

Assurance of Student Learning Report 2023-2024

College of Health & Human Services

Applied Human Sciences

Family Home Visiting, 1701

Darbi Haynes-Lawrence

Is this an online program? ☒ Yes ☐ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here

☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

***** Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Students will demonstrate the ability to identify ethical and professional issues

Instrument 1 Direct: FACS 497 Analysis of Case Studies

Instrument 2 Direct: FACS 497: Final "Journal-Observation-Interview" (JOI) Project

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 1.

☒ Met

☐ Not Met

Program Student Learning Outcome 2: Students will know about and understand diverse family characteristics, will know how to support, and engage families through respectful relationships, and understand and be successful in applying research and theory to families.

Instrument 1 Direct: FACS 494 Family Assessment Paper

Instrument 2 Direct: FACS 395 Family, Friends, and Stress Management Paper

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 2.

☒ Met

☐ Not Met

Program Student Learning Outcome 3: Students will understand the benefits of and demonstrate strategies for assessing and analyzing challenging behaviors in children.

Instrument 1 Direct: FACS 496 Functional Behavior Assessment & Analysis

Instrument 2 Direct: FACS 496: Positive Behavior Plan

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 3.

☒ Met

☐ Not Met

Assessment Cycle Plan:

The outcomes will be evaluated in Spring 2025 based on the existing assessment plan instruments indicated above. The program is 100% online. Online offerings allow us to not only meet the needs of the region, but also assist those living across Kentucky and other states. Many of the classes have observation/field hours where students are required to apply content of the courses to the community at large, bring this information back to the classroom, and develop projects that will benefit families in the community. Students are guided through academic and career counseling by faculty members during advising. Overall, the results from this assessment indicate that the program has exceeded the self-

reported assessment goals in each category. The results of the assessment indicate the program is functioning very well, so no changes have been made. Research, accrediting and guiding professional home visiting organizations (NAEYC, NCFR-Home Visiting subgroup, Head Start, Prevent Child Abuse America), community organizations (HANDS, Healthy Families America), and our board of directors for the Child & Family Services program which includes leaders in home visiting programs in our community are closely followed to ensure the most up-to-date content is being provided in the program. I did increase the success target on the last ASL, from 70% to 75%, which was met by each of the students!

Program Student Learning Outcome 1			
Program Student Learning Outcome	Students will demonstrate the ability to identify ethical and professional issues in the field of home visiting.		
Measurement Instrument 1	<p>Direct: Ethical and professional issues within the field of home visiting will be analyzed through the use of case studies. Students are required to analyze and apply research and other readings to their case study analysis. Students will answer discussion questions about each case study, as well as respond to peers replies to the case studies.</p>		
Criteria for Student Success	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 75%. Suggestions from the previous ASL were to increase the criteria from 70% to 75% A 70% is required for passing in this program, and students successfully reached this level in the years past.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	94%
Methods	Data was collected from the 18 students enrolled FACS 497 who have declared the Family Home Visiting certificate, as this is the capstone class for the Family Home Visiting Certificate.		
Measurement Instrument 2	Direct: "JOP" project in FACS 497. Throughout the course, students will observe, interview, and attend home visits with a trained home visitor. The culmination of these events will be a large paper which will include the application of research articles and other readings conducted through the semester.		
Criteria for Student Success	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 75%. Suggestions from the previous ASL were to increase the criteria from 70% to 75% A 70% is required for passing in this program, and students successfully reached this level in the years past.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	94%
Methods	Data was collected from the 18 students enrolled FACS 497 who have declared the Family Home Visiting certificate, as this is the capstone class for the Family Home Visiting Certificate.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	

Methods				
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)				
<p>Results: The results were as expected. I work extraordinarily hard and close with all students in my classes, to develop community, to boost learning, to measure learning, and meet their needs. The students did an amazing job with the outcomes for this program.</p> <p>Conclusions: What worked was working closely with each of the students. I don't know of what did not work. I communicate heavily with the students in my courses, working on building community, having open lines of communication, but finding the balance of not overwhelming them. I create surveys throughout the semester to measure where the students are, how they feel they are learning best, if they are struggling and I'm not aware, and so on. I do this every semester, and this is not new to this Spring 24 semester. The scores were at 94% this year, and not 100% as in the past. I had one student who simply did not submit work for the course.</p> <p>Plans for Next Assessment Cycle: The plan for the next assessment cycle is to maintain the 75% success target for at least another year or two.</p>				

