

Weber State University
Biennial Report on Assessment of Student Learning



Department/Program: Child and Family Studies/Family Studies
Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)
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Weber State University, Undergraduate
B.S., Child and Family Studies
NCFR-approved program since 06/1997

We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.

A. Mission Statement

Information is current; no changes required.

Update if not current:

B. Student Learning Outcomes

(please note the addition of certificate and associate credential learning outcomes)

Information is current; no changes required.

Update if not current:

C. Curriculum (please note, we are using Google Sheets for this section so that updates are easier to make)

Information is current; no changes required.

Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc.)

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	Learning Outcome 10
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.	"Develop an understanding of skills. a. Establish professional attitudes, values,	Learning outcome 2 (cont.) d. Demonstrate respect for diverse						Develop an understanding of values. a. Social and personal consequence	

	<p>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 aware of local organizations that serve the diverse families of Utah."</p>	<p>behaviors, and responsibilities to clients, colleagues, and the broader community that is reflective of professional ethical standards and practices; b. Evaluate, differentiate, and apply diverse approaches to ethical issues and dilemmas; c. Identify and apply appropriate strategies to deal with conflicting values</p>	<p>cultural values and ethical standards; e. Become aware of local organizations that assist families and the professional resources required to work for such organizations; f. Students will become proficient in the use of APA style for writing, reading and understanding research in the field of family science; g. Students will prepare documents and experiences that will assist them in their professional development (e.g., resume, cover letter, mock interview); h. Students will</p>						<p>s of value choices. b. Ethics of professional practice."</p>	
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			demonstrate an ability to think critically and evaluate research and other ethical dilemmas that occur when working with families of diverse backgrounds."							
CHF 3150	Demonstrate an understanding of concepts such as decision-making, your role as a consumer, and your rights as a consumer.	Demonstrate an understanding of evolving consumer rights and options over the life cycle and of various concerns for different family structures	Demonstrate a capacity for critical evaluation of consumer products, decisions, and options.	Demonstrate an understanding of how consumerism fits within the context of the family system.	Skill of Purchasing products such as technology.	Skill of Examining career options.	Skill of Exploring financial decisions (including taxes, budgets, banking, savings, investing, and credit).	Skill of Evaluating transportation and housing options	Skill of Critiquing the value of insurance (health, home, and 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 •Knowledge of some of	Develop an understanding of skills. • Critical thinking, problem solving, and evaluation skills. • Students group work and interpersonal relational skills. • Research, technical writing, and group presentation skills.	Develop an understanding of values. • Antecedents of value formation. • Social and personal consequences of value choices. • Ethics of professional practice.							

	<p>the basic contemporary child-rearing and child guidance strategies/models with their outcomes relative to the child's growth and development.</p> <ul style="list-style-type: none"> • 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. 	<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. 									
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<p>CHF 3650</p>	<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, and families with special needs.</p>	<p>Interventions. Develop and implement relationship enhancement and enrichment strategies that help families function effectively, including effective communication, problem solving and conflict management strategies.</p>					
<p>CHF 3850</p>	<p>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.</p>	<p>The student will develop an understanding of the processes of research methodology, epistemology, and family and child research methods in general.</p>	<p>The student will become aware of how data is collected, analyzed, and presented in a journal/research document.</p>	<p>Each student should develop the ability to read and critically evaluate the current findings in research.</p>	<p>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</p>					

					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.	Knowledge of the operational and administrative policies/procedures of a	The ability to teach Family Studies concepts and skills to adult clientele.	The ability to employ techniques to implement community agency						

	Experience teaching Family Studies concepts and skills to adult clientele in the community.	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.		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.				

D. Program and Contact Information

 x Information is current; no changes required.

Update if not current:

E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

Information is current; no changes required.

Update if not current:

F. Student Achievement

- i. Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric (this information can be accessed on the Program Review Undergraduate dashboard – tab labeled, “Time to Grad from 90CH – please reach out to oe@weber.edu if you need help with this metric).

Additive Program Unit Percentages									
Data for the most recent three years reflect in-progress students and may change over time									
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
In 1 Year or Less	60%	46%	50%	49%	62%	56%	49%	48%	16%
In 2 Years or Less	79%	71%	70%	71%	84%	81%	77%	52%	16%

What department initiatives are in place to address this?

At the department level we have been addressing the issue of retention and success from multiple vantage points. First, we have a dedicated student academic advisor who actively fields questions and concerns and we are utilizing individual faculty members to serve as specific advisors for each of our undergraduate majors. We collaborate in the program in support of returning, non-traditional students. We have group/school/university support for students through Starfish. Additionally, TA's and student board members in the student association (CFSSA) can be used as mentors to other students who are in classes they have successfully completed. Finally, we have a committee dedicated to working with students who struggle more than once passing a class.

A. Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Major – CHF 1400_Spring 2021_Five Sections_117 Students Total						
<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: 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: 95.7% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 95.7% of students scored 73% or better on this measure.	Measure 2: The majority of students gained An understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts;	Measure 2: 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 and other close interpersonal relationships including communication skills, such as listening, empathy, self-disclosure, decision-making, problem-solving, and conflict resolution;	Measure 3: Textbook readings, class lecture notes, mini videos, assigned articles, in-class activities, applied papers, applied assignments, examinations	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 95.7% of students scored 73% or better on this measure.	Measure 3: The majority of students 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;	Measure 3: 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: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 95.7% of students scored 73% or better on this measure.	Measure 4: The majority of students gained The capacity to relate to others with concern, respect, sincerity, and responsibility;	Measure 4: Faculty will continue exploring new ways to effectively	Faculty will continue to assess the results of these

					teach this concept.	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 5: 100% of students will score 73% or better on this measure.	Measure 5: 95.7% of students scored 73% or better on this measure.	Measure 5: The majority of students gained The ability to analyze marriage and other interpersonal relationships using various theoretical perspectives;	Measure 5: 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 6: 100% of students will score 73% or better on this measure.	Measure 6: 96.6% of students scored 73% or better on this measure.	Measure 6: The majority of students gained the ability to recognize developmental stages of romantic relationships	Measure 6: 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 7: 100% of students will score 73% or better on this measure.	Measure 7: 95.7% of students scored 73% or better on this measure.	Measure 7: The majority of students gained knowledge of the impacts of personality and communication styles on interpersonal relationships..	Measure 7: 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 1400_Spring 2020_Four Sections_92 Students Total						
<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: 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: 95.7% 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	Faculty will continue to assess the results of these improved methods.

