

Assurance of Student Learning Reflection 2024-2025	
<i>College of Health and Human Services</i>	<i>Department of Applied Human Sciences</i>
<i>Bachelor of Science in Child and Family Services (5011, formerly 563)</i>	
<i>Adam R. West, program coordinator</i>	
Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Students completing the BS degree in Child and Family Services will know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.
Evaluation	This is one of two SLOs that match what is currently in CourseLeaf. SLO 1 is relevant for both our students and in the context of accreditation of our child development learning pathway. We saw a clear upward trajectory of student success, after revising the key assessments and eliminating an underperforming instrument. The result is a consistently high achievement for SLO 1 that we will continue to monitor in the next assessment cycle.
Measurement Instruments	We used two or three direct instruments to evaluate SLO 1, one in FACS 191, another in FACS 335, and a third in FACS 336 (for only two years). Key Assessments and rubrics for measurement are designed around SLO 1 and the National Association for the Education of Young Children (NAEYC) standards pertaining to SLO 1. The key assessment for FACS 335 was revised during the 2022-2023 cycle. Subsequently, for the 2023-2024 cycle, we removed a measurement instrument associated with FACS 336. The key assessment in FACS 191 and the revised key assessment in FACS 335 demonstrated overall improved students' learning and performances compared to previous assessment cycles. Over the three-year period, the two remaining measurement instruments measure meaningful outcomes of student learning. We are confident in the measurement instruments of SLO 1. Although we will continue to evaluate, we do not anticipate the use of AI to directly affect measurement reliability, due to the instruments involving students observing children learning activities in real-time.
Criteria & Targets	Our criteria for success and targets remain applicable. The rubrics used are consistent and applicable to measuring SLO 1. We saw an overall increase in student success, from 81% to 100%, over the three-year period. Because we only had one year of using the two measurement instruments, we would like to continue evaluating into the next assessment cycle, to gather additional data points.
Results & Conclusion	<u>Results:</u> The results are what we expected due to our replacement and refining of the measurement instruments and key assessments. Aligning SLO 1 with applicable NAEYC standards helped focus our measurement efforts and we are pleased with the results. <u>Conclusions:</u> The key assessment for FACS 335 was revised and we have two years of data using the revised key assessment, revealing overall improved students' learning and performances compared to previous assessment cycles. Data from FACS 191 indicates an improvement over the past assessment cycle. We didn't analyze data during 2024-2025 and we would like at least three data points, possibly four, to assess trends and success rates.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The two measurement instruments will again be utilized in FACS 191 and FACS 335. Data will be collected using key assessments and rubrics. Faculty members teaching the courses will be responsible for collecting data. Data will be compiled and analyzed by the program coordinator and program faculty. Because we did not analyze data collected during the 2024-2025 cycle, at the end of the 2025-2026 assessment cycle, which will be three years of data using the revised key assessments, program faculty will evaluate trends and student success rates to determine what program changes or adaptations need to be made, including adding additional measurements.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students completing the BS degree in Child and Family Services can involve families and communities in young children's development and learning.
Evaluation	After a review of our curriculum and revisions to our program during the 2024-2025 assessment cycle, we have decided to broaden SLO 2 to focus more on the application of theory and research to families in general. The current SLO 2 will then be adapted and incorporated as a part of SLO 5. In conjunction with a revised SLO 3, the new SLO 2 will help assess student learning, understanding, and application of core content within the field of child and human development. For the next assessment cycle, the updated SLO 2 will be: Students completing the degree in Child and Family Services will know about and understand diverse family characteristics, how to support and engage families through respectful relationships, and understand and be successful in applying research and theory to families.
Measurement Instruments	During the previous three-year assessment cycle, we initially used three measurement instruments and then reduced to using two instruments for the final assessment year. With the broadening of SLO 2, we will develop measurement instruments. One measurement instrument we will use next assessment cycle is direct measure in FACS 494 Parenting Strategies. All students will complete an assessment centered awareness and acknowledgement of personal experiences and attitudes in the context of adapting and working with diversity within the family. A new rubric will accompany SLO 2.
Criteria & Targets	Introducing a revised measurement instrument for the next assessment cycle necessitates an evaluation of criteria for success. Our target for student success will be: "students achieve 70% or higher," using the new rubric for SLO 2 that defines criteria for student success. After the 2025-2026 assessment cycle, which will be the first year of using the new instrument, program faculty will evaluate the criteria for success and make adaptations, if necessary.
Results & Conclusion	Results: The results were not what we expected. Despite revising the measurement instruments, including reducing from three to two instruments, student success was limited. After an increase in overall student success from year one to year two of the assessment cycle, student performance decreased again during the third year. Specifically, trends showed a steady decline in student success using one of the measurement instruments, decreasing from 94% to 62% success, despite slight improvements in the other measures. Conclusions: Revising the measurement instrument and key assessment provided sparse evidence of student improvement. We have chosen to modify SLO 2 and the associated measurement instruments and student artifacts for the upcoming assessment period. Using artifacts from different courses than in previous assessment cycles will allow us to gather information on student success from multiple courses in the program, rather than using three of the same courses for multiple SLOs.
<u>**IMPORTANT - Plans for</u>	For the upcoming assessment, we will use updated direct measurement instruments, associated rubrics, and student artifacts for SLO 2. Data will be collected using key assessments and rubrics. Faculty members teaching the courses will be responsible for collecting data. Data will

