

Weber State University
Biennial Report on Assessment of Student Learning



Department/Program: Family Studies Program, Department of Child and Family Studies, College of Education

Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)

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Report author: Dan Hubler, Mark Adams, Carrie Ota, & Wei Qiu

Contact Information:

Phone: 801-626-7386

Email: weiqiu@weber.edu

A. Brief Introductory Statement

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - If this information is current, please place an 'X' below. No further information is needed.

 X Information is current; no changes required.

Update if not current:

B. Mission Statement

Please review the Mission Statement for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - If the mission statement is current, please place an 'X' below. If the information is not current, please provide an update:

 X Information is current; no changes required.

Update if not current:

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

 X Information is current; no changes required.

Update if not current:

D-1. Curriculum

“A collection of courses is not a program. A curriculum has coherence, depth, and synthesis.”

(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the [Curriculum Grid](#) for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html>.

Indicate in the curriculum grid where graduating student performance is assessed for each program outcome. In the ‘additional information’ section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

Curriculum Map

Course in Family Studies Program	Family Studies Program Learning Outcomes								
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8	Learning Outcome 9
CHF 1400	A sound understanding of the development and maintenance of marriage and other interpersonal relationships.	An understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts	Skills pertaining to marriage and other close interpersonal relationships including communication skills, such as listening, empathy, self- disclosure, decision- making, problem- solving, and conflict resolution	The capacity to relate to others with concern, respect, sincerity, and responsibility	The ability to analyze marriage and other interpersonal relationships using various theoretical perspectives	The ability to recognize developmental stages of romantic relationships	A knowledge of the impacts of personality and communication styles on interpersonal relationships.		
CHF 2100	Applying financial management tools to personal situations.	Understanding of concepts such as goals, resources, planning, decision- making, implementing.	The clarifying of personal values	Using a time management tool	Practicing decision making with various models	The formulating of lifetime personal and family goals	Understanding of changing family resource management concerns over the life cycle and of various concerns for different family structures.		
CHF 2990B	"Demonstrate an understanding of knowledge. a. Social attitudes	"Develop an understanding of skills. a. Establish	Learning outcome 2 (cont.) d. Demonstrate respect for diverse	"Develop an understanding of values. a. Social and					

	<p>and values</p> <p>b. Diversity of values and complexity of value choice in a pluralistic society</p> <p>c. Value systems and ideologies</p> <p>d. Social consequences of value choices</p> <p>e. Ethical implications of social and technological changes.</p> <p>f. Community engaged learning opportunities to become aware of local organizations that serve the diverse families of Utah."</p>	<p>professional attitudes, values, behaviors, and responsibilities to clients, colleagues, and the broader community that is reflective of professional ethical standards and practices;</p> <p>b. Evaluate, differentiate, and apply diverse approaches to ethical issues and dilemmas;</p> <p>c. Identify and apply appropriate strategies to deal with conflicting values</p>	<p>cultural values and ethical standards;</p> <p>e. Become aware of local organizations that assist families and the professional resources required to work for such organizations;</p> <p>f. Students will become proficient in the use of APA style for writing, reading and understanding research in the field of family science;</p> <p>g. Students will prepare documents and experiences that will assist them in their professional development (e.g., resume, cover letter, mock interview);</p> <p>h. Students will demonstrate an ability to think critically and evaluate research and other ethical dilemmas that occur when working with families of diverse backgrounds."</p>	<p>personal consequences of value choices.</p> <p>b. Ethics of professional practice."</p>					
CHF 3150	Demonstrate an understanding of concepts such as decision-making, your role as a consumer, and	Demonstrate an understanding of evolving consumer rights and options over the life	Demonstrate a capacity for critical evaluating consumer products, decisions, and	Demonstrate an understanding of how consumerism fits within the context of the	Skill of Purchasing products such as technology.	Skill of Examining career options.	Skill of Exploring financial decisions (including taxes, budgets, banking, savings,	Skill of Evaluating transportation and housing options	Skill of Critiquing the value of insurance (health, home, and

	your rights as a consumer.	cycle and of various concerns for different family structures	options.	family system.			investing, and credit).		auto) and health care services.
CHF 3350	Demonstrate an understanding of multiple variations of family systems and processes in the U.S.	Demonstrate an understanding of cultural influences on various groups in the United States.	:Demonstrate an understanding and appreciation of diversity in a global society.	Demonstrate an understanding of the historical influences on various ethnic and cultural groups in the United States.	Demonstrate an understanding of best practices of family life education with diverse populations.				
CHF 3400	identify the normative life events that occur during the midlife period of development.	describe the growing diversity of life experiences that happen through middle age.	identify and describe the systemic influences on development in middle adulthood.	describe, recognize, and integrate major trends and research in midlife development.	recognize, define, and accurately apply key terms and concepts in midlife development.	recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.			
CHF 3450	identify the normative life events that occur during the midlife period of development.	describe the growing diversity of life experiences that happen through middle age.	identify and describe the systemic influences on development in middle adulthood.	describe, recognize, and integrate major trends and research in midlife development.	recognize, define, and accurately apply key terms and concepts in midlife development.	recognize some of the possible non-normative experiences that a person may have that can influence developmental trajectory in middle adulthood.			
CHF 3550	Demonstrate an understanding of knowledge. •Relationship of parenting in the behavior/ development of the child •Nature of participation in the parent-child dyad, and in the family system as a whole	Develop an understanding of skills. • Critical thinking, problem solving, and evaluation skills. • Students group work and interpersonal relation skills. • Research,	Develop an understanding of values. • Antecedents of value formation. • Social and personal consequences of value choices. • Ethics of professional practice.						

	<ul style="list-style-type: none"> • Knowledge of some of the basic contemporary child-rearing and child guidance strategies/ models with their outcomes relative to the child's growth and development. • Knowledge and evidence regarding some of the positive and negative psychosocial outcomes currently associated with parenting behaviors. • Developmental characteristics of children • Parenting roles over the lifespan in relation to developmental characteristics, cultural values, and other contexts. 	<p>technical writing, and group presentation skills.</p> <ul style="list-style-type: none"> • Application of knowledge of parenting in "real life" settings. • Analysis of family systems and the potential effect of implementing specific change strategies. 								
CHF 3650	<p>Strengths and Weaknesses. Understand family strengths and weaknesses and how families relate to each other, including being able to recognize and define healthy and unhealthy family and relationship characteristics..</p>	<p>Developmental Stages. Be able to recognize the Developmental Stages of families and relationships.</p>	<p>Systems Perspective. Understand and assess family dynamics from a systems perspective.</p>	<p>Therapy and Theoretical Models. Analyze families and interpersonal relationships using various theoretical models and perspectives, including families under normal stresses, families in crisis,</p>	<p>Interventions. Develop and implement relationship enhancement and enrichment strategies that help families function effectively, including effective communication, problem solving</p>					