					teach this concept.	
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 2: 100% of students will score 73% or better on this measure.	Measure 2: 95.7% of students scored 73% or better on this measure.	Measure 2: The majority of students gained An understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts;	Measure 2: 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 and other close interpersonal relationships including communication skills, such as listening, empathy, self-disclosure, decision-making, problem-solving, and conflict resolution;	Measure 3: Textbook readings, class lecture notes, mini videos, assigned articles, in-class activities, applied papers, applied assignments, examinations	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 95.7% of students scored 73% or better on this measure.	Measure 3: The majority of students 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;	Measure 3: 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: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 95.7% of students scored 73% or better on this measure.	Measure 4: The majority of students gained The capacity to relate to others with concern, respect, sincerity, and responsibility;	Measure 4: 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 5: 100% of students will score 73% or better on this measure.	Measure 5: 95.7% of students scored 73% or better on this measure.	Measure 5: The majority of students gained The ability to analyze marriage and other interpersonal relationships using various theoretical perspectives;	Measure 5: 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 6: 100% of students will score 73% or better on this measure.	Measure 6: 95.7% of students scored 73% or better on this measure.	Measure 6: The majority of students gained the ability to recognize developmental stages of romantic relationships	Measure 6: Faculty will continue exploring new ways to	Faculty will continue to assess the results of these

					effectively teach this concept.	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 7: 100% of students will score 73% or better on this measure.	Measure 7: 95.7% of students scored 73% or better on this measure.	Measure 7: The majority of students gained a knowledge of the impacts of personality and communication styles on interpersonal relationships..	Measure 7: 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_Spring 2021_44 Students Total						
<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: 95.5% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 95.5% of students scored 73% or better on this measure.	Measure 2: The majority of students gained An understanding of concepts such as goals, resources, planning, decision-making, implementing.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: The majority of students gained An understanding of "the clarifying of personal values."	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 93.2% of students scored 73% or better on this measure.	Measure 4: The majority of students gained An understanding of using a time management tool.	Measure 4: 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 5: 100% of students will score 73% or better on this measure.	Measure 5: 93.2% of students scored 73% or better on this measure.	Measure 5: The majority of students gained an understanding of practicing decision making with various models.	Measure 5: 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 formulating of lifetime personal and family goals	Measure 6: Genogram	Measure 6: 100% of students will score 73% or better on this measure.	Measure 6: 97.7% of students scored 73% or better on this measure.	Measure 6: The majority of students gained an understanding of the formulating of lifetime personal and family goals.	Measure 6: 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: 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 7: 100% of students will score 73% or better on this measure.	Measure 7: 100% of students scored 73% or better on this measure.	Measure 7: 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 7: 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_Spring 2020_46 Students Total						
<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: 78.3% 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	More online quizzes for the following two years.

					retention opportunities for students.	
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 2: 100% of students will score 73% or better on this measure.	Measure 2: 97.8% of students scored 73% or better on this measure.	Measure 2: The majority of students gained An understanding of concepts such as goals, resources, planning, decision-making, implementing.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: The majority of students gained An understanding of "the clarifying of personal values."	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 80.4% of students scored 73% or better on this measure.	Measure 4: The majority of students gained An understanding of using a time management tool.	Measure 4: 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 5: 100% of students will score 73% or better on this measure.	Measure 5: 80.4% of students scored 73% or better on this measure.	Measure 5: The majority of students gained an understanding of practicing decision making with various models.	Measure 5: 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 formulating of lifetime personal and family goals	Measure 6: Genogram	Measure 6: 100% of students will score 73% or better on this measure.	Measure 6: 97.8% of students scored 73% or better on this measure.	Measure 6: The majority of students gained an understanding of the formulating of lifetime personal and family goals.	Measure 6: 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: 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 7: 100% of students will score 73% or better on this measure.	Measure 7: 95.7% of students scored 73% or better on this measure.	Measure 7: 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 7: 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_Spring 2021_22 total students						
<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 Professional Skills a. Communicating well to secure employment. Verbal, non-verbal, writing b. Networking c. Current needs in FLE professions	<ul style="list-style-type: none"> •Resume, Cover Letter, Mock Interviews, Me in 30 Seconds, Community Service Learning and paper, Personal Timeline Paper •Class Discussions, Readings, Practicum Fair •Professional Interviews/Ethics Paper, Class Discussion •Guest Presentations and Reflections 	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 90.9% 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.
Demonstrate an understanding of Professional Credentials a. Family Studies Major b. Graduate School c. Certified Family Life Educator d. FLE related positions and credentials	Measure 2: <ul style="list-style-type: none"> •Class discussions/Participation (Careers in Family Studies Booklet) •Guest Presentations and Reflections •Professional Interviews/Ethics Paper •Community Service Learning Paper •Background Check 	Measure 2: 100% of students will score 73% or better on this measure.	Measure 2: 81.8% of students scored 73% or better on this measure.	Measure 2: The majority of students developed an understanding of the listed skills.	Measure 2: 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: Develop an understanding of Professional Ethics a. Social and personal consequences of value choices.	Measure 3: <ul style="list-style-type: none"> •Classroom participation, professional interviews/ethics paper, guest presenter reflections, and group project 	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 90.9% of students scored 73% or better on this measure.	Measure 3: The majority of students gained an understanding of the listed values.	Measure 3: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.

b. Ethics of professional practice/Certified Family Life Educator Code of Ethics						
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Evidence of Learning: Courses within the Major – CHF 2990B_Spring 2020_19 total students						
<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 Professional Skills a. Communicating well to secure employment. Verbal, non-verbal, writing b. Networking c. Current needs in FLE professions	<ul style="list-style-type: none"> •Resume, Cover Letter, Mock Interviews, Me in 30 Seconds, Community Service Learning and paper, Personal Timeline Paper •Class Discussions, Readings, Practicum Fair •Professional Interviews/Ethics Paper, Class Discussion •Guest Presentations and Reflections 	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 94.7% 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.
Demonstrate an understanding of Professional Credentials a. Family Studies Major b. Graduate School c. Certified Family Life Educator d. FLE related positions and credentials	Measure 2: <ul style="list-style-type: none"> •Class discussions/Participation (Careers in Family Studies Booklet) •Guest Presentations and Reflections •Professional Interviews/Ethics Paper •Community Service Learning Paper •Background Check 	Measure 2: 100% of students will score 73% or better on this measure.	Measure 2: 94.7% of students scored 73% or better on this measure.	Measure 2: The majority of students developed an understanding of the listed skills.	Measure 2: 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: Develop an understanding of Professional Ethics	Measure 3: <ul style="list-style-type: none"> •Classroom participation, professional interviews/ethics paper, guest presenter reflections, and group project 	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 84.2% of students scored 73% or better on this measure.	Measure 3: The majority of students gained an understanding of the listed values.	Measure 3: Faculty will continue exploring new ways to	Faculty will continue to assess the results of these improved methods.

