Mission / Purpose
The mission of the Department of Child and Family Studies is to educate and inspire students to improve the lives of children, families and communities. The department emphasizes a systemic approach in preparing students to become child and family human service and education professionals. Faculty members strive to promote a standard of professionalism that reflects scholarship, integrity, diversity, collaboration, dedication, service and lifelong learning. The Child and Family Studies faculty is a dedicated group of professionals committed to:

- Student mentoring and advising
- Excellence in teaching
- Meaningful research
- Community outreach and engagement
- Improving the quality of life for children, families and communities
- Service to the profession, university, department and students

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

SLO 1: Theoretical Principles (All Emphasis Areas)
Students completing a B.S. degree in the Department of Child and Family Studies will demonstrate an understanding of basic theoretical principles and concepts related to individual, child, family and community systems, through written and oral communication.

Related Measures:

M 1: Theoretical Framework Presentation (FAM 455)
Students will demonstrate an understanding of family theory and its application to family research. Students will be evaluated on their ability to clearly present a family science theory to the class. Presentations must include: clear application of theory to current family research, quality of distinction from other theories, development and distribution of a grammatically correct handout, ability to engage the audience in discussion of theory. The FAM 455 Theoretical Framework Presentation rubric will be utilized measure student performance.

Source of Evidence: Presentation, either individual or group

Target:
80% of students will score 80% or greater on the FAM 455 Theoretical Framework rubric.

Findings (2013-2014) - Target: Met
- Fall 2013 Hattiesburg: 85% of students who completed the assignment scored 80% or greater on the FAM 455 Theoretical Framework rubric (n=34/40).
- Spring 2014 Hattiesburg: 100% of students who completed the assignment scored 80% or greater on the FAM 455 Theoretical Framework rubric (n=43/43).
- Spring 2014 Gulf Coast: 90% of students who completed the assignment scored 80% or greater on the FAM 455 Theoretical Framework rubric (n=30/33).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

FAM 455 Action Plan
Established in Cycle: 2013-2014
This course requires a theoretical presentation that students complete in groups. Due to challenges resulting from group dynamic...

**M 2: Family Science Policy Impact Paper Final Draft (Theoretical Connections Section only) (FAM 475)**  
Students will connect family systems theory and bioecological theory to a proposed or recently enacted legislative policy impacting children and families in order to assess the potential impact of policies. The Family Science Policy Impact Paper Final Draft (Theoretical Connections Section only) will be utilized to measure student performance.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**  
80% of students will score 80% or greater on the Family Science Policy Impact Paper Final Draft (Theoretical Connections Section only) Rubric.

**Findings (2013-2014) - Target: Not Met**  
- Summer 2013 Hattiesburg: 67% of students who completed the assignment scored 80% or greater on the FAM 475 Public Policy Theoretical Analysis rubric (n=8/12).  
- Fall 2013 Hattiesburg: 31% of students who completed the assignment scored 80% or greater on the FAM 475 Public Policy Theoretical Analysis rubric (n=5/16).  
- Fall 2013 Gulf Coast: 76% of students who completed the assignment scored 80% or greater on the FAM 475 Public Policy Theoretical Analysis rubric (n=13/17).  
- Spring 2014 Hattiesburg: 100% of students who completed the assignment scored 80% or greater on the FAM 475 Public Policy Theoretical Analysis rubric (n=7/7).

**Related Action Plans (by Established cycle, then alpha):**  
For full information, see the Details of Action Plans section of this report.

**FAM 475 Family Science Policy Paper Action Plan**  
*Established in Cycle: 2013-2014*  
The target for this assignment was not met in Fall 2013, but was met in Spring 2014. The previous year's action plan was impl...

**M 3: Exit Survey Question 1 (Theoretical Application)**  
All students complete an anonymous departmental exit survey prior to graduation. A 4 point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree). Question 1 measures each respondent's self evaluation of competency to apply theoretical principles.

**Question 1:** "I feel competent to apply theoretical principles to individual, child, family and community systems."

Source of Evidence: Exit interviews with grads/program completers

**Target:**  
80% of respondents will report a mean score of 3 or greater on question 1 of the Child and Family Studies Exit Survey.

**Findings (2013-2014) - Target: Met**  
- Summer 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 1 of the Child and Family Studies Exit Survey (n=9/9).  
- Summer 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 1 of the Child and Family Studies Exit Survey (n=3/3).
• Fall 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 1 of the Child and Family Studies Exit Survey (n=12/12).
• Fall 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 1 of the Child and Family Studies Exit Survey (n=3/3).
• Spring 2014 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 1 of the Child and Family Studies Exit Survey (n=3/3).
• Spring 2014 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 1 of the Child and Family Studies Exit Survey (n=2/2).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Exit Survey Review**
*Established in Cycle: 2013-2014*
We continue to meet all established targets measured by the Graduate Exit Survey. Students consistently agree or strongly agree ...

**M 4: Practicum Site Supervisor Evaluation Question 1 (Theoretical Application)**
The practicum site supervisor will evaluate each student’s ability to appropriately apply theory in the practicum setting using the following question on the practica evaluation forms: “Student demonstrates an understanding of theory related to child development/child life/child and family studies”. A 5-point scale is used for the following question to evaluate this competency (1=poor, 2=below average, 3=average, 4=above average, 5=excellent):

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
80% of students will achieve a mean score of 3.5 or greater on the following question of the practica evaluation forms completed by practicum site supervisors:

**Findings (2013-2014) - Target: Met**
- Summer 2013 Hattiesburg: 100% of students achieved a mean score of 3.5 or greater on the above question (n=3/3)
- Summer 2013 Gulf Coast: 100% of students achieved a mean score of 3.5 or greater on the above question (n=9/9)
- Fall 2013 Hattiesburg: 80% of students achieved a mean score of 3.5 or greater on the above question (n=4/5).
- Fall 2013 Gulf Coast: 100% of students achieved a mean score of 3.5 or greater on the above question (n=2/2).
- Spring 2014 Hattiesburg: 100% of students achieved a mean score of 3.5 or greater on the above question (n=14/14).
- Spring 2014 Gulf Coast: 100% of students achieved a mean score of 3.5 or greater on the above question (n=3/3).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Practicum Evaluation Action Plans**
*Established in Cycle: 2013-2014*
We continue to meet all targets established for Practicum Evaluation measures. To ensure that the Practicum Evaluation Forms con...
SLO 2: Apply Critical Thinking Skills (All Emphasis Areas)

Students completing a B.S. degree in the Department of Child and Family Studies will apply critical thinking skills to societal problems impacting children, families and communities.

Related Measures:


Students will identify a current or proposed legislative bill/law/policy and complete a literature review to identify potential benefits and drawbacks of the selected legislation based on current family science research. The FAM 475 Family Science Policy Impact Paper Final Draft rubric will be utilized to measure student performance.

Source of Evidence: Capstone course assignments measuring mastery

Target:
80% of students will score 80% or greater on the FAM 475 Family Science Policy Impact Paper Final Draft rubric.

Findings (2013-2014) - Target: Not Met

- Summer 2013 Hattiesburg: 75% of students who completed the assignment scored 80% or greater on the FAM 475 Family Science Policy Impact Paper (final draft) rubric (n=9/12).
- Fall 2013 Hattiesburg: 69% of students who completed the assignment scored 80% or greater on the FAM 475 Family Science Policy Impact Paper (final draft) rubric (n=11/16).
- Fall 2013 Gulf Coast: 65% of students who completed the assignment scored 80% or greater on the FAM 475 Family Science Policy Impact Paper (final draft) rubric (n=11/17).
- Spring 2014 Hattiesburg: 86% of students who completed the assignment scored 80% or greater on the FAM 475 Family Science Policy Impact Paper (final draft) rubric (n=6/7).

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

For full information, see the Details of Action Plans section of this report.

FAM 475 Family Science Policy Paper Action Plan
Established in Cycle: 2013-2014

The target for this assignment was not met in Fall 2013, but was met in Spring 2014. The previous year's action plan was impl...

M 6: Family Science Public Education Project (CD 450)

Students will identify a topic related to current societal needs impacting children and families and complete a thorough empirical literature review in order to develop an educational brochure for use in a parent or community education program. The CD 450 Family Science Public Education Project rubric will be utilized to measure student performance.

Source of Evidence: Project, either individual or group

Target:
80% of students will score 80% or greater on the CD 450 Family Science Public Education Project rubric.

Findings (2013-2014) - Target: Met

- Summer 2013 (Online): 100% of students who completed the assignment scored 80% or greater on the CD 450 Family Science Public Education Project (n=10/10).
- Fall 2013 (Online): 100% of students who completed the assignment scored 80% or greater on the CD 450 Family Science Public Education Project (n=31/31).
- Spring 2014 (Online): 86% of students who completed the assignment scored 80% or greater on the CD 450 Family Science Public Education Project (n=24/28).
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

CD 450 Action Plan
Established in Cycle: 2013-2014
The targets for this assignment were met. Faculty plan to implement the following strategies to continue to meet student needs...

M 7: Exit Survey Question 2 (Critical Thinking)
All students complete an anonymous departmental exit survey prior to graduation. A 4 point scale is used on the graduate exit survey (1= strongly disagree, 2=disagree, 3=agree, and 4= strongly agree). Question 2 measures each respondent's self evaluation of the ability to apply critical thinking skills to societal problems.

