

Human Development and Family Science (BA)

 Program-136

Annual Assessment Plan

1

2 **4.1 - PLO #1**

Students articulate foundational concepts and apply theory related to:

1. Families in Society;
2. Internal Dynamics of Families;
3. Human Growth & Development over the Life Span;
4. Human Sexuality;
5. Interpersonal Relationships;
6. Family Resource Management;
7. Parent Education and Guidance;
8. Family Law & Public Policy;
9. Professional Ethics and Practice;
10. Family Life Education Methodology

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--|--|---------------|
| HDFS 442: Strategies FLE Project Rubric | 80 percent of students will score 83% or higher | Annually Fall |

- 4

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Raeann Hamon's class of 14 students -8 received 83% or higher (57.14%)

Jen Ransil's class of 12 students - 9 received 83% or higher (75%)

Combined - Out of 26 students, 17 received 83% or higher (65.38%) Target was not met

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

As we identified the particular students who did not make the target, we realized that they were dealing with mental health, family and physical issues. Some of these students were also not submitting drafts for review (as required) in order to receive feedback for the final project. We are reluctant to make any substantive changes at this time, as we don't see any particular problems with the expectations and feedback process at this time.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

We need to revise target to 80% achieving 83% or higher. In the future, we want to pay attention to building blocks necessary for success in HDF5 442. For instances, do they understand risk and protective factors? We recently added a text in HDF5 253 which incorporates language of risk and protective factors. Students also, gain scaffolding on these concepts in HDF5 345 and HDF5 355. Risk and protective factors are also discussed in HDF5 345, HDF5 355, and HDF5 311. We want to continue to reinforce these concepts and we also need to offer more scaffolding in the development of actual FLE programs. We need to help students know how to translate risk and protective factors into evidence-based FLE curriculum. We will also



modify the frequency with which we will collect this data. We will collect on even fall semesters.

This scaffolding of greater exposure to risk and protective factors occurred this year in HDFS 345, HDFS 355 and HDFS 311 this year. We anticipate improvements with the FLE program and Needs Assessment in HDFS 442 as a result.

3 4.2 - PLO #2

Graduates will conduct, analyze and apply empirically based research.

Outcome(s)

- 1** Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2** Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--|---|---------------|
| HDFS 272: Survey Research Poster | 80 percent of students will score 83% or higher | Annually Fall |
| HDFS 442: Strategies Needs Assessment Rubric | 80 percent of students will score 83% or higher | Annually Fall |



- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

HDFS 272 - Poster - 100% of students received 83% or higher - Target was met

HDFS 442 Needs Assessment -

Raeann Hamon's Class of 14 students - 11 received 83% or higher (78.57%)

Jen Ransil's Class of 12 students - 11 received 83% or higher (91.67%)

Combined - Out of 26 students, 22 received 83% or higher (84.61%) -Target was met

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

No action plan necessary. Met targets.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

HDFS 442 -Action: In the future, we want to pay attention to building blocks necessary for success in HDFS 442. For instances, do they understand risk and protective factors? We recently added a text in HDFS 253 which incorporates language of risk and protective factors. Students also, gain scaffolding on these concepts in HDFS 345 and HDFS 355. Risk and protective factors are also discussed in HDFS 345, HDFS 355, and HDFS 311. We want to continue to reinforce these concepts. We had one student who couldn't pass the class due to a reading comprehension disability. We ended up changing her into a different major that did not require HDFS 442. We need to access the degree to which the Child and Family Services minor might serve as an alternative major for students who can't be



successful in HDFS 442.

Closure: We have not yet had a chance to revise the Child and Family Services major. No time. We did integrate more content and usage of risk and protective factors in classes noted. (Though it is difficult to be certain in HDFS 253 as this is now taught by an adjunct who was not necessarily following my requests).

HDFS 272-Action: No action steps are necessary since we met the goal, however, we need to modify goal – change target to 80% of students will achieve 83% or above. Note: There is a total of 120 possible points for this project. With Robert's departure, Erin will be teaching HDFS 272 and will determine ongoing feasibility of this assignment as a best measure for this objective.

Closure: We did modify the assignment in HDFS 272; we now collect scores on the poster assignment.