a. Social and personal consequences of value choices. b. Ethics of professional practice/Certified Family Life Educator Code of Ethics					effectively teach this concept.	
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Evidence of Learning: Courses within the Major – CHF 3150_Spring 2021_39 Total Students						
<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>
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: 97.4% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: 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 2: 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 critically evaluating consumer products, decisions, and options.	Measure 3: Module 1 Quiz	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: The majority of students demonstrated a capacity for critically evaluating consumer products, decisions, and options.	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 100% of students scored 73% or better on this measure.	Measure 4: The majority of students demonstrated an understanding of how consumerism fits within the context of the family system.	Measure 4: Faculty will continue exploring new ways to	Faculty will continue to assess the results of these

					effectively teach this concept.	improved methods.
Learning Outcome 5: Skill of Purchasing products such as technology.	Measure 5: Exam 1	Measure 5: 100% of students will score 73% or better on this measure.	Measure 5: 97.4% of students scored 73% or better on this measure.	Measure 5: The majority of students gained the skill of purchasing products such as technology	Measure 5: 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: Skill of Examining career options.	Measure 6: Module 2 Quiz	Measure 6: 100% of students will score 73% or better on this measure.	Measure 6: 100% of students scored 73% or better on this measure.	Measure 6: The majority of students gained the skill of examining career options.	Measure 6: 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: Skill of Exploring financial decisions (including taxes, budgets, banking, savings, investing, and credit).	Measure 7: Module 3 Quiz	Measure 7: 100% of students will score 73% or better on this measure.	Measure 7: 100% of students scored 73% or better on this measure.	Measure 7: The majority of students gained the skill of exploring financial decisions (including taxes, budgets, banking, savings, investing, and credit).	Measure 7: 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 8: 100% of students will score 73% or better on this measure.	Measure 8: 97.4% of students scored 73% or better on this measure.	Measure 8: The majority of students gained the skill of evaluating transportation and housing options.	Measure 8: 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 9: 100% of students will score 73% or better on this measure.	Measure 9: 97.4% of students scored 73% or better on this measure.	Measure 9: The majority of students gained the skill of Critiquing the value of insurance (health, home, and auto) and health care services.	Measure 9: Faculty will continue exploring new ways to effectively teach this concept.	Faculty will continue to assess the results of these improved methods.

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Evidence of Learning: Courses within the Major – CHF 3150_Spring 2020_52						
<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: 94.2% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: 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 2: 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 critically evaluating consumer products, decisions, and options.	Measure 3: Module 1 Quiz	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 96.2% of students scored 73% or better on this measure.	Measure 3: The majority of students demonstrated a capacity for critically evaluating consumer products, decisions, and options.	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 97% of students scored 73% or better on this measure.	Measure 4: The majority of students demonstrated an understanding of how	Measure 4: Faculty will continue exploring new ways to	Faculty will continue to assess the results of these

				consumerism fits within the context of the family system.	effectively teach this concept.	improved methods.
Learning Outcome 5: Skill of Purchasing products such as technology.	Measure 5: Exam 1	Measure 5: 100% of students will score 73% or better on this measure.	Measure 5: 98.1% of students scored 73% or better on this measure.	Measure 5: The majority of students gained the skill of purchasing products such as technology	Measure 5: 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: Skill of Examining career options.	Measure 6: Module 2 Quiz	Measure 6: 100% of students will score 73% or better on this measure.	Measure 6: 100% of students scored 73% or better on this measure.	Measure 6: The majority of students gained the skill of examining career options.	Measure 6: 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: Skill of Exploring financial decisions (including taxes, budgets, banking, savings, investing, and credit).	Measure 7: Module 3 Quiz	Measure 7: 100% of students will score 73% or better on this measure.	Measure 7: 94.2% of students scored 73% or better on this measure.	Measure 7: The majority of students gained the skill of exploring financial decisions (including taxes, budgets, banking, savings, investing, and credit).	Measure 7: 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 8: 100% of students will score 73% or better on this measure.	Measure 8: 96.2% of students scored 73% or better on this measure.	Measure 8: The majority of students gained the skill of evaluating transportation and housing options.	Measure 8: 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 9: 100% of students will score 73% or better on this measure.	Measure 9: 98.1% of students scored 73% or better on this measure.	Measure 9: The majority of students gained the skill of Critiquing the value of insurance (health, home, and auto) and health care services.	Measure 9: 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_Spring 2021_two sections_39 Total Students						
<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: 89.7% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 94.9% of students scored 73% or better on this measure.	Measure 2: The majority of students demonstrated an understanding of cultural influences on various groups in the United States.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 89.7% of students scored 73% or better on this measure.	Measure 3: The majority of students demonstrated an understanding and appreciation of diversity in a global society.	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 89.7% of students scored 73% or better on this measure.	Measure 4: The majority of students demonstrated an understanding of the historical influences on various ethnic and cultural groups in the United States.	Measure 4: 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 5: 100% of students will score 73% or better on this measure.	Measure 5: 89.7% of students scored 73% or better on this measure.	Measure 5: The majority of students demonstrated an understanding of best practices of family life	Measure 5: Faculty will continue exploring new ways to	Faculty will continue to assess the results of these improved methods.

				education with diverse populations.	effectively teach this concept.	
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Evidence of Learning: Courses within the Major – CHF 3350_Spring 2020_27 Total Students						
<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: 100% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: The majority of students demonstrated an understanding of cultural influences on various groups in the United States.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: The majority of students demonstrated an understanding and appreciation of diversity in a global society.	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 100% of students scored 73% or better on this measure.	Measure 4: The majority of students demonstrated an understanding of the historical influences on various ethnic and cultural groups in the United States.	Measure 4: 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	Measure 5: Exams, Quizzes, Discussion Posts, Research Review	Measure 5: 100% of students will score 73% or better on this measure.	Measure 5: 100% of students scored 73% or better on this measure.	Measure 5: The majority of students demonstrated an understanding of best	Measure 5: Faculty will continue exploring new	Faculty will continue to assess the results of these