Question 2: "I can effectively apply critical thinking skills to societal problems impacting children, families and communities."

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of respondents will report a mean score of 3 or greater on question 2 of the Child and Family Studies Exit Survey.

Findings (2013-2014) - Target: Met
- Summer 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 2 of the Child and Family Studies Exit Survey (n=9/9).
- Summer 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 2 of the Child and Family Studies Exit Survey (n=3/3).
- Fall 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 2 of the Child and Family Studies Exit Survey (n=12/12).
- Fall 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 2 of the Child and Family Studies Exit Survey (n=3/3).
- Spring 2014 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 2 of the Child and Family Studies Exit Survey (n=3/3).
- Spring 2014 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 2 of the Child and Family Studies Exit Survey (n=2/2).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Exit Survey Review
Established in Cycle: 2013-2014
We continue to meet all established targets measured by the Graduate Exit Survey. Students consistently agree or strongly agree...

M 8: Practicum Site Supervisor Evaluation Question 2 (Critical Thinking Skills)
The practicum site supervisor will evaluate each student’s application of critical thinking skills to societal problems impacting children, families and communities in the practicum setting using the following question on the practica evaluation forms: "Student applies critical thinking skills to societal problems impacting children, families and communities".
A 5-point scale is used for the following question to evaluate competency (1=poor, 2=below average,
3=average, 4=above average, 5= excellent).

Source of Evidence: Field work, internship, or teaching evaluation

**Target:** 80% of students will achieve a mean score of 3.5 or greater on the following question of the practica evaluation forms completed by the practicum site supervisors:

**Findings (2013-2014) - Target: Met**
- Summer 2013 Hattiesburg: 100% of students achieved a mean score of 3.5 or greater on the above question (n=3/3)
- Summer 2013 Gulf Coast: 100% of students achieved a mean score of 3.5 or greater on the above question (n=9/9)
- Fall 2013 Hattiesburg: 80% of students achieved a mean score of 3.5 or greater on the above question (n=4/5).
- Fall 2013 Gulf Coast: 100% of students achieved a mean score of 3.5 or greater on the above question (n=2/2).
- Spring 2014 Hattiesburg: 100% of students achieved a mean score of 3.5 or greater on the above question (n=14/14).
- Spring 2014 Gulf Coast: 100% of students achieved a mean score of 3.5 or greater on the above question (n=3/3).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Practicum Evaluation Action Plans**
Established in Cycle: 2013-2014
We continue to meet all targets established for Practicum Evaluation measures. To ensure that the Practicum Evaluation Forms con...

**SLO 3:Cultural Sensitivity (All Emphasis Areas)**
Students completing a B.S. degree in the Department of Child and Family Studies will demonstrate values, attitudes and behaviors that reflect cultural sensitivity and social responsibility required for professional practice in human service and educational settings.

**Related Measures:**

**M 9: Advocacy Presentation “cultural dynamics” section (FAM 475)**
Students will use current research to identify and report how a chosen policy/bill/law may impact individuals from diverse backgrounds. Evaluation will be based on the student addressing: gender, race/ethnicity, socioeconomic status, culture, religion and other cultural issues that are related to the selected policy/bill/law. The FAM 475 Advocacy Presentation "cultural dynamics" section will be utilized to measure student performance.

Source of Evidence: Capstone course assignments measuring mastery

**Target:** 80% of students will score 80% or greater on the FAM 475 Advocacy Presentation (cultural dynamics section only) PowerPoint Presentation rubric.

**Findings (2013-2014) - Target: Not Met**
- Summer 2013 Hattiesburg: 67% of students who completed the assignment scored 80% or greater on the FAM 475 Advocacy Presentation "cultural dynamics" section PowerPoint Presentation rubric (n=8/12).
• Fall 2013 Hattiesburg: 65% of students who completed the assignment scored 80% or greater on the FAM 475 Advocacy Presentation "cultural dynamics" section PowerPoint Presentation rubric (n=11/17).
• Fall 2013 Gulf Coast: 78% of students who completed the assignment scored 80% or greater on the FAM 475 Advocacy Presentation "cultural dynamics" section PowerPoint Presentation rubric (n=14/18).
• Spring 2014 Hattiesburg: 57% of students who completed the assignment scored 80% or greater on the FAM 475 Societal Advocacy Presentation "cultural dynamics" section PowerPoint Presentation rubric (n=4/7).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

FAM 475 Presentation Action Plan
Established in Cycle: 2013-2014
The target for this assignment was not met in Fall 2013 or Spring 2014. It is assumed that the change in name of the assignmen...

M 10:Practicum Site Supervisor Evaluation Question 3 (Cultural Sensitivity)
The practicum site supervisor will evaluate each student’s values, attitudes, and behaviors that reflect cultural sensitivity and social responsibility using question 3 of the Core Competencies section of the practica evaluation forms. A 5-point scale is used for the following question to measure competency (1=poor, 2=below average, 3=average, 4=above average, 5= excellent):

Question 3: "Student demonstrates values, attitudes and behaviors that reflect cultural sensitivity and social responsibility required for professional practice in child life/child development/child and family studies."

Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of students will achieve a mean score of 3.5 or greater on the following question of the practica evaluation forms completed by the practicum site supervisors:

Findings (2013-2014) - Target: Met
• Summer 2013 Hattiesburg: 100% of students achieved a mean score of 3.5 or greater on the above question (n=3/3)
• Summer 2013 Gulf Coast: 100% of students achieved a mean score of 3.5 or greater on the above question (n=9/9)
• Fall 2013 Hattiesburg: 80% of students achieved a mean score of 3.5 or greater on the above question (n=4/5).
• Fall 2013 Gulf Coast: 100% of students achieved a mean score of 3.5 or greater on the above question(n=2/2).
• Spring 2014 Hattiesburg: 100% of students achieved a mean score of 3.5 or greater on the above question (n=14/14).
• Spring 2014 Gulf Coast: 100% of students achieved a mean score of 3.5 or greater on the above question(n=3/3).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Practicum Evaluation Action Plans
Established in Cycle: 2013-2014
We continue to meet all targets established for Practicum Evaluation measures. To ensure that the Practicum Evaluation Forms con...
M 11: Exit Survey Question 3 (Cultural Sensitivity)
All students complete an anonymous departmental exit survey prior to graduation. A 4 point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree). Question 3 measures each respondent's self evaluation of competency to demonstrate values, attitudes and behaviors that reflect cultural sensitivity and social responsibility. Question 3: "I feel competent in my ability to demonstrate values, attitudes and behaviors that reflect cultural sensitivity and social responsibility."

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of respondents will report a mean score of 3 or greater on question 3 of the Child and Family Studies Exit Survey.

Findings (2013-2014) - Target: Met
- Summer 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 3 of the Child and Family Studies Exit Survey (n=9/9).
- Summer 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 3 of the Child and Family Studies Exit Survey (n=3/3).
- Fall 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 3 of the Child and Family Studies Exit Survey (n=12/12).
- Fall 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 3 of the Child and Family Studies Exit Survey (n=3/3).
- Spring 2014 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 3 of the Child and Family Studies Exit Survey (n=3/3).
- Spring 2014 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 3 of the Child and Family Studies Exit Survey (n=2/2).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Exit Survey Review
Established in Cycle: 2013-2014
We continue to meet all established targets measured by the Graduate Exit Survey. Students consistently agree or strongly agree ...

SLO 4: Application of Knowledge and Skills (All Emphasis Areas)
Students completing a B.S. degree in the Department of Child and Family Studies will develop and implement prevention, intervention and/or educational programs based on individual/community needs assessments.

Related Measures:

M 12: Family Life Education Presentation (FAM 401)
Students will design and present a Family Life Education Program based on a community needs assessment. Students will present the program in class and receive feedback from peers and the instructor prior to presenting the program to the community. Students will be evaluated based on achievement of presentation objectives, appropriateness of topic based on needs assessment, audience, time constraints, and use of dialogue education. The Family Life Education Presentation rubric will be utilized to measure student performance.

Source of Evidence: Presentation, either individual or group
Target:
80% of students will score 80% or greater on the FAM 401 Family Life Education Program Presentation rubric (in-class presentation). Presentation rubric is scored by FAM 401 course instructor.

Findings (2013-2014) - Target: Met
- Summer 2013 Hattiesburg: 100% of students who completed the FAM 401 Family Life Education Program Presentation (in-class presentation) scored 80% or greater on the presentation rubric (n=6/6).
- Fall 2013 Class not taught.
- Spring 2014 Hattiesburg: 100% of students who completed the FAM 401 Family Life Education Program Presentation (in-class presentation) scored 80% or greater on the presentation rubric (n=28/28).
- Spring 2014 Gulf Coast: 100% of students who completed the FAM 401 Family Life Education Program Presentation (in-class presentation) scored 80% or greater on the presentation rubric (n=14/14).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

FAM 401 In-Class Presentation Action Plan
Established in Cycle: 2013-2014
The target for this measure was met in the summer and spring semesters, which was an improvement. To continue to ensure that stu...

M 13:FLE External Presentation Evaluation Form (FAM 401)
Students will present a Family Life Education Program to an instructor approved community audience based on a community needs assessment. The community audience members will complete evaluation forms on the student presentation measuring the quality of the presentation. Audience evaluation will include: achievement of objectives, clarity of information presented, usefulness of information presented and applicability of information presented. FLE External Evaluation Forms are utilized to measure student performance using a 4 point scale (1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree).