4 **4.3 A - PLO #4**

Students engage in experiential learning opportunities with individuals, couples and/or families.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|----------|---------|----------|
| | | |

| Measures | Targets | Timeline |
|---------------------------|-----------------------------|----------------|
| HDFS 101: Family Folklore | 80 percent of students will | Odd yrs Spring |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

85.7% of the class received 83% or higher - Target was met

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

No action necessary. Target met.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action: This course is taken by many non-HDFS Students. We are wondering if there's is a way to separate out HDFS/FCS majors from non-majors when evaluating. We will need help from Kate's office for this.

Closure: We did not find out how to select majors only. Since we met the target for the entire group this was not necessary.

5 **4.3 B - PLO #5**

Students demonstrate their awareness and knowledge related to multicultural and diverse individual, couple and family experiences (e.g., socioeconomic, rural-urban, various family structures).



Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--------------------------|---|---------------|
| HDFS 386: Exams 1,2,3,4 | 80 percent of students will score 83% or higher | Even yrs Fall |
| HDFS 378: Mid-Term/Final | 80 percent of students will score 83% or higher | Odd yrs Fall |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

HDFS 386 - Not assessed fall of 21

HDSF 378 - Not offered and not assessed fall of 21 (will be offered and assessed fall of 23)



- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Because Robert Reyes, the FT department member who taught these classes, is no longer working at Messiah, we had to find adjuncts for these courses. As a result, we had to offer HDFS 386 out of sequence because we couldn't find anyone to teach HDFS 378 when it was to be offered. Our hope is that we will resume the appropriate alternating year sequence next fall since we have now identified a couple of new adjuncts.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action: We agreed to monitor use of the 4 exams as a measure. The PLO asks students to demonstrate awareness and knowledge related to multicultural and diverse individual, couple and family experiences. (e.g. SES, rural, urban, various family structures) and believe exams cover entire array of goal.

Closure: We need to delay this since course offering was out of sequence due to use of adjuncts.

6 **4.4 - PLO #3a**

Graduates will reflect on how their Christian convictions impact their vocational pursuits.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|--|---------------|
| HDFS 494: Self-Inventory "Choose your own adventure" Intrapersonal Awareness Section (50pts) | 80 percent of students will score 83% or higher | Annually Fall |

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

78.6% of students received 83% or higher - target was not met

(3 out of 14 students were Below Basic (2) and Basic (1))

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

The three students who were below the target suffered from mental health, physical health and family issues. At this point, we don't anticipate any need for change.

6

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action: Since Robert Reyes is leaving, Paul Johns will assume this course. His plan is to continue to evaluate 4.4 and 4.5 in HDFS 494. Wil will use the self -inventory, but will do it in 2 rather than 5 sections. One section of the inventory will be linked to 4.4 and the other will be linked to 4.5. This will make the assessment of these two goals a bit clearer.

Closure: This action was completed. Paul divided the inventory into 2 sections that better aligned with the objectives.

7 4.5 - PLO #3b

Graduates will reflect on how their Christian convictions impact their vocational pursuits.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|----------|---------|----------|
| | | |

| Measures | Targets | Timeline |
|-----------------------------|-----------------------------|---------------|
| HDFS 494: Self-Inventory | 80 percent of students will | Annually Fall |
| “Choose your own adventure” | score 83% or higher | |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

78.6% received 83% or higher - Target was not met

(3 out of 14 students were Below Basic)

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

The three students below the target suffered from mental health, family issues and physical health problems. At this point, we don't recommend any changes to the course.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action: Since Robert Reyes is leaving, Paul Johns will assume this course. His plan is to continue to evaluate 4.4 and 4.5 in HDFS 494. Wil will use the self -inventory, but will do it in 2 rather than 5 sections. One section of the inventory will be linked to 4.4 and the other will be linked to 4.5. This will make the assessment of these two goals a bit clearer.

Closure: Paul did divide the inventory into two parts to better align with the objectives.

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year’s assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Our biggest challenge continues to be related to student writing. We will instruct in APA style in HDFS 272 and attempt to incorporate Academic Writer in at least two of our classes to get them used to using this resource.