				and families with special needs.	and conflict management strategies.				
CHF 3850	Students in this class will develop a foundational understanding and skill set for child and family theory construction. In essence, you will be constructing theories in this class.	The student will develop an understanding of the processes of research methodology, epistemology, and family and child research methods in general.	The student will become aware of how data is collected, analyzed, and presented in a journal/research document.	Each student should develop the ability to read and critically evaluate the current findings in research.	Each student will actively participate in the research process by the completion of a team research project that will include a brief review of the literature, hypothesis development, measurement, coding and analysis of data				
CHF 4300	Understand the cultural influences of Latino culture on children and families.	Understand the family process dynamics that are common within the Latino culture.	Understand the unique cultural influences on child development within the Latino culture.	Understand and deconstruct stereotypes associated with individuals within the Latino culture.	Understand the demographic aspects of Latino populations.	Understanding of the diversity within the Latino culture.			
CHF 4400	Students will understand basic stress principles and be able to apply them to life situations.	Students will be familiar with current research findings on stress and the effects of stress.	Students will be able to identify stress symptoms, types of stress, and potential sources of stress in individuals and families.	Students will complete assigned exercises including reaction statements to demonstrate their ability to recognize and manage personal stress in life situations.	Students will recognize the importance of cultural values and beliefs in understanding why various families, couples, and individuals cope differently with the same event or situation.	Students will demonstrate a deeper understanding of the complexity of balancing diverse family members needs (e.g. gender and generation) in helping people to manage stressful events and situations.			
CHF 4500	Demonstrate an understanding of patterns and influences on developmental trajectories and outcomes.	Demonstrate an understanding of risk and protective factors influencing adolescent and emerging adult	Develop an understanding of contemporary trends and issues facing adolescents and emerging adults.	Develop an understanding of contextual influences on adolescent and emerging adult development such as culture,	Develop an understanding of best practices in prevention and intervention programming for at-risk adolescents and				

		development.		ethnicity, and socioeconomic influences.	emerging adults.				
CHF 4650	The Field of Family Life Education – Develop an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.	The Planning Wheel Model/Model of Change -- Thoroughly learn and understand the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.	Design a Workshop -- Apply the Model of Change by designing and presenting a two-session workshop experience to a group in the community. Students will employ a variety of educational techniques in the presentation of a family life education program. These workshops will focus on Family Relations type of topics and skills.	Evaluation -- Be able to evaluate family life education materials, student progress towards outcome goal behaviors, and overall program effectiveness.	Community Awareness -- Demonstrate a sensitivity to diversity and community needs, concerns, values and interests.	Teaching Methods -- Expand their repertoire of teaching strategies and lead the class through one, self selected educational experience.			
CHF 4860	Experience working and/or volunteering at an approved community agency. Experience teaching Family Studies concepts and skills to adult clientele in the community.	Knowledge of the operational and administrative policies/procedures of a community agency. Knowledge of the application of skills necessary for a Family Life Educator. A clear understanding of what it means to be an ethical Family Life Educator/ Family Service Worker.	The ability to teach Family Studies concepts and skills to adult clientele.	The ability to employ techniques to implement community agency policies and procedures. The ability to create learning environments that are respectful of individual vulnerabilities, needs, and learning styles.					

CHF 4990B	Students will become familiar with the details and implications of Family Law and Public Policy.	Students will learn the NCFR guidelines for application of a CFLE.	You will develop an understanding of topics/issues currently impacting the field of Family Studies by participating in an in-class presentation of an NCFR Standard.	You will become knowledgeable of career options for CFLEs.	You will learn the components of grant writing and produce a mock grant.	You will develop a résumé or curriculum vitae for use in either a career, graduate school, or for the NCFR Honor Student Recognition.			
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Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced,

E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (details about graduating student assessment):

D-2. High Impact Educational Experiences in the Curriculum

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

Courses	Department/Program use of High Impact Educational Experiences							
	HIEE 1	HIEE 2	HIEE 3	HIEE 4	HIEE 5	HIEE 6	HIEE 7	HIEE 8
FOR THE FIRST 30 HOURS CHF 2990B: Seminar in Family Studies, Specifically the assignment: Community Engaged Learning Documentations and Reflections	X	X		X		X		
FOR THE MAJOR SPECIFIC HIEE CHF 4650: Family Life Education Methods, specifically the following 2 assignments: 1) Detailed Program Packet & 2) Workshop Report	X	X			X	X	X	

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, and pre-professional/career development experiences.

Additional information (HIEE planning, assessment, or other information):

a. The HIEE assignment from CHF 2990B (Community Engaged Learning Documentations and Reflections) demonstrates the following:

- 1) High performance expectations. *Students are assigned to “document and evaluate your volunteer experience in a 3-5 page paper”*
- 2) Personal Investment. *Students are to document 20 hours through WSU Center for Community Engaged Learning and/or by having your employer email Dr. Osai directly.*
- 4) Diverse and Inclusive Experiences. *Students are to document 20 hours through WSU Center for Community Engaged Learning and/or by having your employer email Dr. Osai directly.*
- 6) Opportunities to Reflect and Integrate Learning. *Students are assigned to complete a reflection of the experience, to include Report (what you did), Reflect (what you learned and were able to contribute), and Revise/Apply (what you could do differently if given the opportunity and how will you apply what you have learned to this experience? How might this experience impact your life personally or professionally?)*

b. The HIEE assignments from the CHF 4650 Class (1) Detailed Program Packet & (2) Workshop Report demonstrate the following:

- 1) High performance expectations. *Students are assigned to “...develop your own workshop using the Planning Wheel Model. This needs to be a complete packet that Dr. Hubler will review prior to your presentation. A complete packet will be organized and detailed to the extent that any Family Life Educator could be handed this packet and present this program with minimal preparation (of course the gathering of media material will be taken into consideration).”*
- 2) Personal Investment. *Students are to present this developed program to individuals in the local community..*
- 5) Quality Feedback. *Students provide an initial outline, and two drafts, prior to the final submission of their program for presentation in the community.*
- 6) Practical Application. *Students are assigned to complete a report of their presentation with the following details:*
 - Section 1—A detailed description of your workshop’s delivery (How many attended? Where was this held? How long did it last?)*
Two pictures from this workshop, with participants, is required.
 - Section 2—A review of what went well in your workshop*
 - Section 3—A review of suggested improvements based on your experience.*
 - Section 4—A summary of your experience.*
- 8) Demonstration of Competence. *Students disseminate their program into the community.*

E. Assessment Plan

Please update the Assessment Plan for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html>. Keep in mind that reporting will be done biennially instead of annually; that should be reflected in your assessment plan. Please ensure that Gen Ed courses are assessed/reported at least twice during a standard program review cycle.

A complete plan will include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.), and plans for continuous improvement.

Assessment plan: The alignment of Family Studies assessment tools to course objectives was completed in May of 2014. Currently, all course objectives are tied to specific measures for each course and outcome data were collected in Fall 2018 and Spring 2019 semesters. We will continue to assess general education and community engaged learning courses using measures and indicators currently in place. In summary, the plan for assessment for the next three years includes a continued alignment with national standards for the National Council on Family Relations (for Family Studies) and continued assessment of general education and community engaged learning courses.