education with diverse populations.	Paper, Classroom participation	better on this measure.		practices of family life education with diverse populations.	ways to effectively teach this concept.	improved methods.
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Evidence of Learning: Courses within the Major – CHF 3450_Summer 2021_21 Total Students						
<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 the major events that occur during the period of development after middle age.	Measure 1: Term Paper, quizzes, Exams, and participation activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 95.2% of students scored 73% or better on this measure.	Measure 1: The majority of students could the major events that occur during the period of development after 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 2: Be able to demonstrate understanding of the life-cycle and developmental perspectives as they relate to later adulthood.	Measure 2: Term paper, participation activities, and exams	Measure 2: 100% of students will score 73% or better on this measure.	Measure 2: Measure 2: 95.2% of students scored 73% or better on this measure.	Measure 2: The majority of students were able to demonstrate understanding of the life-cycle and developmental perspectives as they relate to later adulthood.	Measure 2: 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: Be able to identify and describe major influences on life in late adulthood and aging populations.	Measure 3: Term Paper and Exams	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 95.2% of students scored 73% or better on this measure.	Measure 3: The majority of students were able to identify and describe major influences on life in late adulthood and aging populations.	Measure 3: 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: Accurately describe, recognize, apply and integrate major trends and research in adult development.	Measure 4: Exams and Participation Activities	Measure 4: 100% of students will score 73% or better on this measure.	Measure 4: Measure 1: 95.2% of students scored 73% or better on this measure.	Measure 4: The majority of students were able to accurately describe, recognize, apply and integrate major trends and research in adult development.	Measure 4: 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, accurately apply, and think critically about key terms and concepts in adult development.	Measure 5: Exams and Quizzes	Measure 5: 100% of students will score 73% or better on this measure.	Measure 5: 95.2% of students scored 73% or better on this measure.	Measure 5: The majority of students were able to recognize, define, accurately apply, and think critically about key terms and concepts in adult development.	Measure 5: 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: Recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.	Measure 6: Term paper	Measure 6: 100% of students will score 73% or better on this measure.	Measure 6: 95.2% of students scored 73% or better on this measure.	Measure 6: The majority of students were able to recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.	Measure 6: 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 3450_Spring 2021_39 Total Students						
<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 the major events that occur during the period of development after middle age.	Measure 1: Term Paper, quizzes, Exams, and participation activities	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 84.6% of students scored 73% or better on this measure.	Measure 1: The majority of students could the major events that occur during the period of development after 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 2: Be able to demonstrate understanding of the life-cycle and developmental perspectives as they relate to later adulthood.	Measure 2: Term paper, participation activities, and exams	Measure 2: 100% of students will score 73% or better on this measure.	Measure 2: 84.6% of students scored 73% or better on this measure.	Measure 2: The majority of students were able to demonstrate understanding of the life-cycle and developmental perspectives as they relate to later adulthood.	Measure 2: 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: Be able to identify and describe major influences	Measure 3: Term Paper and Exams	Measure 3: 100% of students will score 73% or	Measure 3: 84.6% of students scored 73% or	Measure 3: The majority of students were able to identify and describe major influences on life in late	Measure 3: Faculty will continue exploring new	Faculty will continue to assess the results of these

on life in late adulthood and aging populations.		better on this measure.	better on this measure.	adulthood and aging populations.	ways to effectively teach this concept.	improved methods.
Learning Outcome 4: Accurately describe, recognize, apply and integrate major trends and research in adult development.	Measure 4: Exams and Participation Activities	Measure 4: 100% of students will score 73% or better on this measure.	Measure 4: 84.6% of students scored 73% or better on this measure.	Measure 4: The majority of students were able to accurately describe, recognize, apply and integrate major trends and research in adult development.	Measure 4: 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, accurately apply, and think critically about key terms and concepts in adult development.	Measure 5: Exams and Quizzes	Measure 5: 100% of students will score 73% or better on this measure.	Measure 5: 84.6% of students scored 73% or better on this measure.	Measure 5: The majority of students were able to recognize, define, accurately apply, and think critically about key terms and concepts in adult development.	Measure 5: 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: Recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.	Measure 6: Term paper	Measure 6: 100% of students will score 73% or better on this measure.	Measure 6: 76.9% of students scored 73% or better on this measure.	Measure 6: The majority of students were able to recognize some of the possible non-normative experiences that a person may have that can influence the developmental trajectory in middle adulthood.	Measure 6: 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_Spring 2021_26 Total Students						
<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>

<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, 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: 100% of students scored 73% or better on this measure.</p>	<p>Measure 1: The majority of students demonstrated an understanding of the listed knowledge items in Learning Outcome 1.</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 specific change strategies. 	<p>Measure 2: Classroom Participation, Exams, Book Reviews, Individual and Group Projects</p>	<p>Measure 2: 100% of students will score 73% or better on this measure.</p>	<p>Measure 2: 100% of students scored 73% or better on this measure.</p>	<p>Measure 2: The majority of students developed an understanding of the listed skills.</p>	<p>Measure 2: 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 3: Develop an understanding of values.</p> <ul style="list-style-type: none"> • Antecedents of value formation. • Social and personal consequences of value choices. 	<p>Measure 3: Classroom Participation, Exams, Book Reviews, Individual and Group Projects</p>	<p>Measure 3: 100% of students will score 73% or better on this measure.</p>	<p>Measure 3: 100% of students scored 73% or better on this measure.</p>	<p>Measure 3: The majority of students developed an understanding of the listed values.</p>	<p>Measure 3: Faculty will continue exploring new ways to effectively</p>	<p>Faculty will continue to assess the results of these</p>

• Ethics of professional practice.					teach this concept.	improved methods.
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Evidence of Learning: Courses within the Major – CHF 3550_Spring 2020_16 Students						
<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: Demonstrate an understanding of knowledge. <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. 	Measure 1: Classroom participation, Exams, Book Reviews, Individual and Group projects	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 an understanding of the listed knowledge items in Learning 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: Develop an understanding of skills. <ul style="list-style-type: none"> • Critical thinking, problem solving, and evaluation skills. • Students group work and interpersonal relation skills. 	Measure 2: Classroom Participation, Exams, Book Reviews, Individual and Group Projects	Measure 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: The majority of students developed an understanding of the listed skills.	Measure 2: Faculty will continue exploring new ways to effectively	Faculty will continue to assess the results of these improved methods.

<ul style="list-style-type: none"> • 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 specific change strategies. 					teach this concept.	
<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. 	Measure 3: Classroom Participation, Exams, Book Reviews, Individual and Group Projects	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: The majority of students developed an understanding of the listed values.	Measure 3: 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 3650_Spring 2021_14 Total Students						
<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: 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: 85.7% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 92.9% of students scored 73% or better on this measure.	Measure 2: The majority of students demonstrated an understanding of outcome 2.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 85.7% of students scored 73% or better on this measure.	Measure 3: The majority of students demonstrated an understanding of systems.	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 85.7% of students scored 73% or better on this measure.	Measure 4: The majority of students demonstrated an understanding of outcome 4.	Measure 4: 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, including effective communication, problem solving and conflict management strategies.	Measure 5: Applied papers	Measure 5: 100% of students will score 73% or better on this measure.	Measure 5: 78.6% of students scored 73% or better on this measure.	Measure 5: The majority of students developed and implemented intervention strategies.	Measure 5: 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 3650_Spring 2020_14 Total Students						
<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: 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: 100% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: The majority of students demonstrated an understanding of outcome 2.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: The majority of students demonstrated an understanding of systems.	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 100% of students scored 73% or better on this measure.	Measure 4: The majority of students demonstrated an understanding of outcome 4.	Measure 4: 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, including effective communication, problem solving and conflict management strategies.	Measure 5: Applied papers	Measure 5: 100% of students will score 73% or better on this measure.	Measure 5: 100% of students scored 73% or better on this measure.	Measure 5: The majority of students developed and implemented intervention strategies.	Measure 5: 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 3850_Spring 2021_15 Total Students						
<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 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: All students met this learning outcome regarding the understanding of research methods processes.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: All students learned how data is collected, analyzed and presented.	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 100% of students scored 73% or better on this measure.	Measure 4: All students demonstrated the ability to read and critically evaluate the current findings in research.	Measure 4: 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	Measure 5: Final Project	Measure 5: 100% of students will score 73% or	Measure 5: 100% of students scored 73% or	Measure 5: All students actively participated in the research	Measure 5: Faculty will continue	Faculty will continue to assess the