<u>Next Assessment Cycle:</u>	be compiled and analyzed by the program coordinator and program faculty. Following the second year of evaluating the updated SLO 2 (2026-2027), the program faculty will evaluate trends and student success rates to determine what program changes or adaptations need to be made, including additional measurements.
--------------------------------------	---

Program Student Learning Outcome 3	
Program Student Learning Outcome	Students completing the BS degree in Child and Family Services can use a broad repertoire of developmentally appropriate teaching/learning approaches.
Evaluation	After a review of our curriculum and revisions to our program during the 2024-2025 assessment cycle, we have determined that SLO 3 is no longer a relevant tool for evaluating student learning. The program faculty voted to focus on students' understanding and application of human development theory and research during the next evaluation cycle. For the next assessment cycle, the updated SLO 3 will be: Students completing the degree in Child and Family Services will analyze factors and influences on family development and structure, evaluate theoretical perspectives of relationships and families, and relate current research to trends in individual interpersonal relationship patterns.
Measurement Instruments	During the three-year assessment cycle, we initially used two measurement instruments and then just one instrument for the final assessment year. Now that we have changed SLO 3, new measurement instruments will be utilized. All students will complete a direct measure in FACS 311 Family Relations, demonstrating their understanding of theory and research methods about families in the context of current news and journalism articles about families. Furthermore, the instrument helps assess student understanding and application of influences on family development and functioning. A new rubric will accompany SLO 3.
Criteria & Targets	Introducing a revised measurement instrument for the next assessment cycle necessitates an evaluation of criteria for success. Our target for student success will be: "80% of students achieve 'meets expectations' or higher," using the new rubric for SLO 3 that defines criteria for student success. After the 2025-2026 assessment cycle, which will be the first year of using the new instrument, program faculty will evaluate the criteria for success and make adaptations, if necessary.
Results & Conclusion	<u>Results:</u> The results were not what we expected. Despite revising the measurement instrument, student success was limited. Data from the measurement instrument may be somewhat misleading, however, due to our limited sample size over three years. <u>Conclusions:</u> We had mixed results. Revising the measurement instrument and key assessment provided little evidence of overall student improvement. We have subsequently modified our SLO 3 and measurement instrument and student artifacts for the upcoming assessment period. Like our conclusion with SLO 2, using artifacts from different courses than in previous assessment cycles will offer insight into student learning outcomes from the breadth of FACS courses, rather than the same two or three courses across multiple SLOs.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	For the next cycle, we will begin assessing the updated SLO 3 using the direct measurement instrument, associated rubric, and student artifact. Data will be collected using key assessments and rubrics. Faculty members teaching the courses will be responsible for collecting data. Data will be compiled and analyzed by the program coordinator and program faculty. Following the 2026-2027 assessment year, which will be our second year of evaluating the updated SLO 3, program faculty will evaluate trends and student success rates to determine what program changes or adaptations need to be made, including adding additional measurements.