Program Student Learning Outcome 2			
Program Student Learning Outcome	Students will know about and understand diverse family characteristics, will know how to support and engage families through respectful relationships, and understand and be successful in applying research and theory to families.		
Measurement Instrument 1	Direct: FACS 494 Family Assessment Paper This assignment is designed to help students a) understand factors that make each family different and unique and b) to gain some understanding of personal experiences and attitudes which will influence students as they work with parents and families. This paper requires an analysis of the student’s own family within three of eight areas, and two evaluations applied to each area. Research articles are applied to each of the areas, and APA writing style is required.		
Criteria for Student Success	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 75%. Suggestions from the previous ASL were to increase the criteria from 70% to 75% A 70% is required for passing in this program, and students successfully reached this level in the years past.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected from the 15 Family Home Visiting Certificate students enrolled in FACS 494. (*Not all students who take this class are in the Family Home Visiting Program.)		
Measurement Instrument 2	Direct: FACS 395 Family, Friends, and Stress Management Paper Students in FACS 395 are required to write a final paper which includes an interview with two family members and two friends to determine their major life stressors and their coping mechanisms. Students then analyze the coping mechanisms, apply the ABC-X theory to one situation described by a person interviewed, analyzing this situation correctly and applying a research article to the situation. Next, the students must apply course readings, five additional articles on stress and coping the contents of the interview. Students must also apply APA writing style as well.		
Criteria for Student Success	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 75%. Suggestions from the previous ASL were to increase the criteria from 70% to 75% A 70% is required for passing in this program, and students successfully reached this level in the years past.		

Program Success Target for this Measurement	75%	Percent of Program Achieving Target	88%
Methods	Data was collected from the 9 students enrolled in FACS 395, taking the course for the Family Home Visiting Certificate. (*Not all students who take this class are in the Family Home Visiting Program.)		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Results: The results were as expected. I work extraordinarily hard and close with all students in my classes, to develop community, to boost learning, to measure learning, and meet their needs. The students did an amazing job with the outcomes for this program.</p> <p>Conclusions: What worked was working closely with each of the students. I don't know of what did not work. I communicate heavily with the students in my courses, working on building community, having open lines of communication, but finding the balance of not overwhelming them. I create surveys throughout the semester to measure where the students are, how they feel they are learning best, if they are struggling and I'm not aware, and so on. I do this every semester, and this is not new to this Spring 24 semester. For this SLO, measurement instrument one, the class was at 100% success! For measurement instrument two, the class was at 88%, as one of the nine students earned below 75% on this measurement. We still met the criteria for success.</p> <p>Plans for Next Assessment Cycle: The plan for the next assessment cycle is to maintain the 75% success target for at least another year or two.</p>			

Program Student Learning Outcome 3			
Program Student Learning Outcome	Students will understand the benefits of and demonstrate strategies for assessing and analyzing challenging behaviors in children.		
Measurement Instrument 1	FACS 496: Functional Behavior Assessment & Analysis Students will complete a major project where they conduct 8 hours of observation and conduct an applied behavior assessment and analysis with a child between the ages of 3-8. This assessment and analysis will be followed with a Positive Behavior Plan for the child with whom the student works.		
Criteria for Student Success	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 75%. Suggestions from the previous ASL were to increase the criteria from 70% to 75% A 70% is required for passing in this program, and students successfully reached this level in the years past.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%

Methods	Data was collected from the 10 students enrolled in FACS 496, taking the course for the Family Home Visiting Certificate. (*Not all students who take this class are in the Family Home Visiting Program.)		
Measurement Instrument 2	FACS 496: Positive Behavior Plan After students conduct and prepare their Assessment and Analysis, they will construct a positive behavior plan. This plan is designed upon completion of the 8 hours of observation, the behavior assessment and analysis, includes journaling over the 8 hour period, an interview with parents and/or teacher, application of four research articles, application of readings, writing in APA style, plus many other pieces (See rubric).		
Criteria for Student Success	A rubric is used to evaluate the work (see attached). Criterion is considered met if the student earns a 70%. A 70% is required for passing in this program, and thus will be used as a criterion for each learning outcome		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data collected from the 4 students who are enrolled in FACS 496 for the Family Home Visiting Certificate. (*Not all students who take this class are in the Family Home Visiting Program.)		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="checked" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Results: The results were as expected. I work extraordinarily hard and close with all students in my classes, to develop community, to boost learning, to measure learning, and meet their needs. The students did an amazing job with the outcomes for this program.</p> <p>Conclusions: What worked was working closely with each of the students. I don't know of what did not work. I communicate heavily with the students in my courses, working on building community, having open lines of communication, but finding the balance of not overwhelming them. I create surveys throughout the semester to measure where the students are, how they feel they are learning best, if they are struggling and I'm not aware, and so on. I do this every semester, and this is not new to this Spring 24 semester. The scores were at 100% as in the past.</p> <p>Plans for Next Assessment Cycle: The plan for the next assessment cycle is to maintain the 75% success target for at least another year or two.</p>			

