

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

College of Health and Human Services

Applied Human Sciences

Family Home Visiting 1701

*Dr. Darbi Haynes-Lawrence*

*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: Students will demonstrate the ability to identify ethical and professional issues**

**Instrument 1**    **Direct: FACS 497 Analysis of Case Studies**

**Instrument 2**    **Direct: FACS 497: Final “Journal – Observation – Interview” (JOI) Project**

**Instrument 3**

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

**Met**

**Not Met**

**Student Learning Outcome 2: Students will know about and understand diverse family characteristics, will know how to support and engage families through respectful relationships, and understand and be successful in applying research and theory to families.**

**Instrument 1**    **Direct: FACS 494 Family Assessment Paper**

**Instrument 2**    **Direct: FACS 395 Family, Friends, and Stress Management Paper**

**Instrument 3**

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

**Met**

**Not Met**

**Student Learning Outcome 3: Students will understand the benefits of and demonstrate strategies for assessing and analyzing challenging behaviors in children.**

**Instrument 1**    **Direct: FACS 496 Functional Behavior Assessment & Analysis**

**Instrument 2**    **Direct: FACS 496: Positive Behavior Plan**

**Instrument 3**

**Based on your results, check whether the program met the goal Student Learning Outcome 3.**

**Met**

**Not Met**

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

The program is 100% online. Online offerings allow us to not only meet the needs of the region, but also assist those living across Kentucky and other states. Many of the classes have observation/field hours where students are required to apply content of the courses to the community at large, bring this information back to the classroom, and develop projects that will benefit families in the community. Students are guided through academic and career counseling by faculty members during advising.

Overall, the results from this assessment indicate that the program has exceeded the self-reported assessment goals in each category. The results of the assessment indicate the program is functioning very well, so no changes have been made. Research, accrediting and guiding professional home visiting organizations (NAEYC, NCFR-Home Visiting subgroup, Head Start, Prevent Child Abuse America), community organizations (HANDS, Healthy Families America), and our board of directors for the Child Studies program

which includes leaders in home visiting programs in our community are closely followed to ensure the most up-to-date content is being provided in the program. Even though the program is running smoothly, and the outcomes are quite successful, we have this goal:

1. Make the courses in the program Quality Improvement Agreement (QIA) certified WKU recently made available the Quality Matters program. This program is designed to assist faculty in improving and strengthening the courses in their online and blended programs. We are utilizing the WKU- QIA program for each of the courses (only one course can be in the QIA program at a time), to strengthen each course, the course objectives, the assignments and assessments.
2. The aforementioned goal is currently on pause due to WKU Suspending the QIA program. Once the program is up and running, we will move forward with this goal.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	<b>Students will demonstrate the ability to identify ethical and professional issues in the field of home visiting.</b>		
<b>Measurement Instrument 1</b>	Direct: Ethical and professional issues within the field of home visiting will be analyzed through the use of case studies. Students are required to analyze and apply research and other readings to their case study analysis. Students will answer discussion questions about each case study, as well as respond to peers replies to the case studies.		
<b>Criteria for Student Success</b>	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 70%. A 70% is required for passing in this program, and thus will be used as a criterion for each learning outcome.		
<b>Program Success Target for this Measurement</b>	<b>70%</b>	<b>Percent of Program Achieving Target</b>	<b>100%</b>
<b>Methods</b>	Data was collected from the 23 students enrolled FACS 497 as this is the capstone class for the Family Home Visiting Certificate.		
<b>Measurement Instrument 2</b>	Direct: "JOI" project in FACS 497. Throughout the course, students will observe, interview, and attend home visits with a trained home visitor. The culmination of these events will be a large paper which will include the application of research articles and other readings conducted through the semester.		
<b>Criteria for Student Success</b>	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 70%. A 70% is required for passing in this program, and thus will be used as a criterion for each learning outcome.		
<b>Program Success Target for this Measurement</b>	<b>70%</b>	<b>Percent of Program Achieving Target</b>	<b>100%</b>
<b>Methods</b>	Data was collected from the 23 students enrolled in FACS 497 as this is the capstone class for the Family Home Visiting Certificate.		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			