Assessment Rubric

- 1 **Process**

| | 1 | 2 | 3 | 4 |
|--|--|--|--|---|
| Is the plan being implemented faithfully and revised as needed? | <input type="radio"/> Assessment plan is not implemented. | <input type="radio"/> Most aspects of plan are being implemented or all aspects are implemented to some degree. | <input type="radio"/> Assessment plan is fully implemented. | <input checked="" type="radio"/> Plan is faithfully executed and modified/evaluated as needed. |

- 2 Explanations:

See above.

- 3

Engagement

| | 1 | 2 | 3 | 4 |
|---|---|---|--|--|
| <p>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</p> | <p style="text-align: center;"></p> <p>Limited involvement beyond chair/director</p> | <p style="text-align: center;"></p> <p>All educators contributing to the curriculum are aware of process and results</p> | <p style="text-align: center;"></p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p> | <p style="text-align: center;"></p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p> |

4 Explanations:

All FT faculty are highly involved in this improvement process, but we are finding it difficult (despite instruction to adjuncts about expectations) to ensure their implementing our expectations and objectives.

5 Program Learning Objectives

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |

| | 1 | 2 | 3 | 4 |
|--|--|--|--|--|
| <p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p> | <p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p> | <p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p> | <p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p> | <p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p> |

6 Explanations:

At this time, all target measures seem to be appropriate.

7 Measures

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

| | 1 | 2 | 3 | 4 |
|---|--|--|--|--|
| <p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p> | <p style="text-align: center;"></p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p> | <p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p> | <p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p> | <p style="text-align: center;"></p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p> |

8 Explanations:

9 **Targets**

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |

| | 1 | 2 | 3 | 4 |
|---|---|---|---|--|
| <p>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</p> | <p></p> <p>Some targets are missing.</p> | <p></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p> | <p></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p> | <p></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p> |

10 Explanations:

11 **Timeline**

| | 1 | 2 | 3 | 4 |
|--|--|--|---|---|
| <p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p> | <p></p> <p>Not identified clearly for all measures.</p> | <p></p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p> | <p></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p> | <p></p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p> |

12 Explanations:

Action Plan

| | 1 | 2 | 3 | 4 |
|--|---|---|--|--|
| <p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p> | <p style="text-align: center;"></p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p> | <p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p> | <p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p> | <p style="text-align: center;"></p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p> |

Explanations:

Pete's comment--Overall the assessment process seems to be doing well. I'm moderately concerned about attributing poor performance to mental health concerns with students, at least in such a way that means we shouldn't have action plans for addressing shortfalls in our expectations. Even if true in some respects, it's unclear to me that other students did not have mental health concerns (i.e., I'm not clear what basis we have for saying the outcomes are correlated to mental health issues with students). Beyond that, even if mental health is a concern, in view of student success we need to be thinking about how we can get the students we have to succeed. Mental health difficulties are widespread among our student body, so if this is clearly the reason that students aren't achieving as we think they should we probably need to develop strategies that will enable success even in the midst of such difficulties if that is possible.

15

Dissemination

| | 1 | 2 | 3 | 4 |
|---|--|---|--|--|
| <p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p> | <p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p> | <p><input type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p> | <p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p> | <p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p> |

16

Explanations:

We would like to see examples of how departments publicly post their assessment results. We could potentially use our newsletter if there was anything that would be meaningful to alumni, etc.

Additional Feedback

1

Please enter any additional feedback for changes that should be made:

Overall the assessment process seems to be doing well. I'm moderately concerned about attributing poor performance to mental health concerns with students, at least in such a way that means we shouldn't have action plans for addressing shortfalls in our expectations. Even if true in some respects, it's unclear to me that other students did not have mental health concerns (i.e., I'm not clear what basis we have for saying the outcomes are correlated to mental health issues with students). Beyond that, even if mental health is a concern, in view of student success we need to be thinking about how we can get the students we have to succeed. Mental health difficulties are widespread among our student body, so if this is clearly the reason that students aren't achieving as we think they should we probably need to develop strategies that will enable success even in the midst of such difficulties if that is possible.

CLOSE AND EXIT