CURRICULUM MAP TEMPLATE

Program name:	Family Home Visiting Certificate
Department:	Applied Human Sciences
College:	College of Health and Human Services
Contact person:	Darbi Haynes-Lawrence
Email:	Darbi.haynes-lawrence@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes			
			LO1:	LO2:	LO3:	LO4:
			Students will demonstrate the ability to identify ethical and professional issues.	Students will know about and understand diverse family characteristics, will know how to support and engage families through respectful relationships, and understand and be successful in applying research and theory to families.	Students will understand the benefits of and demonstrate strategies for assessing and analyzing challenging behaviors in children	
Course Subject	Number	Course Title				
FACS	395	Child and Family Stress		I		

FACS	494	Parenting Strategies		R		
FACS	496	Challenging Behaviors		R	I / R / A	
FACS	497	Family Home Visiting	I / R / M / A	M/A	M/A	

Attachments: Rubrics
FACS 395 Friends, Family & Stress Management Paper
FACS 494 Family Assessment Paper
FACS 496 FBA&A
FACS 496 BIP
FACS 497 Case Studies
FACS 497 JOI
FACS 395 Friends, Family & Stress Management Paper

Grading Rubric
120 points

Content	/40
Interview with 4 people (10 pts each)	
<ul style="list-style-type: none">Name / Relationship /Top three stressorsTwo coping techniques describedAre coping techniques maladaptive or adaptive?Repeat with three more people	
Stressful Memory & ABCX Theory	/20
<ul style="list-style-type: none">Stressful memory of a friend or family member	

<ul style="list-style-type: none"> • Description of theory and application of theory to stressful memory of friend. • Does student have understanding of theory? • Appropriate citation used? 	
General Summary Section (What you have learned about how people in your social network cope with stress)	/45
<ul style="list-style-type: none"> • Application of class readings? • Five research articles, in addition to the ABC-X theory article, applied to paper. How does research apply to what you have learned about your family members/friends, their stressors, and how they cope? • What you learned (final culminating piece). This is where you determine if their coping mechanisms are adaptive or maladaptive 	
Conclude your paper	/5
APA Style	/10
TOTAL:	/120

FACS 494 Family Assessment Paper

Components of paper	Points earned/Points possible + Comments
Title page -- Should contain <ul style="list-style-type: none"> • The title of paper • Your name • Running head • Page numbers 	/5
Abstract <ul style="list-style-type: none"> • No more than 120 words • This is to be a tightly written encapsulation of the paper 	/5
Introduction <ul style="list-style-type: none"> • Focus of the paper is identified and described • Particular questions that are to be addressed are laid out • Overview of paper is presented 	/5
Areas and Evaluations <ul style="list-style-type: none"> • Area one + 2 evaluations • Area two + 2 evaluations • Area three + 2 evaluations 	/30

<ul style="list-style-type: none"> • Description of each family member • Overall evaluation of each family member 	
APA style	/20
Conclusion	/5
<ul style="list-style-type: none"> • This should include a summary of the paper • The conclusions you have drawn from what you have learned from the research and any implications of your paper • Other 	
Reference list included	/10
<ul style="list-style-type: none"> • For this paper 3 references required • No books or websites • Only research journals 	
Mechanics:	/20
<ul style="list-style-type: none"> • Correct grammar • Unaltered margins of paper (width or length) • Paper of appropriate length (10pgs min) • Type in 12-point font/Times New Roman • Double spaced • Typos • Correct use of page numbers • 10 pages (including title / abstract / reference page) 	
TOTAL	/100

FACS 496 Functional Behavior Assessment & Analysis

Criteria	Points	Comments
A) Describe the problem behaviors of the child you have been observing. In this description, be sure to include the hypothesis statement from the FBA summary.	/20	
B) Replacement Behaviors For this section of your paper, select one of the following options. Write 1-3 pages explaining the connection between the FBA findings and the desired outcome: 1) <u>Decrease</u> the target behavior and replace it with a desired behavior. Indicate the replacement behavior within your rationale. OR 2) <u>Eliminate</u> the target behavior and replace it with a desired behavior. Indicate the replacement behavior within your rationale. OR 3) <u>Increase</u> the target behavior. For this section --	/30	

- a) Apply readings
- b) Apply ONE research article to either #1 or #2 or #3 (whichever you chose)
- c) Why did you choose #1 or #2 or #3? This should be detailed.
- d) Why did you choose the behavior (to decrease or eliminate).

C) Identify and thoroughly describe changes that are needed if any (for example, general classroom changes): /20

- 1) Physical setting
- 2) Materials
- 3) Equipment
- 4) Rules
- 5) Routines
- 6) Activities
- 7) Whole class management (if observing in childcare or preK classroom); what household management changes are needed if observing in home?
- 8) Small group management

For the next section of your paper, please address:

/70

D) Describe the specific individualized interventions that are needed, including:

- 1) Prevention Strategies
- 2) Replacement behaviors (what is expected of the child and how these behaviors will be taught)
- 3) Measuring progress (how will we know if the plan is working or not?)
- 4) Suggested length of behavior plan
- 5) Positive consequences for appropriate behavior (What can the child earn?)
- 6) Negative consequences for inappropriate behavior? (What happens if the child does not behave?)
- 7) Comments and other considerations about this plan.