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,		better on this measure.	better on this measure.	process by the completion of a team research project that will include a brief review of the literature, hypotheses development, measurement, coding and analysis of data.	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 3850_Spring 2020_23_Total Students						
<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 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: All students met this learning outcome regarding the understanding of research methods processes.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: All students learned how data is collected, analyzed and presented.	Measure 3: 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	Measure 4: Examinations, applied papers, presentations	Measure 4: 100% of students will score 73% or	Measure 4: 100% of students scored 73% or	Measure 4: All students demonstrated the ability to read and critically	Measure 4: Faculty will continue exploring new	Faculty will continue to assess the results of

evaluate the current findings in research.		better on this measure.	better on this measure.	evaluate the current findings in research.	ways to effectively teach these outcomes.	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 brief review of the literature, hypothesis development, measurement, coding and analysis of data,	Measure 5: Final Project	Measure 5: 100% of students will score 73% or better on this measure.	Measure 5: 100% of students scored 73% or better on this measure.	Measure 5: All students actively participated in the research process by the completion of a team research project that will include a brief review of the literature, hypotheses development, measurement, coding and analysis of data.	Measure 5: 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 4300_Spring 2021_16 Total Students						
<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: 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: 100% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: The majority of students gained an understanding of the family process dynamics that are common within the Latino culture.	Measure 2: 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	Measure 3: Quizzes, Examinations, Assignments,	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: The majority of students gained an understanding of the unique cultural influences on child	Measure 3: Faculty will continue exploring new ways to	Faculty will continue to assess the results of these

development within the Latino culture.	Research Review Paper			development within the Latino culture.	effectively teach these outcomes.	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 4: 100% of students will score 73% or better on this measure.	Measure 4: 100% of students scored 73% or better on this measure.	Measure 4: The majority of students were able to understand and deconstruct stereotypes associated with individuals within the Latino culture.	Measure 4: 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 5: 100% of students will score 73% or better on this measure.	Measure 5: 100% of students scored 73% or better on this measure.	Measure 5: The majority of students gained an understanding of the demographic aspects of Latino populations.	Measure 5: 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: Understanding of the diversity within the Latino culture.	Measure 6: Quizzes, Examinations, Assignments, Research Review Paper	Measure 6: 100% of students will score 73% or better on this measure.	Measure 6: 100% of students scored 73% or better on this measure.	Measure 6: The majority of students gained an understanding of the diversity within the Latino culture.	Measure 6: 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 4300_Spring 2020_16 Total Students						
<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: 96.3% 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	Measure 2: Quizzes, Examinations, Assignments,	Measure 2: 100% of students will score 73% or better on this measure.	Measure 2: 96.3% of students scored 73% or better on this measure.	Measure 2: The majority of students gained an understanding of the family process dynamics	Measure 2: Faculty will continue exploring new	Faculty will continue to assess the results of these

are common within the Latino culture.	Research Review Paper			that are common within the Latino culture.	ways to effectively teach these outcomes.	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 3: 100% of students will score 73% or better on this measure.	Measure 3: 96.3% of students scored 73% or better on this measure.	Measure 3: The majority of students gained an understanding of the unique cultural influences on child development within the Latino culture.	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 100% of students scored 73% or better on this measure.	Measure 4: The majority of students were able to understand and deconstruct stereotypes associated with individuals within the Latino culture.	Measure 4: 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 5: 100% of students will score 73% or better on this measure.	Measure 5: 96.3% of students scored 73% or better on this measure.	Measure 5: The majority of students gained an understanding of the demographic aspects of Latino populations.	Measure 5: 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: Understanding of the diversity within the Latino culture.	Measure 6: Quizzes, Examinations, Assignments, Research Review Paper	Measure 6: 100% of students will score 73% or better on this measure.	Measure 6: 100% of students scored 73% or better on this measure.	Measure 6: The majority of students gained an understanding of the diversity within the Latino culture.	Measure 6: 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 4400_Spring 2021_Two Sections_51 Total Students						
<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: 96.1% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 96.1% of students scored 73% or better on this measure.	Measure 2: The majority of students became familiar with current research findings on stress and the effects of stress.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 96.1% of students scored 73% or better on this measure.	Measure 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 96.1% of students scored 73% or better on this measure.	Measure 4: The majority of students completed assigned exercises including reaction statements that demonstrated their ability to recognize and manage personal stress in life situations.	Measure 4: 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: 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 5: 100% of students will score 73% or better on this measure.	Measure 5: 96.1% of students scored 73% or better on this measure.	Measure 5: 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 5: 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	Measure 6:	Measure 6: 100% of students will score 73% or	Measure 6: 96.1% of students scored 73% or	Measure 6: The majority of students demonstrated a deeper	Measure 6: Faculty will continue	Faculty will continue to assess the

complexity of balancing diverse family members' needs (e.g. gender and generation) in helping people to manage stressful events and situations.	Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments (labs), examinations	better on this measure.	better on this measure.	understanding of the complexity of balancing diverse family members needs (e.g. gender and generation) in helping people to manage stressful events and situations	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 4400_Spring 2020_Two Sections_43 Total Students						
<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: 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: 97.7% 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 2: 100% of students will score 73% or better on this measure.	Measure 2: 97.7% of students scored 73% or better on this measure.	Measure 2: The majority of students became familiar with current research findings on stress and the effects of stress.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 97.7% of students scored 73% or better on this measure.	Measure 3: 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	Measure 4: Applied assignments (labs)	Measure 4: 100% of students will score 73% or	Measure 4: 97.7% of students scored 73% or	Measure 4: The majority of students completed assigned exercises including reaction statements	Measure 4: Faculty will continue exploring new	Faculty will continue to assess the results of

demonstrate their ability to recognize and manage personal stress in life situations.		better on this measure.	better on this measure.	that demonstrated their ability to recognize and manage personal stress in life situations.	ways to effectively teach these outcomes.	these improved methods.
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 5: 100% of students will score 73% or better on this measure.	Measure 5: 97.7% of students scored 73% or better on this measure.	Measure 5: 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 5: 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 6: 100% of students will score 73% or better on this measure.	Measure 6: 97.7% of students scored 73% or better on this measure.	Measure 6: 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 6: 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 4650_Spring 2021_19 Total Students						
<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: 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,	Measure 1: Lessons & Puzzles	Measure 1: 100% of students will score 73% or better on this measure.	Measure 1: 94.7% 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.