<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<b>Data was collected in FACS 497 upon completion of the Spring 2021 semester. Student criterion was met. In the future, if student performance is below the criterion, the assignments will be heavily reviewed for changes. If the criterion is met, no changes will be implemented.</b>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
There are no plans for a follow-up, as the goals have been met. We will continue teaching at a high-quality-level and assisting the students in being successful in this certificate program. Should student performance be below the criterion, assignments will be heavily reviewed for changes. As written on previous ASL forms, if the criterion is met, no changes will be implemented.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The aforementioned student learning outcome 1, measurement instrument 1 and 2, and course listed in methods, will be evaluated in Spring, 2022, by Dr. Haynes-Lawrence.			

<b>Student Learning Outcome 2</b>			
<b>Student Learning Outcome</b>	<b>Students will know about and understand diverse family characteristics, will know how to support and engage families through respectful relationships, and understand and be successful in applying research and theory to families.</b>		
<b>Measurement Instrument 1</b>	<b>Direct: FACS 494 Family Assessment Paper</b> This assignment is designed to help students a) understand factors that make each family different and unique and b) to gain some understanding of personal experiences and attitudes which will influence students as they work with parents and families. This paper requires an analysis of the student's own family within three of 8 areas, and 2 evaluations applied to each area. Research articles are applied to each of the areas, and APA writing style is required.		
<b>Criteria for Student Success</b>	See attached rubric. Criterion is considered met if the student earns a 70%. A 70% is required for passing in this program, and thus will be used as a criterion for each learning outcome.		
<b>Program Success Target for this Measurement</b>	70%	<b>Percent of Program Achieving Target</b>	<b>100%</b>
<b>Methods</b>	Data was collected from the 16 students enrolled in FACS 494, taking the course for the Family Home Visiting Certificate. (*Not all students who take this class are in the Family Home Visiting Program.)		
<b>Measurement Instrument 2</b>	<b>Direct: FACS 395 Family, Friends, and Stress Management Paper</b> Students in FACS 395 are required to write a final paper which includes an interview with two family members and two friends to determine their major life stressors and their coping mechanisms. Students then analyze the coping mechanisms, apply the ABC-X theory to one situation described by a person interviewed, analyzing this situation correctly and applying a research article to the situation. Next, the students must apply course readings, five additional articles on stress and coping the contents of the interview. Students must also apply APA writing style as well.		

<b>Criteria for Student Success</b>	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 70%. A 70% is required for passing in this program, and thus will be used as a criterion for each learning outcome.		
<b>Program Success Target for this Measurement</b>	<b>70 %</b>	<b>Percent of Program Achieving Target</b>	<b>100%</b>
<b>Methods</b>	Data was collected from the 17 students enrolled in FACS 395, taking the course for the Family Home Visiting Certificate. (*Not all students who take this class are in the Family Home Visiting Program.)		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<b>Data was collected upon completion of the Spring 2021 semester. Student criterion was met. In the future, if student performance is below the criterion, the assignments will be heavily reviewed for changes. If the criterion is met, no changes will be implemented.</b>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
There are no plans for a follow-up, as the goals have been met. We will continue teaching at a high-quality-level and assisting the students in being successful in this certificate program. Should student performance be below the criterion, assignments will be heavily reviewed for changes. As written on previous ASL forms, if the criterion is met, no changes will be implemented.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The aforementioned: student learning outcome 2, measurement instrument 1 and 2, and course listed in methods, will be evaluated in Spring, 2022, by Dr. Haynes-Lawrence.			

<b>Student Learning Outcome 3</b>	
<b>Student Learning Outcome</b>	<b>Students will understand the benefits of and demonstrate strategies for assessing and analyzing challenging behaviors in children.</b>
<b>Measurement Instrument 1</b>	<b>FACS 496: Functional Behavior Assessment &amp; Analysis</b> Students will complete a major project where they conduct 8 hours of observation and conduct an applied behavior assessment and analysis with a child between the ages of 3-7. This assessment and analysis will be followed with a Positive Behavior Plan for the child with whom the student works.

