If Program Elimination is pending you need not complete the form.

<table>
<thead>
<tr>
<th>Question</th>
<th>Type of Answer</th>
<th>From Available Info</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally Accredited</td>
<td>Y/N Organization</td>
<td>American Association of Family and Consumer Sciences</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Learning Outcomes Clearly Articulated</td>
<td>Y/N File (or source of information)</td>
<td>E. Robbins Fall 07 Survey Answer: Y</td>
<td>?</td>
</tr>
<tr>
<td>Students Know their Learning Outcomes</td>
<td>Y/N File</td>
<td>2004 CoAS Report</td>
<td>No, in some cases</td>
</tr>
<tr>
<td>Program Actively Using Student Learning Outcomes</td>
<td>Y/N File</td>
<td>E. Robbins Fall 07 Survey Answer: Y Revised Spring '07</td>
<td></td>
</tr>
<tr>
<td>Does Assessment Plan Exist?</td>
<td>Y/N File/only</td>
<td>E. Robbins Fall 07 Survey Answer: Y</td>
<td>Yes</td>
</tr>
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</table>

By March 1

<table>
<thead>
<tr>
<th>Data Actively Collected &amp; CBE</th>
<th>Data Ever Collected? Y/N</th>
<th>E. Robbins Fall 07 Survey Answer: Y</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Systematically Analyzed &amp; CBE</td>
<td>Data Recently Actively Collected? Y/N</td>
<td>E. Robbins Fall 07 Survey Answer: Y Evidence</td>
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</tr>
<tr>
<td>Analysis Discussed in Depts &amp; CBE</td>
<td>Analysis Discussed? Y/N</td>
<td>E. Robbins Fall 07 Survey Answer: N Evidence</td>
<td></td>
</tr>
<tr>
<td>Analysis Impacts Curriculum for Pgm &amp; CBE</td>
<td>Any Changes to Pgm Curriculum Since 2000 Y/N</td>
<td>E. Robbins Fall 07 Survey Answer: Y Evidence</td>
<td></td>
</tr>
<tr>
<td>Assessment Plan Adjustments Discussed &amp; CBE</td>
<td>Has the Assessment Plan been modified since 2001 Y/N</td>
<td>E. Robbins Fall 07 Survey Answer: Y Evidence</td>
<td></td>
</tr>
<tr>
<td>Adjustments Implemented &amp; CBE</td>
<td>Has the adjusted plan been implemented Y/N</td>
<td>E. Robbins Fall 07 Survey Answer: Y Evidence</td>
<td></td>
</tr>
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By May 15

Completed by: K. Bellard
I. Exploration

I have had a great deal of experience supervising internships, and continually seek more effective/better ways of assessing student learning. Early in the academic year I explored the measure of service learning. In this process I happened upon a handbook geared specifically to family life education practicum/internship experiences. In the second semester I began to meet with Eliot Robbins, who encouraged me to consider using the assessment of the internship experience as a more holistic measure of the major. This suggestion made sense to me, as I was struggling with the forms that I was using for the spring internship experience. The evaluation process did not exactly match up with the preparation that students have experienced prior to the internship experience.

II. Action

The first step in the process of linking assessment to internship evaluation was to examine the stated program outcomes. The outcomes were written to meet professional certification standards for the program, but were not really in the format necessary or useful for academic assessment. Dr. Robbins suggested that I write outcomes based on the professional standards but in the format necessary to meet academic assessment standards. The learning outcomes were cut from 10 to 5, and were aligned to required coursework. A survey of spring '07 internship supervisors requested input on the evaluation process. The survey confirmed the need to change the student evaluation process. The change in learning outcomes and supervisor input led to re-working the student evaluation format. I checked out evaluation products available through the National Council on Family Relations as well as the evaluation procedures used through the ISU Career Center. Both organizations ultimately informed the changes made to the evaluation.

