

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Child and Family Studies BS

As of: 11/07/2016 10:07 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Mission / Purpose

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UL Lafayette Child & Family Studies program is committed to educating and preparing students academically, professionally, and personally with the goal of improving the lives of individuals, families, and communities.

UL Lafayette Child and Family Studies program provides the tools for understanding and working with children and families in a variety of settings. The program of study focuses primarily on the various stages of human growth and development over the life span, families in society, diverse relationships within families, human sexuality, family resource management, parenting and family law and public policy. Students in this program are trained to integrate knowledge of child/adolescent development, adult life stages and human relations into service-oriented assistance.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### **SLO 1: Understanding family systems**

Students will demonstrate understanding of family systems.

#### **Connected Documents**

[CAFS WEAVE Objectives and Outcomes](#)  
[Certified Family Life Educator Content Areas](#)

#### **Relevant Associations:**

##### **General Education/Core Curriculum Associations**

- 1.1 Think critically and read with comprehension.
- 1.3 Speak cogently in presenting information.
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.

#### **Related Measures**

##### **M 1: External Internship assessment**

Outcome assessment data was collected from student performance in CAFS 447: Internship in Child and Family Studies. The assessment tool contains a pre and post assessment schedule of elements scored on a likert-type scale across 15 variables.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

Understanding family systems will be noted as successful achievement if

students assessed demonstrate improvement in greater than 70 percent of the assessment areas.

**Finding (2015-2016) - Target: Partially Met**

Fourteen students were assessed using the evaluative measure for experiential success in the Spring semester of 2016. 100 percent of the students achieved success with a score of 70 percent or better. Fall semester scores (2015) were not submitted.

**Related Action Plans (by Established cycle, then alpha):**

**Continuing Plan**

This goal and assessment measure has been a part of the CAFS curriculum for more than a decade. It is continuously evolving to meet the educational and professional needs of the students and the community. The assessment form, course presentation, and internship assignments change regularly to more accurately reflect the needs of the community and the resources available to the faculty and the students.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** External Internship assessment |

**Outcome/Objective:** Understanding family systems

**Implementation Description:** On going assessment

**Responsible Person/Group:** CAFS faculty.

**Intership placement updated every semester**

This goal and assessment measure has been part of the CAFS curriculum since it's inception. The internship placements change each semester to meet the needs of the students and the community they serve in their learning experiences.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** External Internship assessment |

**Outcome/Objective:** Understanding family systems

**Implementation Description:** Each semester internship listings are updated, adding new sites as well as eliminating sites no longer in service.

**Responsible Person/Group:** Instructor of CAFS 433

**Explore Empathy Scale to assess SLO**

Find an empathy scale to be given to students upon entering into CAFS and exiting CAFS

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Combined assessment | **Outcome/Objective:**

Understanding management of resources

**Measure:** Early Childhood Preschool Lab Assessment |

**Outcome/Objective:** Understanding of lifespan development

**Measure:** External Internship assessment |

**Outcome/Objective:** Understanding family systems

**Implementation Description:** Appropriate scale and delivery method was not identified. Action plan is ended.

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** David Yarbrough

#### **Evaluative Measure**

Collect evaluative scores for both Fall and Spring semesters. There were different faculty each semester as instructors in this course and delivery of the evaluative measure was not consistent. This action plan is to maintain consistency in delivery

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** External Internship assessment |

**Outcome/Objective:** Understanding family systems

**Projected Completion Date:** 05/2017

**Responsible Person/Group:** Janice Weber & David Yarbrough

#### **M 3: Service Learning**

A service-learning component will be developed for CAFS 323, contingent upon internal funding. The objective of this additional component will be to observe, measure, and assess the cultural competency attitudes of the participating undergraduate students.

Source of Evidence: Performance (recital, exhibit, science project)

#### **Target:**

CAFS faculty will identify and develop an appropriate service-learning assessment measure for family cultural competency.

#### **Finding (2015-2016) - Target: Not Reported This Cycle**

This target was contingent on grant applications for additional funding. Funding was not appropriated.

#### **SLO 2: Understanding of lifespan development**

Students will demonstrate understanding of lifespan development.