Source of Evidence: Presentation, either individual or group

Target:
80% of students will achieve a mean score of 80% or greater on the FAM 401 External Presentation Evaluation Forms completed by community audience.

Findings (2013-2014) - Target: Met
Summer 2013 Hattiesburg: 100% of students who completed the FAM 401 External Presentation received a mean score of 80% or greater on the External Presentation Evaluation Form completed by community audience (n= 6/6).

Fall 2012 Class not taught.

Spring 2014 Hattiesburg: 100% of students who completed the FAM 401 External Presentation received a mean score of 80% or greater on the External Presentation Evaluation Form completed by community audience (n= 28/28).

Spring 2014 Gulf Coast: 100% of students who completed the FAM 401 External Presentation received a mean score of 80% or greater on the External Presentation Evaluation Form completed by community audience (n= 14/14).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
FAM 401 External Presentation Evaluation

Established in Cycle: 2013-2014

The targets on this measure continue to be met. Students will continue to conduct in-class presentations before completing their...

M 14: Exit Survey Question 4 (Application of Knowledge and Skills)

All students complete an anonymous departmental exit survey prior to graduation. A 4 point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3=agree, and 4= strongly agree). Question 4 measures each respondent's self evaluation of competency to effectively implement prevention, intervention and/or education programs in community based-settings.

Question 4: "I can effectively implement prevention, intervention and or educational programs in community-based settings."

Source of Evidence: Exit interviews with grads/program completers

**Target:**

80% of respondents will report a mean score of 3 or greater on question 4 of the Child and Family Studies Exit Survey.

**Findings (2013-2014) - Target: Met**

- Summer 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 4 of the Child and Family Studies Exit Survey (n= 9/9).
- Summer 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 4 of the Child and Family Studies Exit Survey (n= 3/3).
- Fall 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 4 of the Child and Family Studies Exit Survey (n= 12/12).
- Fall 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 4 of the Child and Family Studies Exit Survey (n= 3/3).
- Spring 2014 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 4 of the Child and Family Studies Exit Survey (n= 3/3).
- Spring 2014 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 4 of the Child and Family Studies Exit Survey (n= 2/2).

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

For full information, see the Details of Action Plans section of this report.

**Exit Survey Review**

Established in Cycle: 2013-2014

We continue to meet all established targets measured by the Graduate Exit Survey. Students consistently agree or strongly agree ...

SLO 5: Developmental Assessment (Child Development Emphasis)

Students completing a B.S. degree with an emphasis in Child Development will appropriately assess developmental domains (social, emotional, intellectual, and physical) of young children (PreK- K).

**Related Measures:**

M 15: Developmental Milestone Assessment (CD 352)

Students will complete an assessment of developmental milestones in CD 352, using the "Developmental Checklist Birth to Five" (Shelove & Hannemann, 1994). Students will be expected to identify the
appropriate developmental criteria for each child observed and write a brief statement supporting their conclusions. The Developmental Milestone Assessment rubric will be utilized to measure student performance.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students will score 80% or greater on the Developmental Milestones Assessment Assignment rubric in CD 352.

**Findings (2013-2014) - Target: Partially Met**
- Summer 2013 IVN Format: 100% of students who completed the assignment scored 80% or greater on the Developmental Milestones Assessment rubric in CD 352 (n=10/10)
- Fall 2013 Class not taught.
- Spring 2014 Hattiesburg: 75% of students who completed the assignment scored 80% or greater on the Developmental Milestones Assessment rubric in CD 352 (n=30/40).
- Spring 2014 Gulf Coast: 91% of students who completed the assignment scored 80% or greater on the Developmental Milestones Assessment rubric in CD 352 (n=10/11).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**CD 352 Action Plan**
*Established in Cycle: 2013-2014*
The target for this assignment was partially met. The Developmental Milestones Assessment is an ongoing laboratory assignment ...

**M 16:CD Practicum Site Supervisor Evaluation (Assessment Skills)**
The practicum site supervisor will evaluate each student's performance on psychosocial and developmental assessment knowledge and skills using questions 1, 2, and 3 of the Psychosocial and Developmental Section of the Early Childhood Education Student Teacher: Rating Form. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5= excellent).

Question 1: "Uses assessment information to plan and evaluate instruction."

Question 2: "Exhibits the ability to select, administer and interpret assessment for specific purposes."

Question 3: "Accurately communicates assessment results to a variety of audiences."

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
80% of students will achieve a mean composite score of 3.5 or greater on questions 1, 2 and 3 of the Psychosocial and Developmental Assessment section from the Early Childhood Education Student Teacher: Rating Form (ratings completed by practicum site supervisor).

**Findings (2013-2014) - Target: Met**
- Summer 2013 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the above questions (n=8/8)
- Fall 2013 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the above questions (n=5/5).
- Spring 2014 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the above questions (n=6/6).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Practicum Evaluation Action Plans**
*Established in Cycle: 2013-2014*
We continue to meet all targets established for Practicum Evaluation measures. To ensure that the Practicum Evaluation Forms con...

**M 17: Exit Survey Question 11 & 12 (Developmental Assessment)**

All students complete an anonymous departmental exit survey prior to graduation. A 4-point scale is used on the graduate exit survey (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree). Questions 11 and 12 of the Child Development section of the departmental exit survey measure a student’s ability to assess developmental domains and adjust instruction to meet the developmental needs of young children based on assessment.

Question 11: "I can appropriately assess developmental domains (social, emotional, intellectual and physical) of young children (PreK-K)."

Question 12: "I can adjust instruction to meet the developmental needs of young children based on appropriate assessment."

Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of respondents will report a mean composite score of 3 or greater on questions 11 and 12 on the Child Development section of the departmental exit survey.

**Findings (2013-2014) - Target: Met**
- Summer 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 11 and 12 of the Child and Family Studies (CD) Exit Survey (n= 4/4).
- Summer 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 11 and 12 of the Child and Family Studies (CD) Exit Survey (n= 3/3).
- Fall 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 11 and 12 of the Child and Family Studies (CD) Exit Survey (n= 5/5).
- Fall 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 11 and 12 of the Child and Family Studies (CD) Exit Survey (n= 2/2).
- Spring 2014 Hattiesburg: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 11 and 12 of the Child and Family Studies (CD) Exit Survey (n= 2/2).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Exit Survey Review**
*Established in Cycle: 2013-2014*
We continue to meet all established targets measured by the Graduate Exit Survey. Students consistently agree or strongly agree...

**SLO 6: Curricula Implementation (Child Development Emphasis)**
Students completing a B.S. degree with an emphasis in Child Development will create and implement developmentally appropriate early childhood curricula.

**Related Measures:**

**M 18: Curriculum Plan (CD 452)**
Students will create a developmentally appropriate curriculum plan in CD 452. Students will be evaluated on appropriate use of Mississippi Early Learning Guidelines, appropriate daily scheduling to include adequate time for a variety of educational activities, effective environmental planning and clear, concise communication of curriculum focus to parents. The CD 452 Curriculum Plan rubric will be utilized to measure student performance.
Source of Evidence: Project, either individual or group

**Target:**
80% of students will score 80% or greater on the CD 452 curriculum plan rubric.

**Findings (2013-2014) - Target: Met**
- Fall 2013 Hattiesburg: 83% of students who completed the assignment scored 80% or greater on the CD 452 Curriculum Plan rubric (n=20/24).
- Fall 2013 Gulf Coast: 100% of students who completed the assignment scored 80% or greater on the CD 452 Curriculum Plan rubric (n=7/7).
- Spring 2014 Class not taught.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**CD 452 Action Plan (Assignment Moving to (CD 453)**

Established in Cycle: 2013-2014
Due to CD curriculum modifications, the Curriculum Plan, originally attached to CD 452, will be moved to CD 453. Early Learnin...

**M 19:CD Practicum Site Supervisor Evaluation (Curricula Implementation)**
The practicum site supervisor will evaluate student performance using the Planning and Teaching section of the Early Childhood Student Teacher: Rating Form. This section consists of 23 statements. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5= excellent). Statements in this section include: The student:
1. Plans and activities were appropriate for the indicated objectives. Objectives focused on a variety of areas of development.
2. Plans regularly exposed children to multi-cultural and anti-bias perspectives.
3. Makes suggested changes in planned activities and implementation when given.
4. Appropriately times and spaces lessons.
5. Sets the stage at the beginning of activities.
6. Culminates an activity in a clear and appropriate manner.
7. Varies original plans to meet unexpected circumstances.
8. Uses children's experiences and interests as springboards to further learning. Extends children's activities.
10. Plans appropriate field trips and invites interesting resource persons.
11. Uses expansive and open questioning to enhance children's conservational and thinking skills.
12. Always has materials and equipment ready in advance.
13. Broadens children's interests by providing new experiences, building on previous ones.
15. Provides opportunities for each child to explore the things in his/her environment that are of interest.
16. Provides experiences in which each child can express him/herself with a variety of art media, music, dramatic play, and movement.
17. Shows consistent concern for safety.
18. Plans activities that are intended to meet specific individual needs of the children.
19. Planning indicates that thought has been given to each part of the teaching process, particularly large group activities.
20. Plans for the whole curriculum on a weekly basis.
21. Possesses an understanding of accurate academic knowledge that is presented to the children.
22. Integrates other curriculum areas within an activity on a regular basis.
23. Extends children's learning by planning extensions of a lesson later in the week or in following weeks

Source of Evidence: Field work, internship, or teaching evaluation
**Target:**
80% of students will achieve a mean composite score of 3.5 or greater on section 3 (Planning and Teaching) of the Early Childhood Student Teacher: Rating Form completed by the practicum site supervisor. This section consists of 23 questions.