Assessment data for the following courses are reported in section F:

1. CHF 1400
2. CHF 2100
3. CHF 2990B
4. CHF 3150
5. CHF 3350
6. CHF 3400
7. CHF 3450
8. CHF 3550
9. CHF 3650
10. CHF 3850
11. CHF 4300
12. CHF 4400
13. CHF 4500
14. CHF 4650
15. CHF 4990B

F. Report of assessment results for the most previous academic year:

There are varieties of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) learning outcome being assessed, 2) method(s) of measurement used, 3) threshold for 'acceptable – that is, the target performance, 4) actual results of the assessment, 5) interpretation/reflection on findings 6) the course of action to be taken based upon the interpretation, and 7) how that action will be evaluated.

a. Evidence of Learning: Courses within the Major –

(this is a sample page for the purpose of illustration only; a blank template can be found on the next page)

*Can be a mix of direct and indirect measures, but at least one measure must be direct

b. Evidence of Learning Worksheet: Courses within the Major –

Evidence of Learning: Courses within the Major – CHF 1400						
<u>Measurable Learning Outcome:</u> <u>Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: A sound understanding of the development and maintenance of marriage and other interpersonal relationships.	Measure 1: Textbook readings, class lecture notes, assigned articles, applied papers, applied assignments, examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 91% of students scored 73% or better on this measure.	Measure 1: The majority of students gained a sound understanding of the development and maintenance of marriage and other interpersonal relationships.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: An understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts;	Measure 2: Textbook readings, class lecture notes, mini videos, interventions, assigned articles, in-class activities applied assignments, examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 91% of students scored 73% or better on this measure.	Measure 1: The majority of students gained An understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts;	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: Skills pertaining to marriage	Measure 3: Textbook readings,	Measure 1: 100% of	Measure 1: 90% of students	Measure 1: The majority of students	Measure 1: Faculty will	Faculty will continue to assess

and other close interpersonal relationships including communication skills, such as listening, empathy, self-disclosure, decision-making, problem-solving, and conflict resolution;	class lecture notes, mini videos, assigned articles, in-class activities, applied papers, applied assignments, examinations	students will score 73% or better on this measure.	scored 73% or better on this measure.	gained Skills pertaining to marriage and other close interpersonal relationships including communication skills, such as listening, empathy, self-disclosure, decision-making, problem-solving, and conflict resolution;	continue exploring new ways to effectively teach this concept.	the results of these improved methods.
Learning Outcome 4: The capacity to relate to others with concern, respect, sincerity, and responsibility;	Measure 4: Textbook readings, class lecture notes, assigned articles, in-class activities, applied assignments	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 90% of students scored 73% or better on this measure.	Measure 1: The majority of students gained The capacity to relate to others with concern, respect, sincerity, and responsibility;	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: The ability to analyze marriage and other interpersonal relationships using various theoretical perspectives;	Measure 5: Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments, in-class activities, examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 90% of students scored 73% or better on this measure.	Measure 1: The majority of students gained The ability to analyze marriage and other interpersonal relationships using various theoretical perspectives;	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 6: The ability to recognize developmental stages of romantic relationships;	Measure 6: Textbook readings, class lecture notes, applied assignments, examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 90% of students scored 73% or better on this measure.	Measure 1: The majority of students gained the ability to recognize developmental stages of romantic relationships	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 7: A knowledge of the impacts of personality and communication styles on interpersonal relationships.	Measure 7: Textbook readings, class lecture notes, mini videos, assigned articles, applied papers, applied assignments, examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 90% of students scored 73% or better on this measure.	Measure 1: The majority of students gained A knowledge of the impacts of personality and communication styles on interpersonal relationships..	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.

Evidence of Learning: Courses within the Major – CHF 2100						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Applying financial management tools to personal situations.	Measure 1: Project Assignment 2, & Unit 2 Examination	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 89% of students scored 73% or better on this measure.	Measure 1: The majority of students applied management tools to personal situations.	Measure 1: Faculty will continue to explore new ways to provide formative assessments along the way, providing better retention opportunities for students.	More online quizzes for the following two years.
Learning Outcome 2: An understanding of concepts such as goals, resources, planning, decision-making, implementing.	Measure 2: Module 2 Discussion Task & Module 2 Quiz	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students gained An understanding of concepts such as goals, resources, planning, decision-making, implementing.	Measure 1: Faculty agree to include more point values to motivate students to complete quizzes.	Higher grade values on quizzes to motivate their completion.
Learning Outcome 3: The clarifying of personal values	Measure 3: Midterm/First Exam	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 95% of students scored 73% or better on this measure.	Measure 1: The majority of students gained An understanding the clarifying of personal values.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: Using a time management tool	Measure 4: Module 5 Discussion Tasks	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 88% of students scored 73% or better on this measure.	Measure 1: The majority of students gained An understanding of using a time management tool.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: Practicing decision making with various models	Measure 5: Module 5 Discussion Tasks	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 88% of students scored 73% or better on this measure.	Measure 1: The majority of students gained an understanding of practicing decision making with various models.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 6:	Measure 6:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Faculty will continue

The formulating of lifetime personal and family goals	Genogram	100% of students will score 73% or better on this measure.	93% of students scored 73% or better on this measure.	The majority of students gained an understanding of the formulating of lifetime personal and family goals.	Faculty will continue exploring new ways to effectively teach this concept.	to assess the results of these improved methods.
Learning Outcome 7: An understanding of changing family resource management concerns over the life cycle and of various concerns for different family structures.	Measure 7: Module 6 Discussion Tasks & Unit 2 Examination	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 95% of students scored 73% or better on this measure.	Measure 1: The majority of students gained an understanding of changing family resource management concerns over the life cycle and of various concerns for different family structures.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.

Evidence of Learning: Courses within the Major – CHF 2990B						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>"Closing the Loop"</u>
Learning Outcome 1: "Demonstrate an understanding of knowledge. a. Social attitudes and values b. Diversity of values and complexity of value choice in a pluralistic society c. Value systems and ideologies d. Social consequences of value choices e. Ethical implications of social and technological changes. f. Community engaged learning opportunities to become ware of local organizations that serve the diverse families of Utah."	Measure 1: a. Mission statement, personal timeline paper, professional interview/ethics assignments, discussions b. Professional interviews/ethics assignment, discussions c. Class discussions, professional interviews/ethics assignment, supplemental reading d. Class discussions, personal timeline paper, professional interviews/ethics assignment, supplemental reading e. Class discussions, professional interviews/ethics assignment, supplemental reading f. 20 service hour requirement; guest speaker presentation and reflection assignments	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 90% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated knowledge in these areas.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: "Develop an understanding of skills. a. Establish professional attitudes,	Measure 2: a. Mission statement, ethics discussions, mock	Measure 1: 100% of students will	Measure 1: 90% of students	Measure 1: The majority of students developed	Measure 1: Faculty will continue exploring	Faculty will continue to assess the results