III. Results

Assessment of the HDFS major will now be a more direct process, and will be accomplished through the internship experience, which students are required to participate in at the end of their academic coursework. The learning outcomes that will be used for assessment standards and the draft of the new internship evaluation are included in this report. For comparison purposes, the professional standards are also included. Since internship will not be offered until spring of '08, input on the new evaluation procedures will not be immediately available.
### HDFS Learning Outcomes
6/2007

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Courses Addressing Outcome</th>
<th>Internship Evaluation Measure</th>
</tr>
</thead>
</table>
| 1. Describe the physical, social, cognitive, and emotional development across the lifespan. | FCS 237  
FCS 238  
SOC 421 or 472 | Evaluation items 13, 14, 16, 17, 20 |
|                                                                         |                            |                               |
| 2. Identify and describe social and cultural trends in families and implications for social policy. | FCS 107  
FCS 109  
FCS 301  
FCS 336 | Evaluation items 13, 15, 16, 20 |
|                                                                         |                            |                               |
| 3. Apply principles of parenting education in working with parents and children. | FCS 436  
FCS 448  
FCS 449 | Evaluation items 14, 16, 17, 20 |
|                                                                         |                            |                               |
| 4. Transform family life education methodologies into programmatic format in practicum and internship settings. | FCS 441  
FCS 449 | Evaluation items 2, 12, 16, 17, 18, 20 |
|                                                                         |                            |                               |
| 5. Analyze issues of professional ethics practices arising in field work settings. | FCS 448  
FCS 449 | Evaluation items 10, 11, 12, 13 |
|                                                                         |                            |                               |
Outcomes for HDFS
(Professional Standards—Certified Family Life Educator)

Graduates from the HDFS major will be able to:

1. identify and describe historical and current demographic, social, and cultural trends in families.

2. apply principles of family dynamics to novel case studies.

3. explain human development across the lifespan.

4. describe physiological, social, personal, and moral aspects of human sexuality.

5. account for the role of interpersonal skills in family dynamics.

6. identify the significant family resource management principles across the lifespan.

7. classify the significant aspects of parent education.

8. outline public policies and laws that directly and indirectly effect families.

9. demonstrate professional ethics and apply in reflective journal and practicum.

10. employ family life education methodologies in self-created unit plans and in practicum settings.
Evaluation for Human Development and Family Studies Internship
Indiana State University

Student Name ____________________________

Agency Name ____________________________

Supervisor ________________________________

Dates of Service ____________________________

Please evaluate the student intern according to the following criteria:

AGENCY PERFORMANCE:
1. Student is able to function within the agency structure, policies, and procedures.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

2. Student demonstrates problem solving orientation; looks for positives in difficult situations; looks upon problems as challenges.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

3. Student is cooperative, flexible and adaptable.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

4. Student has sought to establish rapport with the internship supervisor.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

5. Student has sought to establish rapport with the agency staff.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

6. Student is willing to ask others for help.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

7. Student is willing to accept and use suggestions.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

8. How would you rate the benefit to your organization gained from this student’s work?
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

PROFESSIONAL INTEGRITY:
9. Student appears well groomed and appropriately dressed.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior
10. Student uses moral and ethical judgment in behavior and speech.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

11. Student respects confidential information.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

12. Student assumes responsibility in a leadership role.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

SERVICE TO CLIENTS:
13. Student is able to understand and respond to the special needs of the persons the agency services.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

14. Student is sensitive to the needs of others.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

15. Student is able to respond to various cultural, ethnic and gender needs.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

16. Student identifies the needs of the client and the tasks needed to meet those needs.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

17. Student gathers sufficient information before devising strategies to assist clients.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

PERSONAL GROWTH AND DEVELOPMENT:
18. Student seeks out and assumes responsibility.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

19. Student is self-motivated.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior

20. Student has an adequate knowledge base.
   a. inadequate  b. needs improvement  c. average  d. above average  e. superior