#### **Connected Documents**

[CAFS WEAVE Objectives and Outcomes](#)

[Certified Family Life Educator Content Areas](#)

[Letter of intent for B2K Statewide curriculum](#)

#### **Relevant Associations:**

##### **General Education/Core Curriculum Associations**

- 1.1 Think critically and read with comprehension.
- 1.3 Speak cogently in presenting information.
- 3.2 Understand the diverse and complex nature of humanity

#### **Related Measures**

## M 2: Early Childhood Preschool Lab Assessment

Understanding lifespan development is assessed through each of the measures with emphasis on the first assessment tool; the evaluation of student content application in the CAFS Early Childhood preschool lab. Assessed through each of the measures with emphasis on the first assessment tool; the evaluation of student content application in the CAFS Early Childhood Lab preschool, which measures across five general variable areas with sub-scales in each area.

Source of Evidence: Academic direct measure of learning - other

### Target:

The achievement target for this measure, the evaluation of student content application in the CAFS nursery school lab, which measures across five general variable areas with sub-scales in each area, is that greater than 70 percent of the students will demonstrate a 70 percent improvement of scores (mid vs. final semester) across the assessment areas.

### Finding (2015-2016) - Target: **Not Reported This Cycle**

There was a change in faculty during this reporting cycle and the evaluative measure was not submitted. This report will return for the next reporting cycle.

### Related Action Plans (by Established cycle, then alpha):

#### **hiring one additional faculty member to implement mandated birth to K curriculum**

The course associated with this assessment has been in place for 50 years. A state of the art lab school has been constructed. Presently faculty are working to include this facility and related courses in the state mandated birth to kindergarten curriculum which will require at least one additional faculty members.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Early Childhood Preschool Lab Assessment |

**Outcome/Objective:** Understanding of lifespan development

**Implementation Description:** The BOR has received the paperwork to create the new coursework. CAFS faculty and COE faculty have been serving on the state curriculum development committee to complete the syllabi for the Birth to K teaching certification courses.

**Projected Completion Date:** 08/2016

**Responsible Person/Group:** CAFS faculty with cooperation of administration

**Additional Resources:** salary for additional faculty

**Budget Amount Requested:** \$45,000.00 (recurring)

#### **Connected Document**

[Letter of intent for B2K Statewide curriculum](#)

#### **Revise course syllabus**

Revise course syllabus

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Early Childhood Preschool Lab Assessment |

**Outcome/Objective:** Understanding of lifespan development

**Connected Document**

[Letter of intent for B2K Statewide curriculum](#)

### Explore Empathy Scale to assess SLO

Find an empathy scale to be given to students upon entering into CAFS and exiting CAFS

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Combined assessment | **Outcome/Objective:**

Understanding management of resources

**Measure:** Early Childhood Preschool Lab Assessment |

**Outcome/Objective:** Understanding of lifespan development

**Measure:** External Internship assessment |

**Outcome/Objective:** Understanding family systems

**Implementation Description:** Appropriate scale and delivery method was not identified. Action plan is ended.

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** David Yarbrough

### Evaluative Measure

There was a change in faculty and in the evaluative process of students in this lab. This action plan is to re-establish the evaluative measures associated with the student performance in the lab.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Early Childhood Preschool Lab Assessment |

**Outcome/Objective:** Understanding of lifespan development

**Implementation Description:** create and distribute evaluative measure

**Projected Completion Date:** 05/2017

**Responsible Person/Group:** Anjenette Holmes, Janice Weber, and David Yarbrough

### M 3: Service Learning

A service-learning component will be developed for CAFS 323, contingent upon internal funding. The objective of this additional component will be to observe, measure, and assess the cultural competency attitudes of the participating undergraduate students.

Source of Evidence: Performance (recital, exhibit, science project)

#### Target:

CAFS faculty will identify and develop an appropriate service-learning assessment measure for family cultural competency.

**SLO 3: Understanding professionalism, ethics, and policy**

Students will demonstrate understanding of professionalism, ethics, and public policy issues for working with individuals and families.