<p>values, behaviors, and responsibilities to clients, colleagues, and the broader community that is reflective of professional ethical standards and practices;</p> <p>b. Evaluate, differentiate, and apply diverse approaches to ethical issues and dilemmas;</p> <p>c. Identify and apply appropriate strategies to deal with conflicting values;</p> <p>d. Demonstrate respect for diverse cultural values and ethical standards;</p> <p>e. Become aware of local organizations that assist families and the professional resources required to work for such organizations;</p> <p>f. Students will become proficient in the use of APA style for writing, reading and understanding research in the field of family science;</p> <p>g. Students will prepare documents and experiences that will assist them in their professional development (e.g., resume, cover letter, mock interview);</p> <p>h. Students will demonstrate an ability to think critically and evaluate research and other ethical dilemmas that occur when working with families of diverse backgrounds."</p>	<p>interview, leadership grant proposal presentation</p> <p>b. Supplemental reading and professional interviews/ethics paper</p> <p>c. Supplemental reading and professional interviews/ethics paper</p> <p>d. Supplemental reading and professional interviews/ethics paper</p> <p>e. Service requirement, leadership grant proposal project</p> <p>f. APA in-class activities and professional interviews/ethics paper</p> <p>g. Mock interview, resume, cover letter, peer reviews</p> <p>h. Professional interviews/ethics paper, leadership grant proposal project</p>	<p>score 73% or better on this measure.</p>	<p>scored 73% or better on this measure.</p>	<p>an understanding of the listed skills.</p>	<p>new ways to effectively teach this concept.</p>	<p>of these improved methods.</p>
<p>Learning Outcome 3: "Develop an understanding of values. a. Social and personal consequences of value choices. b. Ethics of professional practice."</p>	<p>Measure 3: a. & b. Classroom participation, professional interviews/ethics paper, individual and group projects</p>	<p>Measure 1: 100% of students will score 73% or better on this measure.</p>	<p>Measure 1: 90% of students scored 73% or better on this measure.</p>	<p>Measure 1: The majority of students gained an understanding of the listed values.</p>	<p>Measure 1: Faculty will continue exploring new ways to effectively teach this concept.</p>	<p>Faculty will continue to assess the results of these improved methods.</p>

Evidence of Learning: Courses within the Major – CHF 3150						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Demonstrate an understanding of concepts such as decision-making, your role as a consumer, and your rights as a consumer.	Measure 1: Module 1 Discussion Tasks	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 98% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of concepts such as decision-making, your role as a consumer, and your rights as a consumer.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: Demonstrate an understanding of evolving consumer rights and options over the life cycle and of various concerns for different family structures	Measure 2: Module 2 Quiz	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 97% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of evolving consumer rights and options over the life cycle and of various concerns for different family structures.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: Demonstrate a capacity for critical evaluating consumer products, decisions, and options.	Measure 3: Module 1 Quiz	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 98% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated a capacity for critical evaluating consumer products, decisions, and option..	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: Demonstrate an understanding of how consumerism fits within the context of the family system.	Measure 4: Module 2 Quiz	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 97% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of how consumerism fits within the context of the family system.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: Skill of Purchasing products such as technology.	Measure 5: Exam 1	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 98% of students scored 73% or better on this measure.	Measure 1: The majority of students gained the skill of purchasing products such as technology	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 6:	Measure 6:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Faculty will continue

Skill of Examining career options.	Module 2 Quiz	100% of students will score 73% or better on this measure.	98% of students scored 73% or better on this measure.	The majority of students gained the skill of examining career options.	Faculty will continue exploring new ways to effectively teach this concept.	to assess the results of these improved methods.
Learning Outcome 7: Skill of Exploring financial decisions (including taxes, budgets, banking, savings, investing, and credit).	Measure 7: Module 3 Quiz	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 98% of students scored 73% or better on this measure.	Measure 1: The majority of students gained the skill of exploring financial decisions (including taxes, budgets, banking, savings, investing, and credit).	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 8: Skill of Evaluating transportation and housing options	Measure 8: Module 6 Quiz	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 96% of students scored 73% or better on this measure.	Measure 1: The majority of students gained the skill of evaluating transportation and housing options.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 9: Skill of Critiquing the value of insurance (health, home, and auto) and health care services.	Measure 9: Exam 2	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students gained the skill of Critiquing the value of insurance (health, home, and auto) and health care services.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.

Evidence of Learning: Courses within the Major – CHF 3350						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Demonstrate an understanding of multiple variations of family systems and processes in the U.S.	Measure 1: Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom Participation	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 98% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of multiple variations of family systems and processes in the U.S.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: Demonstrate an understanding of cultural influences on various groups in the United States.	Measure 2: Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom participation	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 98% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of cultural influences on various groups in the United States.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: Demonstrate an understanding and appreciation of diversity in a global society.	Measure 3: Discussion Posts, Research Review Paper, Classroom Participation	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 98% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding and appreciation of diversity in a global society.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: Demonstrate an understanding of the historical influences on various ethnic and cultural groups in the United States.	Measure 4: Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom participation	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 98% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of the historical influences on various ethnic and cultural groups in the United States.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: Demonstrate an understanding of best practices of family life education with diverse populations.	Measure 5: Exams, Quizzes, Discussion Posts, Research Review Paper, Classroom participation	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 98% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of best practices of family life education with diverse populations.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.

Evidence of Learning: Courses within the Major – CHF 3400						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Identify the normative life events that occur during the midlife period of development.	Measure 1: Take-home Essay exams, in-class participation activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 89% of students scored 73% or better on this measure.	Measure 1: The majority of students identified the normative life events that occur during the midlife period of development.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: Describe the growing diversity of life experiences that happen through middle age.	Measure 2: Take-home Essay exams, in-class participation activities, Comparative interviews	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 89% of students scored 73% or better on this measure.	Measure 1: The majority of students could describe the growing diversity of life experiences that happen through middle age.		
Learning Outcome 3: Identify and describe the systemic influences on development in middle adulthood.	Measure 3: Take-home Essay exams, in-class participation activities, Comparative interviews	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 89% of students scored 73% or better on this measure.	Measure 1: The majority of students were able to identify and describe the systemic influences on development in middle adulthood.		
Learning Outcome 4: Describe, recognize, and integrate major trends and research in midlife development.	Measure 4: Take-home Essay exams, in-class participation activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 89% of students scored 73% or better on this measure.	Measure 1: The majority of students were able to describe, recognize, and integrate major trends and research in midlife development.		
Learning Outcome 5:	Measure 5: Take-	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Faculty will continue to

Recognize, define, and accurately apply key terms and concepts in midlife development.	home Essay exams, in-class participation activities	100% of students will score 73% or better on this measure.	89% of students scored 73% or better on this measure.	The majority of students recognized, defined, and accurately applied key terms and concepts in midlife development.	Faculty will continue exploring new ways to effectively teach these outcomes.	assess the results of these improved methods.
Learning Outcome 6: Recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.	Measure 6: Take-home Essay exams, in-class participation activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 89% of students scored 73% or better on this measure.	Measure 1: The majority of students recognized some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.		