Program Student Learning Outcome 4	
Program Student Learning Outcome	Students completing the BS in Child and Family Services with a concentration in Family and Consumer Sciences Education, will know and understand the content needed to be successful in the middle or high school FCS classroom.
Evaluation	This is one of two SLOs that match what is currently in CourseLeaf. SLO 4 is highly relevant because it directly assesses our FCS Ed preparation curriculum, as measured by students passing the Praxis II exam. The outcome is highly measurable and continues to be a reliable tool for assessing SLO 4.
Measurement Instruments	SLO 4 is measured using one direct measurement instrument, the Praxis II exam, with a passing score in Kentucky of 153 or above. Students review FCS content covered on the Praxis II exam in FACS 381 and participate in mock exams in FACS 481. The use of AI should not directly affect our measurement of SLO 4 because AI is unable to be utilized during completion of the Praxis II exam.
Criteria & Targets	Success is measured by students passing all three parts of the Praxis II exam. Student success rates over a three-year period were 100%. Although we do not have control over what items appear on the Praxis II exam,
Results & Conclusion	Results: The results are as expected. Measured exclusively by the Praxis II, 100% of program students passed all three parts of the exam over a three year period. SLO 4 has been reliably met, demonstrating that the content in teacher preparations courses (e.g., FACS 381, FACS 481) are highly effective. Conclusions: The sample size of students attempting to take the Praxis II is relatively small over the three year period, with eight total students comprising the 100% student success rate. Despite the smaller sample, student success was high.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The measurement instrument will continue to be administered. We did not analyze data during the 2024-2025 cycle and would like at least one additional data point to evaluate trends. Given that for two consecutive assessment cycles, 100% of the program has achieved the target, we will measure for at least one additional cycle as is. After the next measurement cycle, the program faculty will evaluate whether additional measures are needed.

Program Student Learning Outcome 5	
Program Student Learning Outcome	Students completing the BS degree in Family and Consumer Services will be able to apply knowledge and training received to address a relevant concern or issue in the community.
Evaluation	After a review of our curriculum and revisions to our program during the 2024-2025 assessment cycle, we have decided to revise SLO 5 to incorporate assessing student application of program content with children and families in the community. As part of the revision of SLO 5, we will also evaluate the current measurement instruments that have been used to assess student learning outcome success. For the next assessment cycle, the updated SLO 5 will be: Students completing the BS in Child and Family Services will be able to apply knowledge by designing and implementing family- and community-based projects and initiatives, including those centered on young children's development and learning.
Measurement Instruments	We used two direct instruments to evaluate SLO 5, one in FACS 493 and another in FACS 495. Each instrument showed improvements with student success. The measurement instrument associated with FACS 493 indicated slight fluctuations with student success, although all

	students met the program targets during the assessment cycle. The measurement instruments associated with FACS 495 indicated an increase in student learning success for all three years of the assessment cycle.
Criteria & Targets	Although results have fluctuated over the cycles, recent data show strong performance, and the criteria and targets for success remain viable. With the reworking of SLO 5, the program faculty will review targets and criteria for student success again after the next assessment cycle.
Results & Conclusion	<u>Results:</u> The results were expected because refinements and adjustments to curriculum and delivery methods were initiated prior to the assessment period. The measurement instructions for FACS 493 and FACS 495 showed success in achieving the program learning target. Over the three-year assessment period, despite some fluctuations, especially with the measurement instrument used in FACS 493, the overall trend is that SLO 5 is being met. Student success, using the measurement instrument from FACS 495, increased steadily over the assessment period. <u>Conclusions:</u> Consistent and increased student interactions with faculty helped students succeed. Changes initiated prior to 2021 and adjustments during the assessment cycle contributed increases in success, after declining percentages of program students achieving the targets. Our criteria for success and targets remain applicable. The rubrics used are consistent and applicable to measuring students' success with SLO 5.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The two measurement instruments will again be utilized in FACS 493 and FACS 495. Data will be collected using key assessments and rubrics. Faculty members teaching the courses will be responsible for collecting data. Data will be compiled and analyzed by the program coordinator and program faculty. Because we amended SLO 5, but are keeping the current measurement instruments, following the first year of the next assessment cycle, the program faculty will evaluate trends and student success rates to determine what program changes or adaptations need to be made, including adding additional measurements.