For this section:

- a) Apply readings
- b) Apply three research articles to this section.

Grammar/writing/overall communication /30

APA Style /30

Total /200

FACS 496 Behavior Intervention Plan

Criteria	Points	Comments
<p>Describe the child you observed. Include in this description:</p> <ul style="list-style-type: none"> the pseudonym (fake name) that will be used throughout these assignments to refer to the child. How old is the child? Are the actions of the child developmentally appropriate? (<---1. Explain, cite and reference) Describe the child's family (single parent; two parent home; siblings, etc.); Describe the child's culture. What role does the culture play with this specific child's behavior? What role COULD culture play in a child's challenging behaviors? (<---2. Explain, cite and reference) Does the child have a disability? If the child does, or does not, what role could disability play in a child's challenging behaviors? (<---3. Explain, cite and reference) In other words, paint a picture for me, of what you see when you observe the child. <p>(For the above section, you should a) apply readings and b) apply research articles to the three sections highlighted. At least TWO research articles are needed in this area (You may find one article that covers two topics, and thus will need a second article to cover the third area)</p>	/30	
<p>Summary of contextual influences:</p> <ul style="list-style-type: none"> a. Location b. Time of day c. Environmental or physical setting d. Children and adults near child 	/20	
<p>Suspected reason(s) for behavior:</p> <ul style="list-style-type: none"> a. Biological b. Social c. Affective d. Environmental 	/20	
<p>Most frequent trigger (antecedent) - describe who, what, when, where, how .</p> <p><i>Second most frequent trigger, if any - describe who, what, when, where, how</i></p> <p><i>(Bonus 5 points! This portion not required!)</i></p>	/15	
<p>Which of the following is the most likely function of the behavior? You have provided documentation so far, but summarize that documentation that supports the function.</p>	/5 /20	

Obtain: <ul style="list-style-type: none"> • Attention • Activity, item, material, object • Change in stimulation • Other: 	
Escape from or avoid: <ul style="list-style-type: none"> • Activity • Demand / Request • Person (child, teacher, others) • Other: 	
Could the function of the child's behavior be related to:	/10
a. Skill deficit (something the child does not know how to do). Explain what it is the child does not know how to do? Why not? Is what is not known developmentally appropriate for this child?	
b. Performance deficit (Something the child does know, but does not consistently engage). Explain what it is the child knows but does not consistently engage? Why not?	
Indirect assessment (Interview): What information did the interview contribute towards the behavior of the child? Summarize the details of your interview (in paragraph form).	/15
Hypothesis statement completed/included	/10
Total	/140

FACS 497 Case Studies x 5

Points	Grading criteria
10	The reply to the case-study is accurate, original, relevant, teaches us something new, and is well written. Application of chapter readings and other research is applied when outlined in the case study assignment. Ten-point comments add substantial teaching presence and stimulates additional thought about the issue under discussion.
8	The comment lacks at least one of the above qualities but is above average in quality. An eight-point comment makes a significant contribution to our understanding of the issue being discussed.
5	The comment lacks two of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category.
1-4	The comment presents little or no new information. However, one-to-four-point comments may provide important social presence and contribute to a collegial atmosphere. The comment adds no value to the discussion.
0	The comment adds no value to the discussion.

FACS 497 JOI

Performance Criteria	Points Available	Points Received	Comments
Observation hours / confidentiality a. signed time log with at least 5 hours of observation recorded b. Home Visiting letter returned signed c. confidentiality is observed throughout the assignment d. Observation notes are objective and clear	25		
Home Visitor Interview a. completed interview is provided b. interview asks pertinent questions regarding home visiting c. sensitivity and confidentiality are evident	25		
Journal a. Appropriate number of entries b. Journal entries indicate student is critically thinking about course content c. Journal entries reflect critical thinking about home visit experience, guest lectures and course experience	25		
FINAL PAPER a. Paper is reflective of all required pieces outlined in assignment b. reflection is elaborate and detailed	30		

<p>Writing style-Organization</p> <ul style="list-style-type: none"> a. logical organization; acceptable sentence and paragraph structure; clear, specific terminology; effective transitions; and clearly elaborated detail b. at least five appropriate professional references are cited c. APA formatting is used appropriately 	25		
<p>Mechanics-Format</p> <ul style="list-style-type: none"> a. assignment is double spaced, word processed with correct spelling, grammar, and punctuation; and evidence of proofreading 	20		
Total points	150		