Evidence of Learning: Courses within the Major – CHF 3450						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Identify the normative life events that occur during the midlife period of development.	Measure 1: Take-home Essay exams, in-class participation activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 85% of students scored 73% or better on this measure.	Measure 1: The majority of students could identify the normative life events that occur during the midlife period of development.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: Describe the growing diversity of life experiences that happen through middle age.	Measure 2: Take-home Essay exams, in-class participation activities, Comparative interviews	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 85% of students scored 73% or better on this measure.	Measure 1: The majority of students were able to describe the growing diversity of life experiences that happen through middle age.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: identify and describe the systemic influences on development in middle adulthood.	Measure 3: Take-home Essay exams, in-class participation activities, Comparative interviews	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 85% of students scored 73% or better on this measure.	Measure 1: The majority of students were able to identify and describe the systemic influences on development in middle adulthood.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: Describe, recognize, and integrate major trends and research in midlife development.	Measure 4: Take-home Essay exams, in-class participation activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 85% of students scored 73% or better on this measure.	Measure 1: The majority of students were able to describe, recognize, and integrate major trends and research in midlife development.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: Recognize, define, and accurately apply key terms and concepts in midlife development.	Measure 5: Take-home Essay exams, in-class participation activities, Comparative	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 85% of students scored 73% or better on this measure.	Measure 1: The majority of students gained An understanding of concepts such as goals, resources, planning,	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.

	interviews			decision-making, implementing.		
Learning Outcome 6: Recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.	Measure 6: Take-home Essay exams, in-class participation activities, Comparative interviews	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 85% of students scored 73% or better on this measure.	Measure 1: The majority of students gained An understanding of concepts such as goals, resources, planning, decision-making, implementing.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.

Evidence of Learning: Courses within the Major – CHF 3550

<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
<p>Learning Outcome 1: Demonstrate an understanding of knowledge.</p> <ul style="list-style-type: none"> •Relationship of parenting in the behavior/development of the child •Nature of participation in the parent-child dyad, and in the family system as a whole •Knowledge of some of the basic contemporary child-rearing and child guidance strategies/models with their outcomes relative to the child’s growth and development. • Knowledge and evidence regarding some of the positive and negative psychosocial outcomes currently associated with parenting behaviors. • Developmental characteristics of children • Parenting roles over the lifespan in relation to developmental characteristics, cultural values, and other contexts. 	<p>Measure 1: Classroom participation, Exmas, Book Reviews, Individual and Group projects</p>	<p>Measure 1: 100% of students will score 73% or better on this measure.</p>	<p>Measure 1: 89% of students scored 73% or better on this measure.</p>	<p>Measure 1: The majority of students applied management tools to personal situations.</p>	<p>Measure 1: Faculty will continue exploring new ways to effectively teach this concept.</p>	<p>Faculty will continue to assess the results of these improved methods.</p>
<p>Learning Outcome 2: Develop an understanding of skills.</p> <ul style="list-style-type: none"> • Critical thinking, problem solving, and evaluation skills. • Students group work and interpersonal relation skills. • Research, technical writing, and group presentation skills. • Application of knowledge of parenting in “real life” settings. • Analysis of family systems and the potential effect of implementing 	<p>Measure 2: Classroom Participation, Exams, Book Reviews, Individual and Group Projects</p>	<p>Measure 1: 100% of students will score 73% or better on this measure.</p>	<p>Measure 1: 94% of students scored 73% or better on this measure.</p>	<p>Measure 1: The majority of students developed an understanding of the listed skills.</p>	<p>Measure 1: Faculty will continue exploring new ways to effectively teach this concept.</p>	<p>Faculty will continue to assess the results of these improved methods.</p>

specific change strategies.						
<p>Learning Outcome 3: Develop an understanding of values.</p> <ul style="list-style-type: none"> • Antecedents of value formation. • Social and personal consequences of value choices. • Ethics of professional practice. 	<p>Measure 3: Classroom Participation, Exams, Book Reviews, Individual and Group Projects</p>	<p>Measure 1: 100% of students will score 73% or better on this measure.</p>	<p>Measure 1: 94% of students scored 73% or better on this measure.</p>	<p>Measure 1: The majority of students developed an understanding of the listed values..</p>	<p>Measure 1: Faculty will continue exploring new ways to effectively teach this concept.</p>	<p>Faculty will continue to assess the results of these improved methods.</p>

Evidence of Learning: Courses within the Major – CHF 3650						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement</u> *	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Strengths and Weaknesses. Understand family strengths and weaknesses and how families relate to each other, including being able to recognize and define healthy and unhealthy family and relationship characteristics.	Measure 1: Examination, applied paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of outcome 1.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: Developmental Stages. Be able to recognize the Developmental Stages of families and relationships.	Measure 2: Examination	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of outcome 2.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: Systems Perspective. Understand and assess family dynamics from a systems perspective.	Measure 3: Examination, applied papers	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of systems.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: Therapy and Theoretical Models. Analyze families and interpersonal relationships using various theoretical models and perspectives, including families under normal stresses, families in crisis, and families with special needs.	Measure 4: Examination, application paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of outcome 4.	Measure 1: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: Interventions. Develop and implement relationship enhancement and enrichment strategies that help families function effectively,	Measure 5: Applied papers	Measure 1: 100% of students will score 73% or better on this	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students developed and implemented intervention	Measure 1: Faculty will continue exploring new ways to effectively	Faculty will continue to assess the results of these improved methods.

including effective communication, problem solving and conflict management strategies.		measure.		strategies.	teach this concept.	
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Evidence of Learning: Courses within the Major – CHF 3850						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Students in this class will develop a foundational understanding and skill set for child and family theory construction. In essence, you will be constructing theories in this class.	Measure 1: Exam 1	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: All students met this learning outcome regarding theory construction.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: The student will develop an understanding of the processes of research methodology, epistemology, and family and child research methods in general.	Measure 2: Exam 2	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: All students met this learning outcome regarding the understanding of research methods processes.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: The student will become aware of how data is collected, analyzed, and presented in a journal/research document.	Measure 3: IRB & Final Project Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: All students learned how data is collected, analyzed and presented..	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: Each student should develop the ability to read and critically evaluate the current findings in research.	Measure 4: Examinations, applied papers, presentations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: All students demonstrated the ability to read and critically evaluate the current findings in research..	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: Each student will actively participate in the research process by the completion of a team research project that will include a	Measure 5: Final Project	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this	Measure 1: All students actively participated in the research process by the completion of a team research project that will	Measure 1: Faculty will continue exploring new ways to effectively	Faculty will continue to assess the results of these improved methods.