<b>Criteria for Student Success</b>	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 70%. A 70% is required for passing in this program, and thus will be used as a criterion for each learning outcome.		
<b>Program Success Target for this Measurement</b>	<b>70%</b>	<b>Percent of Program Achieving Target</b>	<b>100%</b>
<b>Methods</b>	<b>Data was collected from the 16 students enrolled in FACS 496, taking the course for the Family Home Visiting Certificate. (*Not all students who take this class are in the Family Home Visiting Program.)</b>		
<b>Measurement Instrument 2</b>	<b>FACS 496: Positive Behavior Plan</b> After students conduct and prepare their Assessment and Analysis, they will construct a positive behavior plan. This plan is designed upon completion of the 8 hours of observation, the behavior assessment and analysis, includes journaling over the 8 hour period, an interview with parents and/or teacher, application of four research articles, application of readings, writing in APA style, plus many other pieces (See rubric).		
<b>Criteria for Student Success</b>	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 70%. A 70% is required for passing in this program, and thus will be used as a criterion for each learning outcome.		
<b>Program Success Target for this Measurement</b>	<b>70%</b>	<b>Percent of Program Achieving Target</b>	<b>100%</b>
<b>Methods</b>	<b>Data will be collected by the 11 students who are enrolled in FACS 496 for the Family Home Visiting Certificate. (*Not all students who take this class are in the Family Home Visiting Program.)</b>		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<b>Data was collected upon completion of the Spring 2021 semester. Student criterion was met. In the future, if student performance is below the criterion, the assignments will be heavily reviewed for changes. If the criterion is met, no changes will be implemented.</b>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
There are no plans for a follow-up, as the goals have been met. We will continue teaching at a high-quality-level and assisting the students in being successful in this certificate program. Should student performance be below the criterion, assignments will be heavily reviewed for changes. As written on previous ASL forms, if the criterion is met, no changes will be implemented.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The aforementioned: student learning outcome 3, measurement instrument 1 and 2, and course listed in methods, will be evaluated in Spring, 2022, by Dr. Haynes-Lawrence.			

**Attachments: Rubrics**

**FACS 395 Friends, Family & Stress Management Paper**

**FACS 494 Family Assessment Paper**

**FACS 496 FBA&A**

**FACS 496 BIP**

**FACS 497 Case Studies**

**FACS 497 JOI**

**FACS 395 Friends, Family & Stress Management Paper**

**Grading Rubric**

**120 points**

Content	/40
Interview with 4 people (10 pts each)	
<ul style="list-style-type: none"><li>Name / Relationship /</li><li>Top three stressors</li><li>Two coping techniques described</li><li>Are coping techniques maladaptive or adaptive?</li><li>Repeat with three more people</li></ul>	
Stressful Memory & ABCX Theory	/20
<ul style="list-style-type: none"><li>Stressful memory of a friend or family member</li><li>Description of theory and application of theory to stressful memory of friend.</li><li>Does student have understanding of theory?</li><li>Appropriate citation used?</li></ul>	
General Summary Section	/45
<i>(What you have learned about how people in your social network cope with stress)</i>	
<ul style="list-style-type: none"><li>Application of class readings?</li><li>Five research articles, in addition to the ABC-X theory article, applied to paper. How does research apply to what you have learned about your family members/friends, their stressors, and how they cope?</li><li>What you learned (final culminating piece). This is where you determine if their coping mechanisms are adaptive or maladaptive</li></ul>	
Conclude your paper	/5
APA Style	/10
<b>TOTAL:</b>	<b>/120</b>

