. Throughout the semester, students submitted sections of their paper as separate assignments. One of these assignments is the theory section. Success is demonstrated when students interpret and apply theoretical perspectives to their project topic and in the field of child and family studies. Student success occurs when a student paper “meets expectations.” See the attached rubric, “Theory Section Assignment.”		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	100% of the students earned “meets expectations” or higher
Methods	Data was collected during Fall 2022 and Spring 2023 as part of a theory section of a larger paper assignment. A separate rubric was used to assess student learning separate from the paper assignment. The sample consisted of 5 students. During the academic year, we had seven active students in the program. This equates to 70% of the active students in the program who completed the measurement during the year.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results and Conclusions

This was our four assessment cycle of all students achieving the target goal using Measurement Instrument 1. As with last year, although we are enthusiastic of this successful outcome, we also acknowledge that the sample size for this measurement instrument varies year to year. In order to capture additional program students, and as a part of last year's assessment, we looked into implementing and Measurement Instrument 1 in another course, FACS 577. We did not include a new measure for this year due to changes in our teaching schedule and FACS 577 was not taught. As part of the program core, students can choose to take FACS 550 or FACS 557. Both courses focus on theory, with the primary difference between the two being different target populations. Although many of our students end up taking both FACS 550 and FACS 577 during their time in the program, we still will include we will include both courses this coming academic year in hope to capture more students at one time for the measurement. During 2022-2023, we will continue using Measurement Instrument 1, the interview paper in FACS 550 and add it to FACS 577.

This was our third year using Measurement Instrument 2. We achieved our target this year, a turnaround from the previous year. As with previous years, we realize that we typically have a smaller sample size and that just one or two students not meeting the outcome means we might not achieve our program target. We will continue to use this instrument in 2023-2024.

Plans for Next Assessment Cycle

FACS 550 will be taught again in Fall 2023 and the same assessment will be administered. The assessment will also be added to FACS 577 scheduled to be taught in Spring 2024. FACS 580 will be offered in Fall 2022 and Spring 2023 and will use the same measurement instrument.

We will assess this Learning Outcome 1 again in Fall 2023, including both direct assessments. Dr. West will be responsible for collection and providing data. He will coordinate with other faculty who may help teach FACS 580 and who teach FACS 577.

Program Student Learning Outcome 2

Program Student Learning Outcome	Develop job specific programs of work and curriculum applicable to specific clients and employment		
Measurement Instrument 1	Direct: Paper: Students in FACS 580 Internship complete a capstone project designed to impact something specific at their field experience. Students complete a project and submit an associated capstone paper. The capstone paper includes sections about a literature review, theoretical underpinnings of the project, and evaluation of the project. Part of the assignment is used to assess the program student learning outcome, "Develop job specific programs of work and curriculum applicable to specific clients and employment." A portion of the assignment will be measured as either "does not meet expectations", "meets expectations", or "exceeds expectations."		
Criteria for Student Success	Students complete a project as part of their field experience and submit a capstone paper. Success is demonstrated through the paper and use of theory, literature review, project evaluation, and personal reflection. Student success occurs when a student paper "meets expectations." See the included rubric, "Capstone Project Paper Assignment."		
Program Success Target for this Measurement	80% students achieve "meets expectations" or higher	Percent of Program Achieving Target	100% of the students earned "meets expectations" or higher
Methods	Data was collected during Fall 2022 and Spring 2023 as part of the capstone paper assignment in FACS 580. A separate rubric was used to assess student learning separate from the project assignment. The sample consisted of 5 students. During the academic year, we had seven active students in the program. This equates to about 70% of the active students in the program.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results and Conclusions

Data was gathered in FACS 580 during Fall 2022 and Spring 2023. The student success rate increased after two consecutive years of declined. During the previous two years we had student who had difficult times in the program due to things going on in their personal lives. To help these students, we allowed one student to redo some of their work on the project during the academic year. The student was unable to complete the work and did not take any coursework during the assessment cycle. Dr. West, the program director and advisor reached out the the student multiple times without success. The student did respond at the end of the assessment cycle and began a process of working to finish their degree.

We are pleased that we achieved our target and will continue to use this assessment in the coming academic year.