brief review of the literature, hypothesis development, measurement, coding and analysis of data,			measure.	include a brief review of the literature, hypotheses development, measurement, coding and analysis of data.	teach these outcomes.	
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Evidence of Learning: Courses within the Major – CHF 4300						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Understand the cultural influences of Latino culture on children and families.	Measure 1: Quizzes, Examinations, Assignments, Research Review Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 94% of students scored 73% or better on this measure.	Measure 1: The majority of students showed an understanding of the cultural influences of Latino culture on children and families.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: Understand the family process dynamics that are common within the Latino culture.	Measure 2: Quizzes, Examinations, Assignments, Research Review Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 95% of students scored 73% or better on this measure.	Measure 1: The majority of students gained an understanding of the family process dynamics that are common within the Latino culture.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: Understand the unique cultural influences on child development within the Latino culture.	Measure 3: Quizzes, Examinations, Assignments, Research Review Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students gained an understanding of the unique cultural influences on child development within the Latino culture.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: Understand and deconstruct stereotypes associated with individuals within the Latino culture.	Measure 4: Quizzes, Examinations, Assignments, Research Review Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 94% of students scored 73% or better on this measure.	Measure 1: The majority of students were able to understand and deconstruct stereotypes associated with individuals within the Latino culture.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: Understand the demographic aspects of Latino populations.	Measure 5: Quizzes, Examinations, Assignments, Research Review Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students gained an understanding of the demographic aspects of Latino populations.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 6: Understand of the diversity within the	Measure 6: Quizzes, Examinations,	Measure 1: 100% of students will	Measure 1: 94% of students scored 73% or better on	Measure 1: The majority of students gained an understanding of	Measure 1: Faculty will continue exploring new ways to	Faculty will continue to assess the results of these

Latino culture.	Assignments, Research Review Paper	score 73% or better on this measure.	this measure.	the diversity within the Latino culture.	effectively teach these outcomes.	improved methods.
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Evidence of Learning: Courses within the Major – CHF 4400						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Students will understand basic stress principles and be able to apply them to life situations.	Measure 1: Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 94% of students scored 73% or better on this measure.	Measure 1: The majority of students gained an understanding of the basic stress principles and were able to apply them to life situations.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: Students will be familiar with current research findings on stress and the effects of stress.	Measure 2: Textbook readings, class lecture notes, assigned articles, applied assignments (labs), examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 93% of students scored 73% or better on this measure.	Measure 1: The majority of students became familiar with current research findings on stress and the effects of stress.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: Students will be able to identify stress symptoms, types of stress, and potential sources of stress in individuals and families.	Measure 3: Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 91% of students scored 73% or better on this measure.	Measure 1: The majority of students were able to identify stress symptoms, types of stress, and potential sources of stress in individuals and families.		
Learning Outcome 4: Students will complete assigned exercises including reaction statements to demonstrate their ability to recognize and manage personal stress in life situations.	Measure 4: Applied assignments (labs)	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 91% of students scored 73% or better on this measure.	Measure 1: The majority of students completed assigned exercises including reaction statements that demonstrated their ability to recognize and manage personal stress in life situations.		

Learning Outcome 5: Students will recognize the importance of cultural values and beliefs in understanding why various families, couples, and individuals cope differently with the same event or situation.	Measure 5: Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 92% of students scored 73% or better on this measure.	Measure 1: The majority of students recognized the importance of cultural values and beliefs in understanding why various families, couples, and individuals cope differently with the same event or situation	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 6: Students will demonstrate a deeper understanding of the complexity of balancing diverse family members needs (e.g. gender and generation) in helping people to manage stressful events and situations.	Measure 6: Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 91% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated a deeper understanding of the complexity of balancing diverse family members needs (e.g. gender and generation) in helping people to manage stressful events and situations	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.

Evidence of Learning: Courses within the Major – CHF 4500						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Demonstrate an understanding of patterns and influences on developmental trajectories and outcomes.	Measure 1: Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 86% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of patterns and influences on developmental trajectories.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: Demonstrate an understanding of risk and protective factors influencing adolescent and emerging adult development.	Measure 2: Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 86% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated an understanding of risk and protective factors influencing adolescent and emerging adult development.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	
Learning Outcome 3: Develop an understanding of contemporary trends and issues facing adolescents and emerging adults.	Measure 3: Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 86% of students scored 73% or better on this measure.	Measure 1: The majority of students developed an understanding of contemporary trends and issues facing adolescents and emerging adults.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: Develop an understanding of contextual influences on adolescent and emerging adult development such as culture, ethnicity, and socioeconomic influences.	Measure 4: Classroom Participation, Quizzes, Exams, Tutoring Experiences, Prevention Program Paper	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 86% of students scored 73% or better on this measure.	Measure 1: The majority of students developed an understanding of contextual influences on adolescent and emerging adult development such as culture, ethnicity, and socioeconomic influences.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: Develop an understanding of best practices in prevention and	Measure 5: Classroom Participation, Quizzes, Exams, Tutoring	Measure 1: 100% of students will	Measure 1: 86% of students	Measure 1: The majority of students developed an understanding of	Measure 1: Faculty will continue	Faculty will continue to assess the

intervention programming for at-risk adolescents and emerging adults.	Experiences, Prevention Program Paper	score 73% or better on this measure.	scored 73% or better on this measure.	best practices in prevention and intervention programming for at-risk adolescents and emerging adults.	exploring new ways to effectively teach these outcomes.	results of these improved methods.
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Evidence of Learning: Courses within the Major – CHF 4650						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: The Field of Family Life Education – Develop an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.	Measure 1: Lessons & Puzzles	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students developed an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: The Planning Wheel Model/Model of Change -- Thoroughly learn and understand the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.	Measure 2: Unit 1 Test	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students thoroughly learned and understood the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: Design a Workshop -- Apply the Model of Change by designing and presenting a two-session workshop experience to a group in the community. Students will employ a variety of educational techniques in the presentation of a family life education program. These workshops will focus on Family Relations type of topics and skills.	Measure 3: Workshop packet, presentation, applied papers	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students applied the Model of Change by designing and presenting a two-session workshop experience to a group in the community. Students employed a variety of educational techniques in the presentation of a family life education program. These workshops focused on Family Relations type of topics and skills.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: Evaluation -- Be able to evaluate family life education materials, student progress towards outcome goal behaviors, and overall program effectiveness.	Measure 4: Workshop packet, pre/post-test design, applied papers, reports	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 95% of students scored 73% or better on this measure.	Measure 1: The majority of students were able to evaluate family life education materials, students progressed towards outcome goal behaviors, and overall program effectiveness.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.

Learning Outcome 5: Community Awareness -- Demonstrate a sensitivity to diversity and community needs, concerns, values and interests.	Measure 5: Unit 2 Quiz	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students demonstrated a sensitivity to diversity and community needs, concerns, values and interests.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 6: Teaching Methods - Expand their repertoire of teaching strategies and lead the class through one, self selected educational experience.	Measure 6: Active Learning Presentations	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students - expanded their repertoire of teaching strategies and led the class through one, self selected educational experience.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.

