

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

	Question	Type of Answer	From Available Info	Answer
By March 1	Nationally Accredited	Y/N	Y	
		Organization	American Association of Family and Consumer Sciences	
	Student Learning Outcomes Clearly Articulated	Y/N	E. Robbins Fall 07 Survey Answer: Y Y	Yes
		File (or source of information)	2004 CoAS Report	?
	Students Know their Learning Outcomes	Y/N		In some cases
		File		
	Program Actively Using Student Learning Outcomes	Y/N		Yes
	Does Assessment Plan Exist?	Y/N	E. Robbins Fall 07 Survey Answer: Y	Yes
		When Was It Adopted?		Revised Spring '07
		File/copy		
By May 15	Data Actively Collected & CBE	Data Ever Collected?	E. Robbins Fall 07 Survey Answer: Y	
		Data Recently/ Actively Collected?	E. Robbins Fall 07 Survey Answer: Y	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	E. Robbins Fall 07 Survey Answer: N	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	E. Robbins Fall 07 Survey Answer: N	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	E. Robbins Fall 07 Survey Answer: Y	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed & CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
		Evidence		

Completed by: L. Behrman et

2006-07 Learning Community: Assessment Summary of Activity

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

Outcome	Courses Addressing Outcome	Internship Evaluation Measure
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