

**Assurance of Student Learning Report
2020-2021**

College of Health and Human Services

Department of Applied Human Sciences

Master of Science in Child and Family Studies (489)

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

Student Learning Outcome 1:

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

Student Learning Outcome 2:

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

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

From the 2019-2020 to the 2020-2021 Assessment of Student Learning Report, 100% of students achieved the target with Instrument 1 in Student Learning Outcome 1. We also included a new direct measure instrument and 80% of students obtained the target. We feel that the more frequent practice in interpreting and applying theories from the field of child and family studies in FACS 550 helped achieve these targets. We are enthusiastic of this continued successful outcome, but also acknowledge that two semesters is still a relatively small data set. In order to continue to gather longer-term data on this important learning outcome, during 2021-2022, we will continue using Measurement Instrument 1, the interview paper in FACS 550. We will also use the new Measurement Instrument 2, the theory section assignment, in FACS 580.

Related to Student Learning Outcome 2, we again met goals. Due to COVID-19 restrictions and the consequences of the pandemic, we were unable to informally survey students in FACS 580 during the 2020-2021 academic year to learn about their experiences with the FACS 580 courses as a whole and how it relates to the Student Learning Outcome. We will focus on this informal measure in the coming academic year and, from the indirect data, we will evaluate direct ways to assess the learning outcome.

Student Learning Outcome 1

Student Learning Outcome 1			
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 2020. The sample size was six students in the course, out of 12 active students in the program during the academic year (i.e., students who enrolled in courses during the academic year). That equates to 50% of students in the program. 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 submit 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	80%; 4 of 5 students achieved “meets expectations” or higher
Methods	Data was collected during Fall 2020 and Spring 2021 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 12 active students in the program. This equates to 42% of the students in the program.		
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
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			

This was our second semester of all students achieving the target goal using Measurement Instrument 1. We are enthusiastic of this continued successful outcome, but also acknowledge that two semesters is still a relatively small data set. In order to continue to gather longer-term data on this important learning outcome, during 2021-2022, we will continue using Measurement Instrument 1, the interview paper in FACS 550.
This was our first year using Measurement Instrument 2. Although we achieved our target, with four of five students (80%) achieving “meets expectations” or higher, we realize that five students is a smaller sample size. We will continue to use this instrument in 2021-2022 and evaluate our target.
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
FACS 550 will be taught again in Fall 2021 and the same assessment will be administered. FACS 580 will be offered in Fall 2021 and Spring 2022 and will use the same measurement instrument.
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)
We will assess this outcome again in Fall 2022, including both direct assessments. Dr. West will be responsible for collection and providing data. He will coordinate with any other faculty who may help teach FACS 580, if needed.

Student Learning Outcome 2

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	80%; 4 of 5 students achieved “meets expectations” or higher
Methods	Data was collected during Fall 2020 and Spring 2021 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 12 active students in the program. This equates to 42% of the 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
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Data was gathered in FACS 580 during fall 2020 and spring 2021. The student success rate declined this year to 80%, after two consecutive years of 100%. The difference ended up being one student who had a particularly difficult time due to COVID-19 restrictions during the school year. We feel that student may have been more successful if the restrictions were not present. We are pleased that we achieved our target and will continue to use this assessment in the coming academic year. During the 2019-2020 review, in order to further evaluate Student Learning Outcome 2, we proposed using indirect measures, such as student surveys and feedback. We did not implement these strategies last year due to COVID-19 restrictions and the struggles that our students experienced as a result of the pandemic.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

Now that COVID-19 restrictions are easing, although we acknowledge that our students may still be coping with the outcomes of the pandemic, we will informally survey students in FACS 580 during the 2021-2022 academic year to learn about their experiences with the FACS 580 courses as a whole and how it relates to Student Learning Outcome. 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 2021-2022 academic year.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

Student Learning Outcome 2 will be assessed again at the end of the fall 2021 and spring 2022 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.

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				
<ul style="list-style-type: none"> • Project description 	5			
Abstract				
<ul style="list-style-type: none"> • Why was the topic chosen 	5			
Introduction				
<ul style="list-style-type: none"> • Focus of Project 	5			
<ul style="list-style-type: none"> • Project Questions/Presenting Issues 	5			
Project Review				
<ul style="list-style-type: none"> • Theory (Submitted Previously) 	5			
<ul style="list-style-type: none"> • Literature Review (Submitted Previously) 	5			
<ul style="list-style-type: none"> • Evaluation (Submitted Previously) 	5			
<ul style="list-style-type: none"> • Reflection 	15			
Conclusion				
<ul style="list-style-type: none"> • Lessons Learned 	5			
<ul style="list-style-type: none"> • Practical Implications 	5			
References and APA Style & Mechanics				
<ul style="list-style-type: none"> • Complete Reference Page 	10			
<ul style="list-style-type: none"> • APA Style Guidelines Followed 	10			
<ul style="list-style-type: none"> • Mechanics and Grammar 	20			
Total	100			