and evaluate such educational programs.						
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 2: 100% of students will score 73% or better on this measure.	Measure 2: 94.7% of students scored 73% or better on this measure.	Measure 2: The majority of students thoroughly learned and understood the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.	Measure 2: 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 3: 100% of students will score 73% or better on this measure.	Measure 3: 94.7% of students scored 73% or better on this measure.	Measure 3: 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 3: 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 4: 100% of students will score 73% or better on this measure.	Measure 4: 94.7% of students scored 73% or better on this measure.	Measure 4: The majority of students were able to evaluate family life education materials, students progressed towards outcome goal behaviors, and overall program effectiveness.	Measure 4: 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 5: 100% of students will score 73% or better on this measure.	Measure 5: 100% of students scored 73% or better on this measure.	Measure 5: The majority of students demonstrated a sensitivity to diversity and community needs, concerns, values and interests.	Measure 5: 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:	Measure 6:	Measure 6: 100% of	Measure 6: 73.7% of	Measure 6:	Measure 6:	Faculty will continue to

Teaching Methods - Expand their repertoire of teaching strategies and lead the class through one, self selected educational experience.	Active Learning Presentations	students will score 73% or better on this measure.	students scored 73% or better on this measure.	The majority of students - expanded their repertoire of teaching strategies and led the class through one, self selected educational experience.	Faculty will continue exploring new ways to effectively teach these outcomes.	assess the results of these improved methods.
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Evidence of Learning: Courses within the Major – CHF 4650_Spring 2020_10 Total Students						
<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 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: The majority of students thoroughly learned and understood the Model of Change -- a theoretical paradigm for designing educational experiences and workshops.	Measure 2: 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.	Measure 3: Workshop packet, presentation, applied papers	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: 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	Measure 3: Faculty will continue exploring new ways to effectively	Faculty will continue to assess the results of these

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.				variety of educational techniques in the presentation of a family life education program. These workshops focused on Family Relations type of topics and skills.	teach these outcomes.	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 4: 100% of students will score 73% or better on this measure.	Measure 4: 100% of students scored 73% or better on this measure.	Measure 4: The majority of students were able to evaluate family life education materials, students progressed towards outcome goal behaviors, and overall program effectiveness.	Measure 4: 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 5: 100% of students will score 73% or better on this measure.	Measure 5: 100% of students scored 73% or better on this measure.	Measure 5: The majority of students demonstrated a sensitivity to diversity and community needs, concerns, values and interests.	Measure 5: 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 6: 100% of students will score 73% or better on this measure.	Measure 6: 100% of students scored 73% or better on this measure.	Measure 6: The majority of students - expanded their repertoire of teaching strategies and led the class through one, self selected educational experience.	Measure 6: 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_Spring 2021_Two Sections_24 Students						
<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: Completion of 120 hours of service experience working and/or volunteering at an approved community agency (per NCFR Guidelines).	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: 95.8% 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 and ability to effectively apply necessary skills for a Family Life Educator with adult clientele.	Measure 2: Evaluation of practicum experiences by practicum supervisor. Family Life Education Application Papers. Family Life Education Application Papers. Reflection papers.	Measure 2: 100% of students will score 73% or better on this measure.	Measure 2: 95.8% of students scored 73% or better on this measure.	Measure 2: 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 2: 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: Ability to create and execute learning environments that are effective and respectful of diverse contexts and learning styles.	Measure 3: Evaluation of practicum experiences by practicum supervisor. Family Life Education Application Papers. Professionalism Paper. Networking Paper. Ethics in theory and practice papers. Reflection Papers	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 95.8% of students scored 73% or better on this measure.	Measure 3: The majority of students gained the ability to teach Family Studies concepts and skills to adult clientele.	Measure 3: 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_Spring 2021_19 Total Students						
<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: Family Policy 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: 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 become knowledgeable about how to apply to become a CFLE and identify current career options.	Measure 2: Career database project Become a CFLE Assignment	Measure 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: The majority of students how to apply to become a CFLE and identify current career options.	Measure 2: 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 learn the components of grant writing and produce a mock grant.	Measure 3: Grant-writing project, in-class activities	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 100% of students scored 73% or better on this measure.	Measure 3: The majority of students components of grant writing and produce a mock grant.	Measure 3: 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_Spring 2020_19 Total Students						
<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: 85.2% 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: Family Life Education Application Papers.	Measure 2: 100% of students will score 73% or better on this measure.	Measure 2: 100% of students scored 73% or better on this measure.	Measure 2: The majority of students learned the NCFR guidelines for application of a CFLE.	Measure 2: Faculty will continue exploring new ways to	Faculty will continue to assess the results of these improved methods.

					effectively teach these outcomes.	
Learning Outcome 3: You will become knowledgeable of career options for CFLEs.	Measure 3: Examinations, in-class activities, database project, resume/cover letter project	Measure 3: 100% of students will score 73% or better on this measure.	Measure 3: 92.6% of students scored 73% or better on this measure.	Measure 3: The majority of students developed an understanding of career options for CFLEs.	Measure 3: 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 learn the components of grant writing and produce a mock grant.	Measure 4: Grant-writing project, in-class activities	Measure 4: 100% of students will score 73% or better on this measure.	Measure 4: 100% of students scored 73% or better on this measure.	Measure 4: The majority of students developed an understanding of the components of grant writing and produce a mock grant.	Measure 4: 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 develop a résumé or curriculum vita for use in either a career, graduate school, or for the NCFR Honor Student Recognition.	Measure 5: Resume/Cover letter project, in-class activities	Measure 5: 100% of students will score 73% or better on this measure.	Measure 5: 100% of students scored 73% or better on this measure.	Measure 5: The majority of students developed the skills to develop a résumé or curriculum vita for use in either a career, graduate school, or for the NCFR Honor Student Recognition.	Measure 5: Faculty will continue exploring new ways to effectively teach these outcomes.	Faculty will continue to assess the results of these improved methods.

*Direct and indirect: at least one measure per objective must be a direct measure.

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

b. 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.)

C. Evidence of Learning: General Education Social Sciences Courses

(Area-specific EOL grids can be found at <https://www.weber.edu/ie/Review and Assessment/Checklists and Templates.html>; they can replace this page.)