**Findings (2013-2014) - Target: Met**
- Summer 2013 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the above questions (n=8/8).
- Fall 2013 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the above questions (n=5/5).
- Spring 2014 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the above questions (n=6/6).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Practicum Evaluation Action Plans**
*Established in Cycle: 2013-2014*
We continue to meet all targets established for Practicum Evaluation measures. To ensure that the Practicum Evaluation Forms con...

**M 20: Exit Survey Questions 13, 14, 15 (Curricula Implementation)**
All students complete an anonymous departmental exit survey prior to graduation. A 4-point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3=agree, and 4= strongly agree). Questions 13, 14, and 15 measure each respondent's self evaluation of competency to develop and implement an appropriate curriculum in an early childhood education classroom.

Question 13: "I can develop clear, creative, effective, and interesting lesson plans/ activities."

Question 14: "I can self-evaluate and reflect on teaching processes to determine need for change and/or improvement."

Question 15: "I can effectively organize the physical layout of my classroom environment for instruction."

**Source of Evidence:** Exit interviews with grads/program completers

**Target:**
80% of respondents will report a mean composite score of 3 or greater on questions 13, 14, and 15 of the Child Development section of the departmental exit survey.

**Findings (2013-2014) - Target: Met**
- Summer 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 13, 14 and 15 of the Child and Family Studies (CD) Exit Survey (n= 4/4).
- Summer 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 13, 14 and 15 of the Child and Family Studies (CD) Exit Survey (n= 3/3).
- Fall 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 13, 14 and 15 of the Child and Family Studies (CD) Exit Survey (n= 5/5).
- Fall 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 13, 14 and 15 of the Child and Family Studies (CD) Exit Survey (n= 2/2).
- Spring 2014 Hattiesburg: 100% of respondents who completed the exit survey reported a mean composite score of 3 or greater on questions 13, 14 and 15 of the Child and Family Studies (CD) Exit Survey (n= 2/2).
**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Exit Survey Review**
*Established in Cycle: 2013-2014*
We continue to meet all established targets measured by the Graduate Exit Survey. Students consistently agree or strongly agree...

**SLO 7: Professional Behaviors (Family Relations Emphasis)**
Students completing a B.S. degree with an emphasis in Family Relations will demonstrate professional behaviors necessary for success as an entry level child and family professional.

**Related Measures:**

**M 21: FR Academic Practicum Instructor Evaluation (Professional Behaviors)**
The academic practicum instructor will evaluate each student’s ability to demonstrate professional behaviors using the Family Relations Academic Supervisor Practicum Evaluation form. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5=excellent). The following 8 statements are used to measure professional behavior:
1. Accurate and timely completion of assignments.
2. Accurately records time spent participating in practicum.
3. Appropriately accepts instruction and is open to feedback.
4. Follows directions/guidelines.
5. Uses self-reflection to identify areas for professional growth.
6. Appropriately applies systemic concepts in practicum setting.
7. Effectively demonstrates verbal communication skills.
8. Effectively demonstrates written communication skills.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
80% of students will achieve a mean composite score of 3.5 or greater on the Professional Behaviors section of the final Family Relations Academic Supervisor Practicum Evaluation form. This evaluation form is completed by the academic practicum instructor.

**Findings (2013-2014) - Target: Met**
- Summer 2013 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the Professional Behaviors section of the final Academic Supervisor Practicum Evaluation form (n=3/3).
- Summer 2013 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the Professional Behaviors section of the final Academic Supervisor Practicum Evaluation form (n=1/1).
- Fall 2013 Hattiesburg: 80% of students achieved a mean composite score of 3.5 or greater on the Professional Behaviors section of the final Academic Supervisor Practicum Evaluation form (n=4/5).
- Fall 2013 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the Professional Behaviors section of the final Academic Supervisor Practicum Evaluation form (n=2/2).
- Spring 2014 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the Professional Behaviors section of the final Academic Supervisor Practicum Evaluation form (n=8/8).
- Spring 2014 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the Professional Behaviors section of the final Academic Supervisor Practicum Evaluation form (n=3/3).
Practicum Evaluation Action Plans
Established in Cycle: 2013-2014

We continue to meet all targets established for Practicum Evaluation measures. To ensure that the Practicum Evaluation Forms con...

M 22: FR Practicum Site Supervisor Evaluation (Professional Behaviors)
The practicum site supervisor will evaluate each student’s ability to demonstrate professional and ethical behaviors in the practicum setting. Section 1 (Professional and Ethical Standards) of the Family Relations Site Supervisor Practicum Evaluation form is used to measure professional and ethical behaviors. This section contains 12 statements. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5= excellent).

1. Present, punctual and prepared for professional activities.
2. Dependable in meeting professional obligations.
3. Demonstrates ethical behavior and maintains confidentiality.
4. Demonstrates professional competence.
5. Exhibits a professional appearance.
6. Follows directions/guidelines.
7. Accurate and timely completion of assignments.
8. Complies with and is supportive of agency policies and procedures.
9. Performs job tasks with the appropriate level of supervision.
10. Accurate and timely record keeping.
11. Understands his/her role and limitations as a practicum student.
12. Demonstrates values, attitudes and behaviors that reflect cultural sensitivity and social responsibility required for professional practice in family studies.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of students will achieve a mean composite score of 3.5 or greater on the Professional and Ethical Standards section of the Family Relations Site Supervisor Practicum Evaluation form. This form is completed by the practicum site supervisor.

Findings (2013-2014) - Target: Met
- Summer 2013 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the Professional and Ethical Standards section of the final Practicum Site Supervisor Evaluation form (n=3/3).
- Summer 2013 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the Professional and Ethical Standards section of the final Practicum Site Supervisor Evaluation form (n=1/1).
- Fall 2013 Hattiesburg: 80% of students achieved a mean composite score of 3.5 or greater on the Professional and Ethical Standards section of the final Practicum Site Supervisor Evaluation form (n=4/5).
- Fall 2013 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the Professional and Ethical Standards section of the final Practicum Site Supervisor Evaluation form (n=2/2).
- Spring 2014 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the Professional and Ethical Standards section of the final Practicum Site Supervisor Evaluation form (n=8/8).
- Spring 2014 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the Professional and Ethical Standards section of the final Practicum Site Supervisor Evaluation form (n=3/3).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Practicum Evaluation Action Plans
Established in Cycle: 2013-2014
We continue to meet all targets established for Practicum Evaluation measures. To ensure that the Practicum Evaluation Forms con...

**M 23:FR Exit Survey Question 11 (Professional Behaviors)**
All students complete an anonymous departmental exit survey prior to graduation. A 4-point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3=agree, and 4= strongly agree). Question 11 on the Family Relations section of the departmental exit survey measures each student's self-evaluation of competency of the knowledge and skills necessary to maintain professional/ethics standards in the work place.

Question 11: "I feel competent that I have the knowledge and skill necessary to maintain professional/ethics standards in the work place."

Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of respondents will report a mean score of 3 or greater on question 11 of the Family Relations section of the departmental exit survey.

**Findings (2013-2014) - Target: Met**

- Summer 2013 Hattiesburg:100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 11 of the Child and Family Studies (FR) Exit Survey (n= 5/5).
- Fall 2013 Hattiesburg:100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 11 of the Child and Family Studies (FR) Exit Survey (n= 6/6).
- Fall 2013 Gulf Coast:100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 11 of the Child and Family Studies (FR) Exit Survey (n= 1/1).
- Spring 2014 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 11 of the Child and Family Studies (FR) Exit Survey (n= 1/1).
- Spring 2014 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on question 11 of the Child and Family Studies (FR) Exit Survey (n= 2/2).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Exit Survey Review**
*Established in Cycle: 2013-2014*

We continue to meet all established targets measured by the Graduate Exit Survey. Students consistently agree or strongly agree ...

**SLO 8:Knowledge and Skills (Family Relations Emphasis)**
Students completing a B.S. degree with an emphasis in Family Relations will apply knowledge and skills necessary for success in future graduate study or employment as an entry level child and family service professional.

**Related Measures:**

**M 24:FR Academic Practicum Instructor Evaluation (Knowledge and Skills)**
The academic practicum instructor will evaluate each student’s demonstration of professional knowledge and skills. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5= excellent). Section 2 (Knowledge and Skills) of the Family Relations Academic Supervisor Practicum Evaluation form is used to measure competence with the following 4 statements. The student:
1. Applies theories (systems and ecological model) and principles learned in the academic setting to practicum experience.
2. Demonstrates the use and understanding of systemic thinking.
3. Applies skills (communication, validation, creating safety, conflict resolution, active listening) in delivery of family and human service.
4. Demonstrates realistic understanding of a family professional (responsibilities, challenges and rewards).

Source of Evidence: Field work, internship, or teaching evaluation

Target: 80% of students will achieve a mean composite score of 3.5 or greater on the Knowledge and Skills section of the Family Relations Academic Supervisor Practicum Evaluation form. This form is completed by the academic practicum instructor.