**Connected Documents**

[CAFS WEAVE Objectives and Outcomes](#)  
[Certified Family Life Educator Content Areas](#)

**Relevant Associations:****General Education/Core Curriculum Associations**

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.

**Related Measures****M 4: Philosophy Paper**

Understanding of professionalism, ethics, and public policy issues will be assessed primarily through a qualitative comprehensive paper. Students will develop a professional philosophy as an incoming student and evaluate and update through a reflection process in a senior capstone course.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

Assessment will be provided through the use of qualitative content analysis software.

**Finding (2015-2016) - Target: Not Reported This Cycle**

This target was associated with the appropriation of qualitative content analysis software. That software was not available for this cycle.

**Related Action Plans (by Established cycle, then alpha):****Obtain content analysis software**

Obtain content analysis software to measure changes in personal and professional philosophy associated with professional growth in CAFS.

**Established in Cycle:** 2015-2016

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Philosophy Paper | **Outcome/Objective:**

Understanding professionalism, ethics, and policy

**Implementation Description:** Try to use the content analysis software in Spring 2016 with students enrolled in CAFS 443 class.

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** Instructor of CAFS 443

**Budget Amount Requested:** \$5,000.00 (one time)

**SLO 4: Understanding management of resources**

Students will demonstrate an understanding of management of human and material resources for children and families.

**Connected Documents**

[CAFS WEAVE Objectives and Outcomes](#)

## Certified Family Life Educator Content Areas

### Relevant Associations:

#### **General Education/Core Curriculum Associations**

- 1.3 Speak cogently in presenting information.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.

### Related Measures

#### **M 5: Combined assessment**

Knowledge of management of human and material resources for children and families are primarily assessed through the experiential assessments associated with the capstone courses focusing on direct application of theory. This assessment is a combined score from across the three measures as an indicator of assessed improvement and/or success in the academic areas. As with the other areas of assessment, an improvement score of 70 percent or better will be an indicator of success.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

This assessment targets a mean overall improvement of 70 percent or better.

#### **Finding (2015-2016) - Target: Not Met**

This assessment was not administered during this evaluation period.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **portfolio**

A portfolio continues to be used as a measure of student success for graduating seniors. Contents are revised as course assignments are changed.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Combined assessment | **Outcome/Objective:**

Understanding management of resources

**Responsible Person/Group:** instructor of CAFS 443

##### **Review required portfolio content**

Review required portfolio content

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Combined assessment | **Outcome/Objective:**

Understanding management of resources

##### **Explore Empathy Scale to assess SLO**

Find an empathy scale to be given to students upon entering into CAFS and exiting CAFS

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Combined assessment | **Outcome/Objective:** Understanding management of resources

**Measure:** Early Childhood Preschool Lab Assessment |

**Outcome/Objective:** Understanding of lifespan development

**Measure:** External Internship assessment |

**Outcome/Objective:** Understanding family systems

**Implementation Description:** Appropriate scale and delivery method was not identified. Action plan is ended.

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** David Yarbrough

#### **Evaluative Measure**

Reinstate the evaluative measure for graduating seniors in CAFS. This measure is to be restructured through the collaborative efforts of the current full time CAFS faculty.

**Established in Cycle:** 2015-2016

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Combined assessment | **Outcome/Objective:** Understanding management of resources

**Responsible Person/Group:** All Faculty

## **Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

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### **O/O 5: Interdisciplinary partnership**

To build capacity of the CAFS program by linking to other departments and/or colleges across campus.

#### Related Measures

### **M 6: Interdisciplinary partnership**

The senior faculty of the CAFS program will meet with College of Business and the College of Education to discuss the creation of an interdisciplinary graduate program.

Source of Evidence: Discussions / Coffee Talk

#### **Target:**

The senior faculty in CAFS will meet with key individuals from College of Business to discuss the possibility of creating an interdisciplinary MBA program. Additionally, a graduate-level program relationship will be explored with the College of Education, Counselor Education program.

#### **Finding (2015-2016) - Target: Met**

The CAFS faculty had several interdisciplinary meetings with the College of Business Administration faculty to explore graduate level partnerships. It was determined that the structure of the course offerings and the goals of the

disciplines were too dissimilar to affect a successful graduate program partnership. The faculty will continue to explore a graduate relationship with the College of Education.