Course: CHF 1500 Human Development

Semesters taught: Summer 19 - Spring 21

Sections included: FTF, virtual, online, CE

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
<p>Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global processes.</p>	<p>Showing knowledge gained through examination performance.</p> <p>Results from 7 multiple choice questions on exam; pretest and posttest.</p>	<p>75% of students showing mastery at or above 70%; At least % change in mastery from pre-post.</p>	<p>Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 76% showing content mastery at 70% or above. Percent showing competence on this outcome increased 54% from pre to post.</p>	<p>Students demonstrated an increased understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global processes.</p>	<p>Faculty continue to examine teaching strategies that support students in understanding concepts related to this outcome.</p>	

<p>Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. 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 gained through examination performance.</p> <p>Results from 8 multiple choice questions on exam; pretest and posttest</p>		<p>Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 66% showing content mastery at 70% or above. Percent showing competence on this outcome increased 64% from pre to post.</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>Assessment questions were reviewed for clarity and alignment. Small adjustments were made to distractor options.</p> <p><i>Due to mandated changes in delivery methods during this measurement period we have seen changes in student performance of on outcomes.</i></p>	<p><i>The decrease in percentage of students showing mastery through these 8 questions dropped in the last two years. Changes in course format may have changed teaching strategies with less effectiveness. Each instructor's strategies for this outcome will be reviewed.</i></p>
<p>Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>Showing knowledge gained through examination performance.</p> <p>Results from 7 multiple choice questions on exam; pretest and posttest</p>		<p>Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 86% showing content mastery at 70% or above. Percent showing competence on this outcome increased 79% from pre to post.</p>	<p>Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.</p>	<p>Faculty continue to examine teaching strategies that support students in understanding concepts related to this outcome.</p>	

<p>Gen ED DV Outcome 1: “Describe his/her own perspective as one among many.”</p>	<p>Showing knowledge gained through examination performance.</p> <p>Results from 3 multiple choice questions on exam; pretest and posttest</p>		<p>Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 65% showing content mastery at 70% or above. Percent showing competence on this outcome increased 55% from pre to post.</p>	<p>Students demonstrated an increased ability to describe his/her own perspective as one among many.</p>	<p>Assessment questions were reviewed by faculty teaching 1500 for clarity and alignment. One question was rewritten.</p> <p><i>Due to mandated changes in delivery methods during this measurement period we have seen changes in student performance of on outcomes.</i></p>	<p><i>Continued percentage of students showing mastery through these 3 questions below target was seen. Changes in course format may have changed teaching strategies with less effectiveness. Each individual instructor's strategies for teaching this outcome will be reviewed and compared to their class data will be used to help adjust current strategies.</i></p>
<p>Gen ED DV Outcome 2: “Identify values and biases that inform the perspectives of oneself and others.”</p>	<p>Showing knowledge gained through examination performance.</p> <p>Results from 3 multiple choice questions on exam; pretest and posttest.</p>		<p>Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 75% showing content mastery at 70% or above. Percent showing competence on this outcome increased 50% from pre to post.</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 examine teaching strategies that support students in understanding concepts related to this outcome</p>	

Gen ED DV Outcome 3: “Recognize and articulate the rights, perspectives, and experiences of others.”	Showing knowledge gained through examination performance. Results from 3 multiple choice questions on exam; pretest and posttest		Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 74% showing content mastery at 70% or above. Percent showing competence on this outcome increased 48% from pre to post.	Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.	Faculty continue to examine teaching strategies that support students in understanding concepts related to this outcome	<i>The decrease in percentage of students showing mastery through these 3 questions dropped just below target in the last two years. Changes in course format may have changed to teaching strategies with less effectiveness. Instructors will be made aware of this as a possible trend in the wrong direction.</i>
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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):

Course: CHF 2400 Family Relations

Semesters taught: Fall 21 - Spring 21

Sections included: FTF, hybrid, online, CE

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global processes.	Showing knowledge gained through examination performance.	Results from 12 multiple choice questions on exams	Student performance for this learning outcome indicated an adequate level of understanding the content with 82% showing content mastery at 70% and 79% showing mastery at 100%.	The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.	Students demonstrated understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process.	Please see the narrative at the bottom of this report.

<p>Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. 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 gained through examination performance.</p>	<p>Results from 13 multiple choice questions on exam; pretest and posttest</p>	<p>Student performance for this learning outcome indicated an adequate level of understanding the content with 84% showing content mastery at 70% and 78% showing mastery at 100%.</p>	<p>The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.</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>Please see the narrative at the bottom of this report.</p>
<p>Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>Showing knowledge gained through examination performance.</p>	<p>Results from 11 multiple choice questions on exam; pretest and posttest</p>	<p>Student performance for this learning outcome indicated an adequate level of understanding the content with 87% showing content mastery at 70% and 82% showing mastery at 100%.</p>	<p>The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.</p>	<p>Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.</p>	<p>Please see the narrative at the bottom of this report.</p>
<p>Gen ED DV Outcome 1: “Describe his/her own perspective as one among many.”</p>	<p>Showing knowledge gained through examination performance.</p>	<p>Results from 6 multiple choice questions on exam; pretest and posttest</p>	<p>Student performance for this learning outcome indicated an adequate level of understanding the content with 80% showing content mastery at 70% and 75% showing mastery at 100%.</p>	<p>The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.</p>	<p>Students demonstrated an increased ability to describe his/her own perspective as one among many.</p>	<p>Please see the narrative at the bottom of this report.</p>

<p>Gen ED DV Outcome 2: “Identify values and biases that inform the perspectives of oneself and others.”</p>	<p>Showing knowledge gained through examination and performance.</p>	<p>Results from 6 multiple choice questions on exam; pretest and posttest</p>	<p>Student performance for this learning outcome indicated an adequate level of understanding the content with 81% showing content mastery at 70% and 77% showing mastery at 100%.</p>	<p>The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.</p>	<p>Students demonstrated an increased ability to identify values and biases that inform the perspectives of oneself and others.</p>	<p>Please see the narrative at the bottom of this report.</p>
<p>Gen ED DV Outcome 3: “Recognize and articulate the rights, perspectives, and experiences of others.”</p>	<p>Showing knowledge gained through examination and performance.</p>	<p>Results from 6 multiple choice questions on exam; pretest and posttest</p>	<p>Student performance for this learning outcome indicated an adequate level of understanding the content with 72% showing content mastery at 70% and 69% showing mastery at 100%.</p>	<p>The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.</p>	<p>Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.</p>	<p>Please see the narrative at the bottom of this report.</p>

*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):

The CHF 2400 Family Relations course meets the objectives of Social Science general education and the Diversity requirements by providing an interdisciplinary perspective on social and human behavior. Families and individuals are studied from a systemic and ecological perspective including at the individual and family level; the community level (e.g., neighborhoods, educational systems, etc.), the interaction between multiple social institutions (families & schools, families & social systems, government policies & families/individuals); broader structural influences (workplace & families; laws, policies, & families; economic forces & individuals/families); cultural forces (individualism, collectivism, cultural beliefs, cultural practices; ethnic identities, bigotry, discrimination, etc.); and historical and intergenerational patterns impacting current beliefs and practices regarding diverse family forms and systems. The course reviews several family and social science theories including Family Systems Theory, Symbolic Interaction Theory, Ecological Theory, Social Exchange Theory, Conflict Theory (Gender, Race, Class, etc.), Feminist Theory, Family Life Course Development Theory, and Social Change theories. Students engage in learning the scientific method and research methodologies in the social sciences including experimental designs, case studies, questionnaire research, interviews, and demographic research.