Findings (2013-2014) - Target: Met

- Summer 2013 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the Knowledge and Skills section of the final Academic Supervisor Practicum Evaluation form (n=3/3).
- Summer 2013 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the Knowledge and Skills section of the final Academic Supervisor Practicum Evaluation form (n=1/1).
- Fall 2013 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the Knowledge and Skills section of the final Academic Supervisor Practicum Evaluation form (n=5/5).
- Fall 2013 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the Knowledge and Skills section of the final Academic Supervisor Practicum Evaluation form (n=2/2).
- Spring 2014 Hattiesburg: 100% of students achieved a mean composite score of 3.5 or greater on the Knowledge and Skills section of the final Academic Supervisor Practicum Evaluation form (n=8/8).
- Spring 2014 Gulf Coast: 100% of students achieved a mean composite score of 3.5 or greater on the Knowledge and Skills section of the final Academic Supervisor Practicum Evaluation form (n=3/3).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Practicum Evaluation Action Plans
Established in Cycle: 2013-2014
We continue to meet all targets established for Practicum Evaluation measures. To ensure that the Practicum Evaluation Forms con...

M 25: Professional Resume Development-Final Draft (FAM 490)
Students will complete a professional resume development project. Students will be evaluated on their ability to create documents to market themselves as entry-level family professionals. The following criteria will be assessed: succinct and grammatically correct professional cover letter, appropriate documentation of professional work experience, educational experience, professional references, and professional memberships/certifications. The Professional Resume Development Project rubric (Final Draft) will be utilized to measure student performance.

Source of Evidence: Project, either individual or group

Target:
80% of students will score 80% or higher on the Professional Resume Development Project (Final Draft) assignment in FAM 490.
**Findings (2013-2014) - Target: Met**

- Summer 2013 Hattiesburg: 100% of students who completed the assignment scored 80% or greater on the Professional Resume Development Project rubric (n=3/3).
- Summer 2013 Gulf Coast: 100% of students who completed the assignment scored 80% or greater on the Professional Resume Development Project rubric (n=1/1).
- Fall 2013 Hattiesburg: 100% of students who completed the assignment scored 80% or greater on the Professional Resume Development Project rubric (n=5/5).
- Fall 2013 Gulf Coast: 100% of students who completed the assignment scored 80% or greater on the Professional Resume Development Project rubric (n=2/2).
- Spring 2014 Hattiesburg: 100% of students who completed the assignment scored 80% or greater on the Professional Resume Development Project rubric (n=8/8).
- Spring 2014 Gulf Coast: 100% of students who completed the assignment scored 80% or greater on the Professional Resume Development Project rubric (n=3/3).

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

For full information, see the *Details of Action Plans* section of this report.

**FAM 490 Final Resume Action Plan**

*Established in Cycle: 2013-2014*

The target for this assignment continues to be met. The instructor of FAM 490 will continue to provide students with detailed fe...

**M 26: Exit Survey Questions 12 and 13 (Knowledge and Skills)**

All students complete an anonymous departmental exit survey prior to graduation. A 4-point scale is used on the graduate exit survey (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree). Questions 12 and 13 of the Family Relations section of the departmental exit survey measure each respondent's self-evaluation of competence in the knowledge and skills necessary for entry-level employment and future graduate study.

**Question 12:** "I believe I possess the knowledge and skills to obtain entry-level employment in an area related to my field study."

**Question 13:** "I feel confident that I have acquired the knowledge and skills necessary for success in future graduate study, should I choose to further my education."

**Source of Evidence: Exit interviews with grads/program completers**

**Target:**

80% of respondents will report a mean composite score of 3 or greater on questions 12 and 13 on the Family Relations section of the departmental exit survey.

**Findings (2013-2014) - Target: Met**

- Summer 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on questions 12 and 13 of the Child and Family Studies (FR) Exit Survey (n= 5/5).
- Fall 2013 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on questions 12 and 13 of the Child and Family Studies (FR) Exit Survey (n= 6/6).
- Fall 2013 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on questions 12 and 13 of the Child and Family Studies (FR) Exit Survey (n= 1/1).
- Spring 2014 Hattiesburg: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on questions 12 and 13 of the Child and Family Studies (FR) Exit Survey (n= 1/1).
• Spring 2014 Gulf Coast: 100% of respondents who completed the exit survey reported a mean score of 3 or greater on questions 12 and 13 of the Child and Family Studies (FR) Exit Survey (n= 2/2).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Exit Survey Review**
*Established in Cycle: 2013-2014*
We continue to meet all established targets measured by the Graduate Exit Survey. Students consistently agree or strongly agree ...

**O/O 9: Program Objective (all emphasis areas)**
Students completing a B.S. degree in Child and Family Studies and seeking employment in the field will become employed in their professional area or enrolled in a graduate degree program within 6 months of graduation.

**Related Measures:**

**M 27: Alumni Employment Survey**
Child and Family Studies undergraduate alumni will be contacted post-graduation and asked to complete a departmental alumni survey. Students will be asked the length of time it took them to secure employment, the location of employment, their job title and their current job satisfaction. Students will also be asked if they are currently enrolled in graduate studies and if so where and within what program.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
70% of respondents will report securing employment within the field or enrolling in a graduate degree program within 6 months of graduation.

**Findings (2013-2014) - Target: Met**
Hattiesburg and Gulf Coast Combined: 91% of respondents reported being employed within the field or enrolled in a graduate degree program within 6 months of graduation (n=20/22). Specifically, 64% of respondents (n=14/22) were employed within the field and 27% (n=6/22) were enrolled in a graduate program. Only 9% of respondents were not employed within the field or enrolled in a graduate program within 6 months of graduation (n=2/22).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Program Objective Action Plan**
*Established in Cycle: 2013-2014*
This is the first year that this measure has been a component of WEAVE. The Department recognizes the need to create a more effi...

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**CD 452 Curriculum Plan Action Plan**
The target for this measure was partially met. On the Hattiesburg campus, students did not achieve 80% or greater on the assignment rubric. As a result, the following pedagogical changes will be implemented. The Curriculum Plan will be divided into 3 stages. Students will receive timely instructor feedback at each of the three stages. Students will then submit a completed curriculum plan that includes all three stages.

*Established in Cycle: 2012-2013*
*Implementation Status: Finished*
*Priority: High*
*Implementation Description: The Child Development Workgoup will meet to review assignment implementation and guidelines. These changes will be implemented in Fall 2013.*
FAM 455 Theoretical Framework Analysis Action Plan

The target for this measure was partially met. On the Gulf coast campus, students did not achieve 80% or greater on the assignment rubric. Two consistent problems were identified for this assignment: (1) applying the theory to real world issues, and (2) identifying the strengths and limitations of the theory. To increase student success in these areas, changes have been made both within the assignment guidelines and during class time. First, a portion of class will now be dedicated to allow students to work in groups to practice identifying ways to apply theory to real world settings. Second, students will submit an outline of their theoretical application and the strengths and limitations of the theory two weeks before the assignment due date. Students will receive instructor feedback the following week, which allows them 1 week to revise their theoretical framework analysis.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Implementation Description: The new requirements listed above will be added to the assignment guidelines and the course syllabus on the Gulf Coast in Spring 2014 (which is the next time the course is offered on the Gulf Coast Campus).
Projected Completion Date: 05/16/2014
Responsible Person/Group: Chair of the Family Relations Workgroup
Additional Resources Requested: No additional resources are needed.

FAM 475 Improvement in Theoretical Connections Action Plan

The target for this assignment was not met in Fall 2012 or Spring 2013. This course was taught by a visiting faculty member on the coast in the fall and a brand new faculty member in Hattiesburg in the spring. The FAM Workgroup Committee has begun a systemic review of the course materials and pedagogical practices for FAM 475, as a result, the following pedagogical changes will be implemented. FAM 475 students will be required to utilize the CoEP Student Advisement and Support Center to have a trained GA review the first draft of this assignment and provide feedback, prior to the assignment due date. In addition, students will receive instructor feedback on the first draft of their papers in a timely manner before the final draft is due. Students will be required to incorporate GA feedback and instructor feedback into the final draft of the assignment. If specific deficits are noted in spelling, grammar and punctuation with the first draft, students will be required to review their final papers with the writing center staff prior to the assignment due date. In the past, students could submit a final draft of this assignment for extra credit, now, a final draft is required. The name of this assignment is being changed to Family Science Policy Impact Paper Final Draft (Theoretical Connections Section only). The "theoretical connections" section of the final draft of the Family Science Policy Impact Paper rubric will be utilized to measure student performance.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High
Implementation Description: In July 2013 and early August 2013, faculty will modify the course requirements to include the above changes in the assignment guidelines and syllabus. Faculty will train CFS GAs early in the fall semester (2013) to prepare them to meet with students and provide quality feedback on the Family Science Policy Impact Paper assignment.
Projected Completion Date: 05/16/2015
Responsible Person/Group: Chair of the Family Relations Workgroup
Additional Resources Requested: No additional resources are needed.