## FACS 494 Family Assessment Paper

Components of paper	Points earned/Points possible + Comments
<b>Title page -- Should contain</b> <ul style="list-style-type: none"> <li>• The title of paper</li> <li>• Your name</li> <li>• Running head</li> <li>• Page numbers</li> </ul>	/5
<b>Abstract</b> <ul style="list-style-type: none"> <li>• No more than 120 words</li> <li>• This is to be a tightly written encapsulation of the paper</li> </ul>	/5
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Focus of the paper is identified and described</li> <li>• Particular questions that are to be addressed are laid out</li> <li>• Overview of paper is presented</li> </ul>	/5
<b>Areas and Evaluations</b> <ul style="list-style-type: none"> <li>• Area one + 2 evaluations</li> <li>• Area two + 2 evaluations</li> <li>• Area three + 2 evaluations</li> <li>• Description of each family member</li> <li>• Overall evaluation of each family member</li> </ul>	/30
<b>APA style</b>	/20
<b>Conclusion</b> <ul style="list-style-type: none"> <li>• This should include a summary of the paper</li> <li>• The conclusions you have drawn from what you have learned from the research and any implications of your paper</li> <li>• Other</li> </ul>	/5
<b>Reference list included</b> <ul style="list-style-type: none"> <li>• For this paper 3 references required</li> <li>• No books or websites</li> <li>• Only research journals</li> </ul>	/10
<b>Mechanics:</b> <ul style="list-style-type: none"> <li>• Correct grammar</li> <li>• Unaltered margins of paper (width or length)</li> </ul>	/20



- Paper of appropriate length (10pgs min)
- Type in 12-point font/Times New Roman
- Double spaced
- Typos
- Correct use of page numbers
- 10 pages (including title / abstract / reference page)

TOTAL /100

### FACS 496 Functional Behavior Assessment & Analysis

Criteria	Points	Comments
A) Describe the problem behaviors of the child you have been observing. In this description, be sure to include the hypothesis statement from the FBA summary.	/20	
<p><b>B) Replacement Behaviors</b></p> <p>For this section of your paper, select one of the following options. Write 1-3 pages explaining the connection between the FBA findings and the desired outcome:</p> <p>1). <u>Decrease</u> the target behavior and replace it with a desired behavior. Indicate the replacement behavior within your rationale. OR</p> <p>2). <u>Eliminate</u> the target behavior and replace it with a desired behavior. Indicate the replacement behavior within your rationale. OR</p> <p>3) <u>Increase</u> the target behavior.</p> <p>For this section --</p> <p>a) Apply readings</p> <p>b) Apply ONE research article to either #1 or #2 or #3 (whichever you chose)</p> <p>c) Why did you choose #1 or #2 or #3? This should be detailed.</p> <p>d) Why did you choose the behavior (to decrease or eliminate).</p>	/30	
<p><b>C) Identify <u>and thoroughly describe</u> changes that are needed if any</b> (for example, general classroom changes):</p> <ol style="list-style-type: none"> <li>1) Physical setting</li> <li>2) Materials</li> <li>3) Equipment</li> <li>4) Rules</li> <li>5) Routines</li> <li>6) Activities</li> <li>7) Whole class management (if observing in childcare or preK classroom); what household management changes are needed if observing in home?</li> <li>8) Small group management</li> </ol>	/20	
For the next section of your paper, please address:	/70	

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**D) Describe the specific individualized interventions that are needed, including:**

- 1) **Prevention Strategies**
- 2) **Replacement behaviors (what is expected of the child and how these behaviors will be taught)**
- 3) **Measuring progress (how will we know if the plan is working or not?)**
- 4) **Suggested length of behavior plan**
- 5) **Positive consequences for appropriate behavior (What can the child earn?)**
- 6) **Negative consequences for inappropriate behavior? (What happens if the child does not behave?)**
- 7) **Comments and other considerations about this plan.**

**For this section:**

- a) **Apply readings**
- b) **Apply three research articles to this section.**

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Grammar/writing/overall communication	/30
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APA Style	/30
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<b>Total</b>	<b>/200</b>
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## FACS 496 Behavior Intervention Plan