Action Plan:

1. We partnered with McGraw-Hill's ebook and online classroom management which proved to be a lifesaver when we were forced to quickly transition everything from face-to-face to online. However, the pre/post-test model of assessing learning was nullified. Every response to every question, for every student was recorded as incorrect. This was the result of the instructors changing the test parameters to award students 100%, regardless of the students' responses. To correct this mistake, all pre/post-tests will be administered through CANVAS, and only the course liaison will have access to the parameters.
2. Because of the loss of all pre-test data, our previous action plan (2018-19) to replace pre-test items that the majority of students had pre-existing knowledge, could not be assessed as effective.
3. Beginning Fall 2021, the Department will utilize a textbook that more closely aligns with the learning objectives of this course. A new pretest will be created, in-line with the updated content within the new textbook, and with the intentions of completing the 2018-19 action plan for replacing assessment questions that did not contribute to the evaluation of learning. Additionally, the "Signature Assignments" for this course will be integrated into this learning outcomes rubric in an effort to link the core learning activities to GenEd & DV learning outcomes.

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 enacting.

Date of Program Review: 2019	Recommendation	Progress Description
Recommendation 1	<p>“A weakness about curriculum is that many required courses are offered at the same time as other required courses, making it difficult for students “out of track” to complete all coursework in a timely manner.</p> <p>-Review team recommended staggered start times of courses and or online courses to meet the needs of students out of track.</p> <p>-Another recommendation was to require two Social Work courses to help students obtain requirements of the Social and Service Worker (SSW) certification.”</p>	<p>The program offers courses at diverse times so that students can participate in multiple required courses each term.</p> <p>Newer offerings include additional sections (e.g. once a week, night sections), online, asynchronous, and hybrid sections to meet these needs.</p> <p>Collaboration with the SW program for the SSW certification has been incorporated into our course and marketing materials. E.g. in CHF 2990B Seminar in Family Studies and https://www.weber.edu/chfam/family-service.html</p>
Recommendation 2	<p>“A recommendation was made to provide results of the exit exam in practicum/seminar class, document change of curriculum, and hold faculty meetings to discuss and assess the effectiveness of the measures to determine if student learning outcomes are being met.”</p>	<p>Program faculty collaborate twice per year (and in some monthly meetings) on documentation to review student progress and faculty assessment strategies.</p> <p>Additional strategies have been added to courses (e.g. 2400) to improve assessment and evaluation of student outcomes.</p>
Recommendation 3	<p>“Review team expressed concerns about limited females in the program, faculty maxed out on overload, no formal mentoring for new faculty, and no formal procedure for an annual review of faculty.</p>	<p>Formal mentoring assignments for junior faculty members began with this recommendation. More veteran faculty members are tasked with support, collaboration, and review of junior faculty members’ progress.</p>

	<p>Recommendations were made to consider another faculty line to meet upcoming teaching demands in the new MEd Family Life Education Program, assign a veteran faculty member to serve as mentor for each new faculty, have a formal review process at the end of each year where the department chair meets with each faculty to review progress towards tenure/promotion and overall success in the department.”</p>	<p>Annual department chair discussions are conducted with faculty members (including junior faculty) to assess progress, concerns, potential resources (e.g. grants), and areas that need attention.</p> <p>The recommendation of additional faculty members (and female faculty members) has not yet been addressed, there is a new member search underway.</p>

Additional narrative:

Many of the initiatives to address earlier review recommendations are in planning (e.g. female and MED faculty), in process (e.g. mentoring), or completed (e.g. online and hybrid course offerings). Other strategies are in various stages of development that will directly and indirectly impact these areas. For example, the required course pathway is almost completely available online, which will facilitate future student needs/schedules.

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	2018-19	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	3	3	4
Full-time Non-Tenured (includes tenure-track)	3	3	2
Part-time and adjunct	0	0	0
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time and adjunct	6	5	4
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-tenured	0	0	0
Part-time and adjunct	0	0	0
Other			
Full-time Tenured	0	0	0
Full-time Non-tenured	0	0	0
Part-time	0	0	0
Total Headcount Faculty	12	11	10
Full-time Tenured	3	3	3
Full-time Non-tenured	3	3	3
Part-time	6	5	4

Please respond to the following questions.

- 1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.

While we have not tracked this type of data before, it would be good to consider strategies to help track the enrollment of minority students within our lower-division, GEN Ed classes. We have included the data below which was graciously provided by the OIE office.

Count of PIDM	Column Labels	2014	2015	2016	2017	2018	2019	2020	2021	2022	Grand Total
CHF 1500		739	837	806	829	886	1065	1065	935	501	7663
CHF 2400						333	382	430	376	187	1708
Grand Total		739	837	806	829	1219	1447	1495	1311	688	9371

AY_YEAR	(All)	African American	Alaskan Native or Native American	Asian	Hawaiian or Pacific Islander	Hispanic or Latino Descent	International	Two or More Races	Unknown	White	Grand Total	
CHF 1500		125		29	97	56	878	68	290	260	5860	7663
CHF 2400		29		6	21	11	204	11	72	62	1292	1708
Grand Total		154		35	118	67	1082	79	362	322	7152	9371

While taking this data into consideration, it seems that there is room for improvement. As the tracking of this type of data proceeds, it would be good to discuss among our program and department faculty what can be done to positively impact the enrollment/retention of minority students. We are currently collaborating and reviewing how we compare with other programs/departments (primarily in MCOE) in order to figure out effective strategies in working with and retaining individuals who come from underrepresented populations.

- 2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?

We are currently engaged in multiple (on-going) initiatives to help recruit, maintain, and support students from every background. These include, but are not limited to, committees focused on diversity and inclusion, committees focused on student success, and resources made available for enhancing our efforts in these areas. We are also improving and circulating marketing pieces (small signage on campus and social media posts) to inform others about who we are and what we do. We need continual support at the department, school, and university levels to help us in these efforts. The support can be in the form of financial resources, training, personnel (marketing, computer systems, outreach), and collaboration with other groups around campus. At this point, much of our request for

support is to keep on supporting, creating, and emphasizing growth in these areas.

- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

We are currently planning for and/or building our program with new courses including opportunities at the graduate level (MEd - Family Life Education emphasis). We are also more actively engaging in marketing initiatives (referenced above), preparing for and offering existing and required courses on more flexible schedules (e.g. additional sections, on block schedule) and more flexible formats (e.g. hybrid and online).

Additionally, we continue to cultivate relationships with the community to accentuate the reach of our research and programs both for faculty and especially our students. They are able to forge early, meaningful professional relationships that add to practical curricular opportunities as well as future employment options. Helping to maintain positive connections with the communities (Weber and Davis) will support our ongoing efforts.

- 4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.

Yes, we do offer multiple CE courses, and yes we have submitted the information to the CE office.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as 'Threshold')

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>