Evidence of Learning: Courses within the Major – CHF 4860						
<u>Measurable Learning Outcome:</u> <u>Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Experience working and/or volunteering at an approved community agency. Experience teaching Family Studies concepts and skills to adult clientele in the community.	Measure 1: 125 hours completed, and Evaluation by your site supervisor	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: All students experienced working and/or volunteering at an approved community agency. Experience teaching Family Studies concepts and skills to adult clientele in the community.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: A knowledge of the operational and administrative policies/procedures of a community agency. A knowledge of the application of skills necessary for a Family Life Educator. A clear understanding of what it means to be an ethical Family Life Educator/Family Service Worker.	Measure 2: 125 hours completed, and Evaluation by your site supervisor	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students gained a knowledge of the operational and administrative policies/procedures of a community agency, a knowledge of the application of skills necessary for a Family Life Educator, and a clear understanding of what it means to be an ethical Family Life Educator/ Family Service Worker.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: The ability to teach Family Studies concepts and skills to adult clientele.	Measure 3: 125 hours completed, and Evaluation by your site supervisor	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students gained the ability to teach Family Studies concepts and skills to adult clientele.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: The ability to employ techniques to implement community agency policies and procedures. The ability to create learning environments that are respectful of individual vulnerabilities, needs, learning styles.	Measure 4: 125 hours completed, and professionalism quiz.	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students gained the ability to employ techniques to implement community agency policies and procedures and the ability to create learning environments that are respectful of individual vulnerabilities, needs, learning styles.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.

Evidence of Learning: Courses within the Major – CHF 4990B						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
Learning Outcome 1: Students will become familiar with the details and implications of Family Law and Public Policy.	Measure 1: Examinations, concept map, applied papers, in-class activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students became familiar with the details and implications of Family Law and Public Policy.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 2: Students will learn the NCFR guidelines for application of a CFLE.	Measure 2: Examinations, in-class activities, portfolio	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students gained learned the NCFR guidelines for application of a CFLE.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 3: You will develop an understanding of topics/issues currently impacting the field of Family Studies by participating in an in-class presentation of an NCFR Standard.	Measure 3: Examinations, in-class activities, database project, resume/cover letter project	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students developed an understanding of topics/issues currently impacting the field of Family Studies by participating in an in-class presentation of an NCFR Standard.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 4: You will become knowledgeable of career options for CFLEs.	Measure 4: Grant-writing project, in-class activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students became knowledgeable of career options for CFLEs.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
Learning Outcome 5: You will learn the components of grant writing and produce a mock grant.	Measure 5: Resume/Cover letter project, in-class activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 100% of students scored 73% or better on this measure.	Measure 1: The majority of students learned the components of grant writing and produced a mock grant	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.

Learning Outcome 6: You will develop a résumé or curriculum vita for use in either a career, graduate school, or for the NCFR Honor Student Recognition.	Measure 6:	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 94% of students scored 73% or better on this measure.	Measure 1: The majority of students developed a résumé or curriculum vitae for use in either a career, graduate school, or for the NCFR Honor Program.	Measure 1: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.
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*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):

c. Evidence of Learning: General Education Courses –

(Area-specific EOL grids can be found at http://weber.edu/oie/Complete_Rubrics.html; they can replace this page.)

Course: CHF 1500 Human Development

Semester taught: Summer 2017- Spring 2019

Sections included: ALL

Evidence of Learning: Courses within the Major – CHF 1500						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
<p>Gen ED SS Outcome 1:</p> <p>“Interactions between individuals and society”</p> <p>Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.</p>	<p>Showing knowledge gain through examination performance.</p> <p>Results from 10(7) multiple choice questions on exam; pretest and posttest.</p>	<p>75% of students showing mastery at or above 70%; Significant change in mastery from pre-post.</p>	<p>17-18: Student performance on post-tests for this learning outcome indicated an adequate level understanding of the content with 80% showing content mastery at 70% or above; $t(691) = -14.53$, $p < .001$.</p>	<p>Students demonstrated an increased understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process.</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p> <p><i>Due to consistent accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, three questions were removed SU 18..</i></p>	
			<p>18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 75% showing content mastery at 70% or above; $t(850) = 129.62$, $p < .001$</p>			

<p>Gen ED SS Outcome 2:</p> <p>“Application of concepts, theories, and methods”.</p> <p>Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</p>	<p>Showing knowledge gain through examination performance.</p> <p>Results from 14 (12) multiple choice questions on exam; pretest and posttest</p>		<p>17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 72% showing content mastery at 70% or above; $t(691) = -26.48$, $p < .001$</p>	<p>Students demonstrated an increased understanding of how to apply basic social science concepts, theories and methods to developmentally related issues and identify factors that influence change.</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p> <p><i>Due to consistent accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, two questions were removed SU 18.</i></p>	
			<p>18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 68% showing content mastery at 70% or above; $t(851) = -33.89$, $p < .001$</p>			
<p>Gen ED SS Outcome 3:</p> <p>“Diverse Perspectives”</p> <p>Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>Showing knowledge gain through examination performance.</p> <p>Results from 11 multiple choice questions on exam;</p>		<p>17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 65% showing content mastery at 70% or above; $t(691) = -29.81$, $p < .001$</p>	<p>Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p>	

	pretest and posttest		18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 65% showing content mastery at 64%; $t(851) = -5.764, p < .001$	explanations.		
Gen ED DV Outcome 1: “Describe his/her own perspective as one among many.”	Showing knowledge gain through examination performance. Results from 3 multiple choice questions on exam; pretest and posttest		17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 74% showing content mastery at 70% or above;; $t(691) = -27.01 p < .001$	Students demonstrated an increased ability to describe his/her own perspective as one among many.	Faculty continue to use the current teaching strategies to support students in understanding concepts related to this outcome.	
			18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 68% showing content mastery at 70% or above; $t(851) = 8.25 p < .001$			

<p>Gen ED DV Outcome 2:</p> <p>“Identify values and biases that inform the perspectives of oneself and others.”</p>	<p>Showing knowledge gain through examination performance.</p> <p>Results from 3 multiple choice questions on exam; pretest and posttest</p>		<p>17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 85% showing content mastery at 70% or above; $t(688) = -35.32$ $p < .001$</p>	<p>Students demonstrated an increased ability to identify values and biases that inform the perspectives of oneself and others.</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p>	
			<p>18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 70% showing content mastery at 70% or above; $t(851) = -19.08$ $p < .001$</p>			
<p>Gen ED DV Outcome 3:</p> <p>“Recognize and articulate the rights, perspectives, and experiences of others.”</p>	<p>Showing knowledge gain through examination performance.</p> <p>Results from 3 multiple choice questions on exam; pretest and posttest</p>		<p>17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 75% showing content mastery at 70% or above; $t(654) = -17.679$, $p < .001$</p>	<p>Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p>	

			18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 75% showing content mastery at 70% or above; $t(851) = -34.15$, $p < .001$			
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*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