FAM 490 Application of Theory and Coursework Action Plan

The target for this measure was partially met. Hattiesburg students enrolled in practicum (FAM 490) in the Spring 2013 semester did not achieve a mean composite score of 3.5 or greater on Section II (Knowledge and Skills) of the Final Academic Evaluation. One consistent problem was identified for this measure; students had difficulty applying theories and principles learned in the academic setting to the practicum experience. While all students...
received at least an average score of 3.0 on their abilities to apply theory, only 7 out of 10 students received a 3.5 or greater. To increase students' abilities to move beyond average in this area, students will receive examples of how to apply theory and coursework to the practicum experience. The instructor will post sample papers to blackboard that were rated as above average or excellent in theory application. Students currently apply theory and coursework to their practicum experiences in 4 assignments. Students will continue to receive timely instructor feedback on their assignments to assist their growth in this area.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Implementation Description: The instructor of FAM 490 will identify above average and excellent sample papers that demonstrate the application of theory and coursework to the practicum experience. These changes will be implemented in Fall 2013
Projected Completion Date: 05/16/2014
Responsible Person/Group: Chair of the Family Relations Workgroup
Additional Resources Requested: No additional resources are needed.

Family Life Education In-Class Presentation Action Plan
The target for this measure was partially met. On the Gulf coast campus, students did not achieve 80% or greater on the presentation rubric. This course was changed to a writing intensive course and was implemented as such for the first time in spring 2013. Upon review, there were inconsistencies between student expectations and assignment evaluation across the Hattiesburg and Gulf Coast campuses. Faculty will meet regarding the assignment guidelines and rubric to ensure consistency across campuses. In addition, Gulf Coast students will submit the PowerPoint for their in-class presentation at least 2 weeks prior to their presentation dates. The instructor will provide feedback to the students the following week so students will have 1 week to revise their presentations. Gulf Coast students will be required to attend the speaking center (after they’ve received instructor feedback on their PowerPoint slides) and provide documentation of attendance. Even though Hattiesburg students exceeded the measure, they will be encouraged to utilize the CoEP Student Advisement and Support Center and the Speaking Center.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Implementation Description: Faculty who teach the course will meet regarding the assignment guidelines and rubric to ensure consistency across campuses. The new requirements listed above will be added as assignment requirements to the course syllabus on the Gulf Coast in Spring 2014 (which is the next time the course is offered on the Gulf Coast campus).
Projected Completion Date: 05/16/2014
Responsible Person/Group: Chair of the Family Relations Workgroup
Additional Resources Requested: No additional resources are needed.

Requirement of First Drafts and Final Submissions of the Family Science Policy Impact Paper
The target for this assignment was not met in Fall 2012 or Spring 2013. This course was taught by a visiting faculty member on the coast in the fall and a brand new faculty member in Hattiesburg in the spring. The FAM Workgroup Committee has begun a systemic review of the course materials and pedagogical practices for FAM 475, as a result, the following pedagogical changes will be implemented. FAM 475 students will be required to utilize the CoEP Student Advisement and Support Center to have a trained GA review the first draft of this assignment and provide feedback, prior to the assignment due date. In addition, students will receive instructor feedback on the first draft of their papers in a timely manner before the final draft is due. Students will be required to incorporate GA feedback and instructor feedback into the final draft of the assignment. If specific deficits are noted in spelling, grammar and punctuation with the first draft, students will be required to review their final papers with the writing center staff prior to the assignment due date. In the past, students could submit a final draft of this assignment for extra credit, now, a final draft is required. The name of this assignment is being changed to Family Science Policy Impact Paper Final Draft. The final draft of the Family Science Policy Impact Paper rubric will be utilized to measure student performance.
Established in Cycle: 2012-2013  
Implementation Status: In-Progress  
Priority: High  
Implementation Description: In July 2013 and early August 2013, faculty will modify the course requirements to include the above changes in the assignment guidelines and course syllabus. Faculty will train CFS GAs early in the fall semester (2013) to prepare them to meet with students and provide quality feedback on the Family Science Policy Impact Paper.  
Projected Completion Date: 05/16/2015  
Responsible Person/Group: Chair of Family Relations Workgroup  
Additional Resources Requested: No additional resources are needed.

**Societal Trends and Cultural Implications Presentation changed to Advocacy Presentation**

Because societal trends and cultural implications are a contextual component of advocacy, the name of this assignment will be changed to Advocacy Presentation. This change will reflect the systemic nature of advocacy. The "cultural dynamics" section of the Advocacy Presentation rubric will be utilized to measure student performance.

Established in Cycle: 2012-2013  
Implementation Status: Finished  
Priority: Low  
Implementation Description: In July and early August 2013 the Family Relations Workgroup will review assignment guidelines and rubric to ensure that the outcome is addressed adequately throughout the rubric and assignment description. This will be fully implemented in Fall 2013.  
Projected Completion Date: 12/11/2013  
Responsible Person/Group: Chair of the Family Relations Workgroup  
Additional Resources Requested: No additional resources are needed.

**Suspension of CL emphasis area. Measure will be deleted.**

Due to consistent low enrollment in the Child Life emphasis area, faculty voted and the university approved suspending enrollment in this emphasis area, effective in January 2013. Only two students remain active in this program. Therefore this measure has been changed to only remain active through the 2013-2014 cycle only.

Established in Cycle: 2012-2013  
Implementation Status: Finished  
Priority: Low  
Implementation Description: This measure will be deleted during the next academic year.  
Projected Completion Date: 12/11/2013  
Responsible Person/Group: Chair of the Assessment Committee  
Additional Resources Requested: No additional resources are needed.

**CD 352 Action Plan**

The target for this assignment was partially met. The Developmental Milestones Assessment is an ongoing laboratory assignment that is completed each week of laboratory participation. The following measures will occur to increase student success on this assignment:

In advance of laboratory experiences starting, the checklist utilized for this assignment and the accompanying rubric will be introduced and discussed thoroughly in class. An in-class activity, either individual or group, depending on the size of the class, will be completed after this introduction, allowing the students to utilize the checklist and complete an assignment with the instructor available for immediate feedback. The class will discuss each submission, highlighting the effective use of objective language and completion of the checklist and emphasizing areas that need to be addressed to properly complete future Developmental Milestones Assessments for assignment submissions.

Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Developmental Milestone Assessment (CD 352) | Outcome/Objective: Developmental Assessment (Child Development Emphasis)
Implementation Description: The instructors of CD 352 will meet before the semester begins to gather the necessary lesson plans/materials to implement the above measures.
Projected Completion Date: 05/14/2015
Responsible Person/Group: Chair of the Child Development Workgroup
Additional Resources Requested: None.

CD 450 Action Plan
The targets for this assignment were met. Faculty plan to implement the following strategies to continue to meet student needs:
Students will complete the USM Library's "Finding Articles Using a Database" online tutorial prior to selecting their articles for this assignment. Project topics and articles will then be submitted to the instructor for approval prior to the initiation of the assignment. The accompanying rubric for this assignment will be discussed in a podcast, and a discussion forum will be open for students to post questions about the assignment for any needed clarification.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Family Science Public Education Project (CD 450) | Outcome/Objective: Apply Critical Thinking Skills (All Emphasis Areas)
Implementation Description: The instructor of CD 450 and the Chair of the Child Development Workgroup will meet before the semester begins to ensure the above items are ready for implementation in the fall 2014 semester.
Projected Completion Date: 05/14/2015
Responsible Person/Group: Chair of the Child Development Workgroup
Additional Resources Requested: None.

CD 452 Action Plan (Assignment Moving to CD 453)
Due to CD curriculum modifications, the Curriculum Plan, originally attached to CD 452, will be moved to CD 453. Early Learning Guidelines (ELG) will be a required text for each CD 453 student, as they are the central focus for the Curriculum Plan assignment. The language utilized for the developmental domains in the ELGs will be the focus of a lecture and related class activity. Students will be reviewed heavily in writing effective early learning objectives and appropriate methods for small group instruction, intentional teaching, center enrichment, and locating supplemental teaching resources. These content areas are covered in CD 452, the pre-requisite course for CD 453, and are foundational knowledge in drafting a thorough and well-written curriculum plan. This assignment will be moved to CD 453 in spring 2015. Therefore, in spring 2015 this change will be noted in the WEAVE measures.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Curriculum Plan (CD 452) | Outcome/Objective: Curricula Implementation (Child Development Emphasis)
Implementation Description: The Child Development Workgroup will meet before CD 453 begins to ensure the above modifications are in place.
Projected Completion Date: 05/14/2015
Responsible Person/Group: Chair of the Child Development Workgroup
Additional Resources Requested: None.
Exit Survey Review
We continue to meet all established targets measured by the Graduate Exit Survey. Students consistently agree or strongly agree that they are competent on all measured items. The Family Relations Workgroup and the Child Development Workgroup will review the exit surveys in the upcoming year to ensure that all questions are still relevant and that we are obtaining all necessary data. It is anticipated that some questions could be added or revised in this process.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Exit Survey Question 1 (Theoretical Application) | Outcome/Objective: Theoretical Principles (All Emphasis Areas)
Measure: Exit Survey Question 11 & 12 (Developmental Assessment) | Outcome/Objective: Developmental Assessment (Child Development Emphasis)
Measure: Exit Survey Question 2 (Critical Thinking) | Outcome/Objective: Apply Critical Thinking Skills (All Emphasis Areas)
Measure: Exit Survey Question 3 (Cultural Sensitivity) | Outcome/Objective: Cultural Sensitivity (All Emphasis Areas)
Measure: Exit Survey Question 4 (Application of Knowledge and Skills) | Outcome/Objective: Application of Knowledge and Skills (All Emphasis Areas)
Measure: Exit Survey Questions 12 and 13 (Knowledge and Skills) | Outcome/Objective: Knowledge and Skills (Family Relations Emphasis)
Measure: Exit Survey Questions 13, 14, 15 (Curricula Implementation) | Outcome/Objective: Curricula Implementation (Child Development Emphasis)
Measure: FR Exit Survey Question 11 (Professional Behaviors) | Outcome/Objective: Professional Behaviors (Family Relations Emphasis)