During the 2022-2021 review, in order to further evaluate Student Learning Outcome 2, we proposed using indirect measures, such as student surveys and individual feedback. Anecdotal feedback revealed that students continue to be overwhelmed with fallout from the COVID-19 pandemic. The same patterns of barriers from two years ago were expressed from students during the current assessment. This included personal illness, family illness and death, financial worries, and time constraints. These barriers, although not directly measured, were perceived to limit some student's ability to perform to their best while in FACS 580 and the program in general.

Plans for Next Assessment Cycle

During Fall 2023 and Spring 2024, we will continuing to informally survey students from FACS 580 to learn about their experiences with the FACS 580 courses as a whole and how it relates to Student Learning Outcome 2. From the indirect data, we will evaluate direct ways to assess the learning outcome. We will include the findings and any developed direct measures in the 2022-2023 academic year.

Student Learning Outcome 2 will be assessed again at the end of the Fall 2023 and Spring 2024 semesters. We will also include the indirect measures as discussed above. FACS 580 will again be the primary sources of both the direct and indirect measures.

***** Please include Curriculum Map (below/next page) as part of this document**

CURRICULUM MAP

Program name:	Child and Family Studies
Department:	Applied Human Sciences
College:	Health and Human Services
Contact person:	Adam West
Email:	adam.west@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

Learning Outcomes			
LO1:	LO2:	LO3:	LO4:
Critique, interpret, and apply theory in child and family studies	Develop job specific programs of work and curriculum applicable to specific clients and employment	Apply key principles, concepts and analytic strategies used in academic research	Evaluate the methodological strengths and limitations of empirical studies
Core Course	Number	Course Title	
FACS	510	Pro Dev Seminar in Family & Consumer Sciences	I
EDFN	500	Research Methods	I
FACS	511	Grant Writing for Child and Family Programs	R
FACS or	550 or	Youth and Family Theory and Research	A, R
FACS or	577 or	Child Development Theory and Research	A, R
FACS	580	Internship/Capstone	A, M

Interview Paper Report Guidelines
FACS 550

	Does not meet expectations	Meets expectations	Exceeds Expectations
Identify and Describe Interviewee			
<ul style="list-style-type: none"> • Who did you interview? • How do you know them? • Why did you choose this person? • Where did you meet for interview? • When did the interview take place? 	3 or less questions are addressed	4 questions are addressed	All 5 questions are addressed
Interpret and Apply Theory			
Identify the overall theme of this person's life? Cite specific evidence from your interviews to support the theme.	Discusses at least 2 key findings, but does not submit all interview questions and associated answers to support key findings OR Discusses only 1 or no key findings	Discusses at least 2 key findings, with interview questions and associated answers to support key findings OR Discusses at least 3 key findings, but does not submit all interview questions and associated answers	Discusses at least 3 key findings, with interview questions and associated answers to support key findings
What two theoretical perspectives did you choose and why?	Identifies two theories and does not discuss why chosen OR Identifies one or no theories	Identifies two theories and discusses why chosen	Identifies three or more theories and discusses why theories chosen
How would a social scientist using your chosen theories explain the key findings from you interview?	Discusses less than two ways that each theory explains key findings	Discusses two ways that each theory explains key findings	Discusses three or more ways that each theory explains key findings

Theory Section Assignment
FACS 580

	Points Possible	Does not meet expectations (50% or less of possible points)	Meets expectations (50 to 80% of possible points)	Exceeds Expectations (80% or more of possible points)
Theory Section				
<ul style="list-style-type: none"> • Project identification recap and purpose statement 	10			
<ul style="list-style-type: none"> • Explain the theory (include references) 	15			
<ul style="list-style-type: none"> • Relate theory to project purpose 	15			
<ul style="list-style-type: none"> • Writing, grammar, APA style 	10			
Total	50			

Capstone Project Paper Assignment
FACS 580

	Points Possible	Does not meet expectations (50% or less of possible points)	Meets expectations (50 to 80% of possible points)	Exceeds Expectations (80% or more of possible points)
Title Page				
• Project description	5			
Abstract				
• Why was the topic chosen	5			
Introduction				
• Focus of Project	5			
• Project Questions/Presenting Issues	5			
Project Review				
• Theory (Submitted Previously)	5			
• Literature Review (Submitted Previously)	5			
• Evaluation (Submitted Previously)	5			
• Reflection	15			
Conclusion				
• Lessons Learned	5			
• Practical Implications	5			
References and APA Style & Mechanics				
• Complete Reference Page	10			
• APA Style Guidelines Followed	10			
• Mechanics and Grammar	20			
Total	100			