**Related Action Plans (by Established cycle, then alpha):**

**Collaborate with BUSI to create new MBA program**

CAFS Senior faculty have been working with BUSI faculty to create a new MBA program that focuses on Management of Community and Non-profit organizations.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Interdisciplinary partnership |

**Outcome/Objective:** Interdisciplinary partnership

**Implementation Description:** The new MBA program is tentatively scheduled to begin Fall 16.

**Responsible Person/Group:** CAFS Senior faculty

**Explore collaboration with COE Counseling Ed**

Engage in conversations with COE Counseling Ed faculty to develop a multilevel, multilayered interdisciplinary graduate program.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Interdisciplinary partnership |

**Outcome/Objective:** Interdisciplinary partnership

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** CAFS Faculty

**O/O 6: Enhance student engagement**

Enhance CAFS student engagement

**Related Measures**

**M 7: Moodle page**

Ensure CAFS Moodle page is migrated from Moodle 2. Maintain existing moodle page for CAFS majors to stay connected to CAFS information.

Source of Evidence: Activity volume

**Target:**

More than 90% of CAFS majors will seek information on the moodle page specifically designed for CAFS majors.

**Finding (2015-2016) - Target: Partially Met**

The administration of the Moodle operating systems again updated to a newer system. Migrating may not be the best solution to changing systems. Instead the CAFS faculty will explore the creation of a new Moodle site on the new platform.

**Related Action Plans (by Established cycle, then alpha):**

**New Moodle**

Create a connection point on the new Moodle platform

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Moodle page | **Outcome/Objective:** Enhance student engagement

**Projected Completion Date:** 05/2017

**Responsible Person/Group:** David Yarbrough

#### **M 8: CAFS Alumni Association**

The CAFS faculty, in conjunction with CAFS alumni and the UL Lafayette alumni association, will create a new CAFS alumni association.

Source of Evidence: Administrative measure - other

#### **Target:**

CAFS Alumni Association is a sanctioned organization with the UL Lafayette Alumni Association.

#### **Finding (2015-2016) - Target: Met**

The CAFS Alumni Association is continuing under the broader umbrella of the UL Lafayette Alumni Association.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Create CAFS Alumni Association**

Worked with UL Lafayette Alumni Association to create a CAFS Alumni Group

**Established in Cycle:** 2015-2016

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** CAFS Alumni Association | **Outcome/Objective:** Enhance student engagement

**Projected Completion Date:** 09/2015

**Responsible Person/Group:** Brent Romero and Janice Weber

## **Analysis Questions and Analysis Answers**

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### **How were assessment results shared and evaluated within the unit?**

The assessment results were developed, written, and evaluated through regular evaluative sessions with senior faculty in the area of Child and Family Studies in collaboration with the Head of Department of the academic unit. The final evaluation meeting was held in September of 2016.

### **Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

The following were action plans addressed during this cycle:

1. The continuing development and application of evaluative measures in our capstone classes.
2. The refinement of internship placements in the community.
3. The continuation and evaluation of student portfolio work.
4. Continuing to evaluate and revise course syllabi.

5. Continuing to evaluate the CAFS strategic plan.
6. Exploring external interdisciplinary collaborations.
7. Continue to develop and maintain an active partnership with the alumni association.

Each of these were addressed during this cycle, but to varying degrees of success. Where work continues to take place is in the areas of creating or identifying a useful evaluative measure or measures for our capstone classes. With the recent turnover in faculty and broadening of faculty assignments, it has been difficult to manage consistency in course material from semester to semester. Additionally, the develop of a new partnership with the alumni association is still being explored.

The action plan from the previous term with the most obvious measurable outcome is the exploration of interest in a graduate collaboration for our current and former students in CAFS. In the spring of 2015 we conducted an online survey specifically to gauge interest in a business/cafs collaboration. We believe that those results could easily apply to additional graduate collaborations.

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

In this current assessment cycle, faculty in this unit explored many avenues to improve the outcomes of students in our program. We have learned:

1. How to better identify and report our assessment outcomes.
2. How better to connect to former students and graduates to explore our goals and our measures.