Implementation Description: The Family Relations Workgroup and the Child Development Workgroup will review the exit surveys in the upcoming year to ensure that all questions are still relevant and that we are obtaining all necessary data.
Projected Completion Date: 05/14/2015
Responsible Person/Group: Chair of the Family Relationships Workgroup and Chair of the Child Development Workgroup
Additional Resources Requested: NONE

FAM 401 External Presentation Evaluation
The targets on this measure continue to be met. Students will continue to conduct in-class presentations before completing their presentation to their outside agency. Instructors will meet individually with students who underperform during their in-class presentation to provide feedback and facilitate improvement prior to the student’s agency presentation.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: FLE External Presentation Evaluation Form (FAM 401) | Outcome/Objective: Application of Knowledge and Skills (All Emphasis Areas)

Implementation Description: Instructors of FAM 401 will implement remedial measures as necessary throughout the semester.
Projected Completion Date: 05/14/2015
Responsible Person/Group: Chair of the Family Relations Workgroup
Additional Resources Requested: None.
FAM 401 In-Class Presentation Action Plan
The target for this measure was met in the summer and spring semesters, which was an improvement. To continue to ensure that students gain the necessary presentation skills, Gulf Coast campus students will submit a copy of their PowerPoint presentation 2 weeks prior to the their presentation date. The instructor will provide feedback so the students can revise their presentation prior to their presentation date. Gulf Coast students will also be required to attend the Speaking Center and provide documentation to the instructor. Hattiesburg students will be encouraged to utilize the CoEP Student Advisement and Support Center and the Speaking Center.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Family Life Education Presentation (FAM 401) | Outcome/Objective: Application of Knowledge and Skills (All Emphasis Areas)
Implementation Description: The instructors of FAM 401 will meet before the semester to ensure the course syllabus reflects the above recommendations/requirements.
Projected Completion Date: 05/14/2015
Responsible Person/Group: Chair of the Family Relations Workgroup
Additional Resources Requested: None

FAM 455 Action Plan
This course requires a theoretical presentation that students complete in groups. Due to challenges resulting from group dynamics, an addition will be made to group assignments requiring peer feedback to ensure that the entire group participates in the formulation and presentation of the theory. Emphasis will also be placed on the students obtaining outside sources and comparing more than one theory in the presentation to promote critical thinking and application skills

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Theoretical Framework Presentation (FAM 455) | Outcome/Objective: Theoretical Principles (All Emphasis Areas)
Implementation Description: During the summer, faculty will meet to review the course to make sure that all instructors of the course understand the techniques utilized in class and that the modifications to include peer feedback are present on the course syllabus.
Projected Completion Date: 05/14/2015
Responsible Person/Group: Chair of the Family Relations Workgroup
Additional Resources Requested: NONE

FAM 475 Family Science Policy Paper Action Plan
The target for this assignment was not met in Fall 2013, but was met in Spring 2014. The previous year's action plan was implemented during the 2013-2014 school year: students were required to visit the CoEP Student Advisement and Support Center (The Writing Center on the Gulf Coast Campus), instructor and GA feedback was given on the draft prior to final submission, and additional support was provided if deficiency in spelling, grammar, and punctuation were found. Transitional challenges (e.g., clarity with support staff in the Advisement Center) faced in the Fall were recognized and improved upon for the Spring semester. Furthermore, the instructor for the course in the Spring semester supplemented in-class assignments by providing a theory-based lecture and workshop while also incorporating theoretical connections into topical lectures throughout the semester. This will continue to happen in the next academic term and students will continue to be required to visit the Advisement Center (or Writing Center) for feedback.

Established in Cycle: 2013-2014
Implementation Status: Planned
FAM 475 Presentation Action Plan
The target for this assignment was not met in Fall 2013 or Spring 2014. It is assumed that the change in name of
the assignment might have indirectly shifted the focus away from the standard being analyzed with this
presentation (i.e., the impact of cultural and societal trends on a family policy issue). Clarification of the name,
instructions, and expectations of the presentation need to be made so that it is focused on theory and research by
(1) introducing the family issue topic, (2) making theoretical connections, and (3) discussing societal and cultural
trends (based on research and credible demographic/statistical sources).

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

FAM 490 Final Resume Action Plan
The target for this assignment continues to be met. The instructor of FAM 490 will continue to provide students
will detailed feedback on the first draft of their resume assignment. Students will also receive detailed feedback
on the final draft of their resume to ensure that students graduate from Southern Miss with a well-executed
resume.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

FAM 475 Final Resume Action Plan
The target for this assignment continues to be met. The instructor of FAM 475 will ensure assignment details are clearly outlined in the syllabus before the beginning of each semester.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low
Practicum Evaluation Action Plans
We continue to meet all targets established for Practicum Evaluation measures. To ensure that the Practicum Evaluation Forms continue to be up-to-date, the Family Relations and Child Development Workgroups will review the evaluation forms. Community feedback from local practicum providers will also be solicited at the annual Child and Family Studies Advisory Board Meeting.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: CD Practicum Site Supervisor Evaluation (Assessment Skills) | Outcome/Objective: Developmental Assessment (Child Development Emphasis)
Measure: CD Practicum Site Supervisor Evaluation (Curricula Implementation) | Outcome/Objective: Curricula Implementation (Child Development Emphasis)
Measure: FR Academic Practicum Instructor Evaluation (Knowledge and Skills) | Outcome/Objective: Knowledge and Skills (Family Relations Emphasis)
Measure: FR Academic Practicum Instructor Evaluation (Professional Behaviors) | Outcome/Objective: Professional Behaviors (Family Relations Emphasis)
Measure: FR Practicum Site Supervisor Evaluation (Professional Behaviors) | Outcome/Objective: Professional Behaviors (Family Relations Emphasis)
Measure: Practicum Site Supervisor Evaluation Question 1 (Theoretical Application) | Outcome/Objective: Theoretical Principles (All Emphasis Areas)
Measure: Practicum Site Supervisor Evaluation Question 2 (Critical Thinking Skills) | Outcome/Objective: Apply Critical Thinking Skills (All Emphasis Areas)
Measure: Practicum Site Supervisor Evaluation Question 3 (Cultural Sensitivity) | Outcome/Objective: Cultural Sensitivity (All Emphasis Areas)

Implementation Description: Based on feedback received from the workgroups and advisory meeting, the Practicum Evaluation Forms will be revised and updated.
Projected Completion Date: 05/14/2015
Responsible Person/Group: Chair of the Assessment Committee
Additional Resources Requested: None

Program Objective Action Plan
This is the first year that this measure has been a component of WEAVE. The Department recognizes the need to create a more efficient and organized method for collecting alumni data. The Department will create a plan to collect up-to-date contact information on future alumni at the time the graduation application is completed. The Department will also explore alternative methods (such as Qualtrics) to collect alumni data.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Alumni Employment Survey | Outcome/Objective: Program Objective (all emphasis areas)

Implementation Description: The Chair of the Assessment Committee will create and implement a plan to collect alumni data.
Projected Completion Date: 05/14/2015
Responsible Person/Group: Chair of the Assessment Committee
Additional Resources Requested: None
What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Overall the Child and Family Studies undergraduate program fully met 85% (22/26) of its targeted outcomes; 4% (1/26) were partially met and 11% (3/26) were not met. While departmental faculty and the departmental assessment committee are pleased with these results there remains room for improvement.

From the perspective of community-based child and family professionals, CFS undergraduate students excelled in all measured areas. There were 6 measures based upon the review of practicum site supervisors and 1 measure based upon the review of a community-based audience. A total of 100% of students measured were rated as 3.5 or greater on evaluations completed by practicum site supervisors (3= average; 4= above average) and 100% were rated 3.5 or greater by their community-based audience.

From the perspective of students who earned their undergraduate degrees in CFS, exit survey results indicated that 100% of students agreed or strongly agreed that they were competent in the areas assessed: theoretical application, critical thinking skills, cultural sensitivity, application of knowledge and skills, developmental assessment, curricula implementation, and professional behaviors.

Progress has been made in several areas during the past academic year. In the 2012-2013 reporting period, 77% of targeted outcomes were fully met whereas in the 2013-2014 period 85% of targeted outcomes were met. Improvement was made in multiple courses on the Gulf Coast campus. Through new pedagogical practices that included instructor feedback, applied in-class activities and peer-review, Gulf Coast students increased their performance on the FAM 455 Theoretical Framework assignment and the FAM 401 In-Class Presentation. Through the implementation of detailed action plans, student performance also increased in CD 452 and FAM 490.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

During the past academic year, 4 measures were partially met or not met and require high priority departmental action plans. Each departmental SLO was met through at least 2 measures. In reviewing measures that were not met or partially met, it is clear that student performance continues to be a concern in FAM 475, the departmental capstone course. Three WEAVE measures come from FAM 475 and none of the measures were met in the past academic year. For FAM 475, the inability to meet targets cuts across both the Hattiesburg and Gulf Coast campuses.