Criteria	Points	Comments
<p><b>Describe the child you observed. Include in this description:</b></p> <ul style="list-style-type: none"><li>• the pseudonym (fake name) that will be used throughout these assignments to refer to the child.</li><li>• How old is the child?</li><li>• Are the actions of the child developmentally appropriate? (&lt;---<b>1. Explain, cite and reference</b>)</li><li>• Describe the child's family (single parent; two parent home; siblings, etc.);</li><li>• Describe the child's culture. What role does the culture play with this specific child's behavior? What role <b>COULD</b> culture play in a child's challenging behaviors? (&lt;---<b>2. Explain, cite and reference</b>)</li><li>• Does the child have a disability? If the child does, or does not, what role could disability play in a child's challenging behaviors? (&lt;---<b>3. Explain, cite and reference</b>)</li><li>• In other words, paint a picture for me, of what you see when you observe the child.</li></ul> <p>(For the above section, you should a) apply readings and b) apply research articles to the three sections highlighted. At least <b>TWO</b> research articles are needed in this area (You may find one article that covers two topics, and thus will need a second article to cover the third area)</p>	/30	
<p>Summary of contextual influences:</p> <ol style="list-style-type: none"><li>a. Location</li><li>b. Time of day</li><li>c. Environmental or physical setting</li><li>d. Children and adults near child</li></ol>	/20	
<p>Suspected reason(s) for behavior:</p> <ol style="list-style-type: none"><li>a. Biological</li><li>b. Social</li><li>c. Affective</li><li>d. Environmental</li></ol>	/20	

Most frequent trigger (antecedent) - describe who, what, when, where, how . <i>Second most frequent trigger, if any - describe who, what, when, where, how</i> <i>(Bonus 5 points! This portion not required!)</i>	/15
	/5
<b>Which of the following is the most likely function of the behavior? You have provided documentation so far, but summarize that documentation that supports the function.</b>	/20
<b>Obtain:</b>	
<ul style="list-style-type: none"> <li>• Attention</li> <li>• Activity, item, material, object</li> <li>• Change in stimulation</li> <li>• Other:</li> </ul>	
<b>Escape from or avoid:</b>	
<ul style="list-style-type: none"> <li>• Activity</li> <li>• Demand / Request</li> <li>• Person (child, teacher, others)</li> <li>• Other:</li> </ul>	
Could the function of the child's behavior be related to:	/10
<b>a. Skill deficit</b> (something the child does not know how to do). Explain what it is the child does not know how to do? Why not? Is what is not known developmentally appropriate for this child?	
<b>b. Performance deficit</b> (Something the child does know, but does not consistently engage). Explain what it is the child knows but does not consistently engage? Why not?	
Indirect assessment (Interview): What information did the interview contribute towards the behavior of the child? Summarize the details of your interview (in paragraph form).	/15
Hypothesis statement completed/included	/10
<b>Total</b>	<b>/140</b>

**FACS 497 Case Studies x 5**

Points	Grading criteria
10	The reply to the case-study is accurate, original, relevant, teaches us something new, and is well written. Application of chapter readings and other research is applied when outlined in the case study assignment. Ten-point comments add substantial teaching presence and stimulates additional thought about the issue under discussion.
8	The comment lacks at least one of the above qualities but is above average in quality. An eight-point comment makes a significant contribution to our understanding of the issue being discussed.
5	The comment lacks two of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category.
1-4	The comment presents little or no new information. However, one-to-four-point comments may provide important social presence and contribute to a collegial atmosphere. The comment adds no value to the discussion.
0	The comment adds no value to the discussion.

**FACS 497 JOI**

Performance Criteria	Points Available	Points Received	Comments
Observation hours / confidentiality a. signed time log with at least 5 hours of observation recorded b. Home Visiting letter returned signed c. confidentiality is observed throughout the assignment	25		

d. Observation notes are objective and clear			
Home Visitor Interview a. completed interview is provided b. interview asks pertinent questions regarding home visiting c. sensitivity and confidentiality are evident	25		
Journal a. Appropriate number of entries b. Journal entries indicate student is critically thinking about course content c. Journal entries reflect critical thinking about home visit experience, guest lectures and course experience	25		
FINAL PAPER a. Paper is reflective of all required pieces outlined in assignment b. reflection is elaborate and detailed	30		
Writing style-Organization a. logical organization; acceptable sentence and paragraph structure; clear, specific terminology; effective transitions; and clearly elaborated detail b. at least three appropriate professional references are cited c. APA formatting is used appropriately	25		

Mechanics-Format a. assignment is double spaced, word processed with correct spelling, grammar, and punctuation; and evidence of proofreading	20		
Total points	150		