Evidence of Learning: General Education						
<u>Measurable Learning Outcome:</u> Students will...	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>"Closing the Loop"</u>
<p>Gen ED SS Outcome 1:</p> <p>"Interactions between individuals and society"</p> <p>Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.</p>	Showing knowledge gain through examination performance.	75% of students showing mastery at or above 70%; Significant change in mastery from pre-post.	<p>Student performance on post-tests for this learning outcome indicated an adequate level understanding of the content with 83% showing content mastery at 70%.</p> <p>Students showed an average of 18% increase from pretest to posttest; $t(460) = -23.191, p < .001$</p>	Students demonstrated an increased understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process.	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p> <p><i>Due to consistent accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, one question was removed for the upcoming year.</i></p>	
<p>Gen ED SS Outcome 2:</p> <p>"Application of concepts, theories, and methods".</p> <p>Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</p>	Showing knowledge gain through examination performance.		<p>Results from 14 multiple choice questions on exam; pretest and posttest</p> <p>Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with</p>	Students demonstrated an increased understanding of how to apply basic social science concepts, theories and methods to developmentally	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p> <p>Due to consistent</p>	

			79% showing content mastery at 70%. Students showed an average of 20% increase from pretest to posttest; $t(383) = -24.753, p < .001$	related issues and identify factors that influence change.	accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, two questions were removed for the upcoming year.	
Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.	Showing knowledge gain through examination performance.		Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 61% showing content mastery at 70%. Students showed an average of 19% increase from pretest to posttest; $t(433) = -20.771, p < .001$	Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome	
Gen ED DV Outcome 1: “Describe his/her own perspective as one among many.”	Showing knowledge gain through examination performance.		Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 54% showing content mastery at 70%. Students showed an average of 4% increase from pretest to posttest; $t(336) = -8.372 p < .001$	Students demonstrated an increased ability to describe his/her own perspective as one among many.	Faculty continue to use the current teaching strategies to support students in understanding concepts related to this outcome	
Gen ED DV Outcome 2: “Identify values and biases that	Showing knowledge gain through		Student performance on post-tests for this learning outcome	Students demonstrated an increased ability	Faculty continue to use the current teaching strategies to	

inform the perspectives of oneself and others.”	examination performance.		indicated an adequate level of understanding of the content with 50% showing content mastery at 70%. Students showed an average of 8% increase from pretest to posttest; $t(323) = -11.625$ $p < .001$	to identify values and biases that inform the perspectives of oneself and others.	support students in understanding concepts related to this outcome	
Gen ED DV Outcome 3: “Recognize and articulate the rights, perspectives, and experiences of others.”	Showing knowledge gain through examination performance.		Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 18% showing content mastery at 70%. Students showed an average of 5% increase from pretest to posttest; $t(350) = -13.287$, $p < .001$	Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.	

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).
It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

** CHF 2400 - Family Relations was granted approval as a General Education course and as a General Education - Diversity course beginning fall semester 2019. Therefore, the data reported in the chart above only included the sections of the course taught fall semester 2018 and spring semester 2019.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: May 2019	Recommendation	Progress Description
Recommendation 1: Help students who are “out of track” with course completion.	Text of recommendation: Currently many required courses are offered at the same days and times as other required courses making it difficult for students “out of track” to complete all coursework in a timely manner.	We’ve created more hybrid, online, and IVC course options. +1 progress
		75% of required courses will be online or hybrid. +2 progress
		90% of required courses will be online or hybrid. +3 progress
		100% of required courses will be online or hybrid. +4 progress
Recommendation 2: Update measures for capstone exam.	Text of recommendation: No documentation of faculty discussion of measures. Make it happen.	Capstone Exam revisions will be reviewed by the entire program and implemented. +1 progress
		Links to the capstone exam will be more explicitly connected in all courses. +2 progress
		Revisions and feedback will continue to be discussed on a program level. +3 progress
		Revisions and feedback will continue to be discussed on a program level. +4 progress
Recommendation 3: Address Faculty Overload.	Text of recommendation: There is a concern in not having enough faculty to address teaching needs with the soon to be started emphasis on Family Studies in the Masters of Education program.	Continued conversations regarding availability of adjuncts will take place at the program and department level. +1 progress
		With these conversations it is made explicit that no faculty are required to teach overload courses.

		+2 progress
		Conversations will continue to keep these expectations explicit. +3 progress
		Conversations will continue to keep these expectations explicit. +4 progress
Recommendation 3: Need formal mentoring for Junior Faculty.	Text of recommendation: New faculty report significant interaction with veteran faculty, but no formal mentoring.	New Faculty have all been assigned mentors. +1 progress
		New Faculty have all been assigned mentors. +2 progress
		New Faculty have all been assigned mentors. +3 progress
		New Faculty have all been assigned mentors. +4 progress

Additional narrative:

The Family Studies program faculty are working in collaboration with the EC/ECE faculty and the department chair to continue being unified and mutually supportive over each program's diverse set of goals and outcomes.

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-18	2018-19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	6	6
Full-time Tenured	2	3
Full-time Non-Tenured (includes tenure-track)	4	3
Part-time and adjunct	7	7
With Master's Degrees	4	4
Full-time Tenured	0	0
Full-time Non-Tenured	0	0
Part-time and adjunct	4	4
With Bachelor's Degrees	0	0
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time and adjunct	0	0
Other	0	0
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time	0	0
Total Headcount Faculty		
Full-time Tenured	2	3
Full-time Non-tenured	4	3
Part-time	4	4

Appendix C – alternative format for Evidence of Learning Reporting

Course:

Program Outcome 1	
Aligned Course Outcome(s):	
Method(s) of measurement:	
Target Performance:	
Actual Performance:	
Interpretation/Reflection on findings:	
Action Plan/Use of Results:	
Intended evaluation of plan (closing the loop):	

Please respond to the following questions.

- 1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:
- a. Any first-year students taking courses in your program(s).

Most first-year students take general education courses CHF 1500 Human Development and CHF 2400 Family Relations in the program. They are invited to meet with our department-level academic advisor. Our department academic advisor provides students with various options, guidance, and assistance with their goals. Also, faculty within the program regularly use Starfish to track academic progress and reach out to students who may be struggling with a course. We need to take more time to focus even more effort on tracking first-year students so that we may enhance our outreach to these students.

- b. Students declared in your program(s), whether or not they are taking courses in your program(s)

Our major students gain outreach through various avenues including the CFSSA (Child and Family Studies Student Association), outside research with assigned faculty advisors, and mentored service project through CCEL designated courses. Additionally, for students who are seeking to work on research or service outside of the classroom, faculty members invite these students to be a part of various research projects. In the last two years we have had 7 students present at local, state, and international conferences, including UCUR, WSU's OUR Symposium, NCFR, UTCFR, NCUR.

- 2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

We will be discussing within department-level meetings ways to keep tracking the best practices in each of our program classes, and this includes eliminating those activities that are not found to support the program and departmental goals, while increasing those activities that seem to be working. The program is also pursuing ways of improving the current assessment plan to better align course learning outcomes with NCFR Content Areas.