In one section of FAM 475 (spring 2014-Hattiesburg) the targets for all three measures were met. There appears to be inconsistency in the pedagogical practices, including: the evaluation of students, instructor feedback, administration of assignment details, and the dissemination of pertinent lectures. In all sections of FAM 475 the department implemented an action plan that included a) across-campus faculty mentoring, b) modifications to assignment structures that included more opportunities for quality feedback and improvements, and c) a stronger emphasis on using university resources (Advisement Center, Writing Center and Speaking Center) to increase student performance in the 2013-2014 academic year. In the spring 2014 section of FAM 475, the instructor also provided a theory-based workshop, utilized the USM Library computer lab during class and provided in-class advisement sessions with trained GAs during class. These pedagogical practices increased student performance and will be incorporated and implemented in the upcoming academic year.

In addition to changes made within courses to meet outcomes/objectives, we also plan to incorporate the criteria placed by our accrediting program (i.e., American Association of Family and Consumer Sciences) in future assessments. This potential of collaborating our work done with WEAVE and our accrediting institution was brought to our attention recently by the reviewer for our WEAVE assessment in the 2012-2013 academic year. We hope that this link between these two entities will strengthen our program and, subsequently, the education of our students.
Annual Report Section Responses

Program Summary
Child and Family Studies BS

The Bachelor of Science degree in Child and Family Studies (CFS BS) allows students to choose from two emphasis areas (Child Development (CD) or Family Relations (FR)). While much of the coursework is common across the CD and FR emphasis areas, each area also requires unique coursework. There are 8 total SLOs for the CFS BS program. Of the 8 SLOs, 4 apply to both the CD and FR emphasis areas. Each emphasis area also has 2 additional SLOs that are unique to the discipline. The framework of SLOs mirrors the course curriculum by highlighting commonalities that cut-across emphasis areas and identifying unique differences across emphasis areas. This results in having more SLOs than many departments and a total of 26 measures. Each SLO has at least three associated measures which include a minimum of one direct measure such as a project/presentation rubric or a practicum/internship supervisor evaluation. The CFS department continues to strive to maintain an effective assessment program built upon practical and meaningful learning outcomes that assist the department in providing our students with the necessary skills to become successful child and family professionals.

The CFS BS program prepares students to become child and family human service and education professionals with the knowledge and skills necessary to improve the lives of children, families and communities. The curriculum emphasizes the importance of families as systems of interconnected individuals and the relationships between family dynamics, resiliency, community wellness and quality of life. Laboratory, field experiences and experiential learning are central components of providing the best family science academic foundation within a real-life context. Students are challenged to integrate formal academic learning with personal and professional experiences so that training is focused, authentic and meaningful.

The CFS BS program is accredited by the American Association of Family and Consumer Sciences. The Family Relations emphasis is approved by The National Council on Family Relations as meeting the standards and criteria required for approval as a Provisional Certified Family Life Educator (CFLE).

Undergraduate CFS BS enrollment numbers continue to be robust.

Continuous Improvement Initiatives
Improvement initiatives associated with SLOs are ongoing. The department met the target for 85% of the identified undergraduate measures and developed high priority action plans for all targets not met or partially met. These plans include:

-faculty mentoring to enhance effective pedagogy including the implementation of quality lectures and hands on in-class activities that result in immediate application of principles

-modifications to assignment structures that include more opportunities for quality feedback and improvements

-an emphasis on using university resources (Turnitin software, Writing Center, Speaking Center and the CoEP Student Advisement and Support Center)

-a review of current exit surveys and practicum evaluation forms to ensure documents are up-to-date, relevant, and meeting departmental needs

In addition to the SLO action plans identified above, the department will continue to implement the strategies listed below to increase student learning, improve program quality across courses and campuses, and increase departmental retention and graduation rates:

-CFS Graduate Assistants (GAs) assigned to the CoEP Student Advisement and Support Center will be trained and mentored to provide tutoring services to students enrolled in Capstone, Writing Intensive and other academically challenging departmental courses.
Students on academic probation continued or academic suspension will be strongly encouraged or required (depending on student needs) to participate in FAM 492: Academic Success and Learning Skills course or academic enhancement activities provided by CFS GAs in the CoEP Student Advisement and Support Center. Advisement Center GAs will work with students to create a plan of action to achieve academic goals. Students will check-in with their Advisement Center mentor prior to the drop date to examine current course performance.

The departmental assessment committee will review the WEAVE assessment plan with faculty in the fall of 2014. An overview of the departmental assessment plan, faculty responsibilities regarding action plans, data collection and reporting requirements and the value of continuous improvement initiatives within the department will be discussed.

The following actions have occurred during the past academic year to increase quality learning and student success:

- The department assessment committee developed a Program Objective focused on student achievement to add to the departmental assessment plan. Following active discussion and review, the assessment committee determined that student achievement should be measured by employment rate or enrollment in a graduate program within 6 months of graduation.

- FAM 492: Academic Success and Learning Skills course was created to meet the needs of academically at-risk students.

- The new Gulf Coast Center for Child Development opened:

  - The Center eliminates discrepancies in experiential learning between campuses by allowing our Gulf Coast students access to high quality early childhood education experiences. Additionally the center provides faculty and student research opportunities.

  - There was a reduction in the number of courses taught by adjuncts on the Gulf Park campus as Center teachers served as undergraduate instructors, creating opportunities for robust, applied classroom experiences.

Closing the Loop

A review of the action plans from the last academic year was conducted and most action plans were successfully implemented and completed. A couple action plans continue to be “in-progress” and will remain active for the next academic year. A summary of the review is as follows:

- Due to consistent low enrollment in the Child Life emphasis area, faculty voted and the university approved suspending enrollment in the Child Life emphasis area, effective in January 2013. Therefore all measures associated with the Child Life emphasis area were changed to only remain active through the 2013-2014 cycle and the subsequent action plans were finished.

- In the 2012-2013 academic year, students struggled to achieve 80% or greater on the CD 452 Curriculum Plan assignment. To help increase student success the following pedagogical changes occurred in the 2013-2014 academic year: The Curriculum Plan was divided into 3 stages. Students received timely instructor feedback at each of the three stages, and students submitted a final curriculum plan that included all three stages. This action plan was successfully implemented and completed. The outcome target was met in the 2013-2014 year.

- The target for the FAM 455 Theoretical Framework assignment was met in Fall 2013 and in Spring 2014. The previous year’s action plan was designed to increased success on the Gulf Coast campus. The action plan was implemented and completed during the 2013-2014 school year. On the Gulf Coast campus, a portion of class time was dedicated to group work where students worked together to practice applying theory to realistic case studies/vignettes. Students also submitted an outline of their theoretical application, that included strengths and limitations of the theory, two weeks before the assignment due date. This allowed the instructor to
provide feedback the following week so students could evaluate the strength of their original submission and possibly make revisions.

-Students improved the scores received on the Final Academic Evaluation of FAM 490 (Practicum). The target for this measure was met in the 2013-2014 academic year. To help increase students’ abilities to apply theories and principles learned in the academic setting to the practicum experience, the course instructor posted examples to blackboard that were rated as above average or excellent in theory application. Students also received instructor feedback which could be integrated into their final practicum paper where theories are further applied. The action plan for this measure was successfully implemented and completed.

-The target for the FAM 401 In-Class Presentation assignment was met in Fall 2013 and in Spring 2014. The previous year’s action plan was successfully implemented in both semesters. The faculty teaching the course met to correct the inconsistent expectations between the Hattiesburg and Gulf Coast campus and assure that the same guidelines and rubric were consistent across campuses. In addition, on the Gulf Coast campus, students submitted a copy of their presentation PowerPoint two weeks prior to their presentation date. The instructor provided feedback so the students could revise their presentation prior to their presentation date. The Gulf Coast students were also required to attend the Speaking Center and provide documentation to the instructor. Hattiesburg students were encouraged to seek presentation assistance through the CoEP Student Advisement and Support Center and the Speaking Center.

-The targets associated with the FAM 475 Family Science Policy Impact Paper were not met for the second consecutive academic year. In the Summer of 2013 and Fall 2013 the targets were not met on the Hattiesburg or Gulf Coast campus, however, the targets were met in Spring 2014 on the Hattiesburg campus. While the action plans were implemented during the past academic year, they remain in progress. Students received feedback on Policy Impact Paper assignments from Graduate Assistants and the instructor. Students were encouraged to incorporate the feedback into their final paper. Students were also required to visit the Advisement Center or The Writing Center (on the Gulf Coast Campus) if the instructor identified deficiencies in the students writing skills. Additionally, the Spring 2014 instructor created and delivered in-class workshops on theory, utilized the USM Library computer lab during class and held in-class feedback sessions with a trained GA available for immediate feedback. These additional strategies used in Spring 2014 appeared successful as the targets were met. These strategies, in addition to the strategies outlined in last year’s action plan, will continue to be implemented in the next academic year.

Major changes and accomplishments occurring in the CFS Department throughout the 2013-2014 academic year include:

-The Gulf Coast Center for Child Development opened on July 1, 2013. The Center provides students and faculty opportunities for research and quality experiential learning opportunities.

-The Hattiesburg Center for Child Development achieved a five-star rating through the Mississippi Quality Star Rating System. This is the highest possible rating.

-NAEYC accreditation was successfully renewed for the Hattiesburg Center for Child Development.

-The successful renewal of provisional CFLE credentialing through NCFR for the Family Relations emphasis area.

-The new CFS Undergraduate Program Director Position was filled with a start date of August 2013.

-Two new tenure-track faculty members joined the department in the 2013-2014 academic year. One new Visiting Assistant Professor position was funded and filled in the past academic year.