For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

In Spring 2012, the Graduate Faculty in Human Development and Family Studies began an End of Year Review for each graduate student. This is done by having students complete a form on which they list the grade they earn in each completed course; plans for completing a thesis, internship, and a comprehensive exam; involvement in research projects; and any achievements such as conference presentations or publications. The End of Year Review serves several purposes: 1) it allows faculty to better track students’ progress through the program, 2) it creates a formal opportunity for faculty to check-in with students, some of whom work full-time and take courses part-time, 3) it enables faculty to better identify students’ achievements, and 4) it enables faculty to better identify students who may be experiencing a challenge in their academic program. Faculty have noted that the End of Year Review seems to be particularly helpful with encouraging those few students who were inactive for one or two semesters to continue with their thesis projects to completion.

Mission / Purpose

The Department of Human Development and Family Studies’ mission is to train educators, clinicians, psychoeducational service providers, researchers and citizens who are academically and professionally prepared to address the needs of children and families in educational, community, government, work-site, religious, and medical environments. The Department of Human Development and Family Studies is dedicated to diverse cultural, educational, scientific, and cross-disciplinary approaches to fostering the well being of children and families. The Department is committed to the generation of new knowledge in the area of Human Development and Family Studies, and to the application of knowledge to improve the quality of life for individuals, families, and communities in Alabama and the region. To fulfill this mission, the Department of Human Development and Family Studies offers two strong undergraduate programs. One undergraduate degree program is in Early Childhood Education. It has two concentrations: Early Childhood Development and Child Development Practitioner. The other undergraduate degree program is in Human Development and Family Studies. It has the following four concentrations: Child Life, Adolescent and Youth Development, Family Studies, and General Studies. The Department of Human Development and Family Studies also offers a strong master’s level graduate program in Human Development and Family Studies with concentrations in Human Development and Family Studies, Marriage and Family Therapy, and Parent and Family Life Education.

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

SLO 1: Advanced knowledge in the field of human development and family studies

Graduate students acquire advanced knowledge in the field of human development and family studies.

Related Measures

M 1: Course embedded assessments in HD 501, HD 512, HD 535, HD 562, HD 576, and HD 602

Students enrolled in HD 535, 512, and 562 write weekly papers that require them to synthesize the findings of research reported in the assigned readings. Course embedded assessments (research literature reviews, research proposals, reflection papers, examinations) in HD 501, HD 562, HD 576, and HD 602.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

HD 501 exam 1 Scofield 2011
HD 501 exam 2 Scofield 2011
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 512 In Class Discussion Summary Papers
HD 512 Family Genogram
HD 512 Reflection Papers
HD 512 Response papers
HD 535 Evaluation of Literature Review
HD 535 Evaluation of Presentation
HD 535 Major Paper
HD 535 Poster Presentation
HD 535 Synthesis Papers
HD 562 Recommendation on Strengthening Families
HD 562 Research Articles
HD 562 Review of Literature
HD 576 Research Briefs
HD 576 Research Paper
HD 576 Take-home test 2011
HD 602 Literature Review and Research Paper
Target: No Target Established.

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

Advanced knowledge in the field of human development and family studies
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who demonstrate advanced knowledge in the field of human development and family...

M 2: present critique of the research & lead class discussion
Graduate students enrolled in HD 501, HD 525, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research to classmates, and lead the class discussion on the limitations and directions for future research.

Source of Evidence: Presentation, either individual or group

Connected Documents
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 535 Evaluation of Literature Review
HD 535 Evaluation of Presentation
HD 535 Major Paper
HD 535 Poster Presentation
HD 535 Presentation
HD 562 Review of Literature
HD 576 Research Paper
HD 602 Presentation grading rubric
HD 602 Presentations

Target: No Target Established.

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

Advanced knowledge in the field of human development and family studies
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of 70 or higher on an assignment involving reviewing the resear...

SLO 2: Apply newly acquired advanced knowledge and research findings to practice
Graduate students apply newly acquired advanced knowledge and research findings to practice.

Related Measures

M 3: Course embedded assessment in HD 535
HD 535 students critique the research on a topic in human development and use the findings to prepare a brochure for parents. Course embedded assessment in HD 535.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
HD 535 Poster Presentation

Target: No Established Target.

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

Apply newly acquired advanced knowledge and research findings to practice
Established in Cycle: 2011-2012
Continue to require HD 535 students to apply the research findings they critique and review to their practice with children and...

M 4: Course embedded assessments for HD 567, HD 568, HD 593, HD 667, and HD 668
Graduate students enrolled in HD 567, HD 568, HD 593 HD 667, HD 668 apply the advanced knowledge and research to planning counseling, psychoeducational, intervention, and prevention services to children and families. Graduate students enrolled in HD 593 and in HD 598 plan, implement, and evaluate prevention and intervention programs for children and families. Graduate students in HD 594 conduct formal evaluations or prevention and intervention for children and families. Course embedded assessments for HD 567, HD 568, HD 593, HD 594, HD 667, and HD 668. Internship supervisors, who are licensed by the American Association for Marriage and Family Therapists, closely supervise these internship experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 567 Practicum MFT Skill Development
HD 568 Practicum I MFT Role Play Therapy
HD 593 Practice Hours
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

Target: 100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced
knowledge of research findings to practice.

Connected Documents
- HD 567 Practicum MFT Skill Development
- HD 568 Practicum I MFT Role Play Therapy
- HD 593 Practice Hours
- HD 667 Practicum II MFT Description
- HD 668 Internship Duties in MFT

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

100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced knowledge of research finding
Established in Cycle: 2011-2012
Continue to require all students to apply research findings to psychoeducational and clinical practice with children and families...

SLO 3: Design a research project that involves formulating research questions
Graduate students design a research project that involves formulating research questions, collecting and analyzing data, and drawing conclusions.

Related Measures

M 5: Design and conduct a thesis research project
Graduate students enrolled in HD 599 design and conduct a thesis research project that is defended before a committee of Graduate Faculty members.
Source of Evidence: Project, either individual or group

Connected Document
HD 599 Description of MS Thesis Requirement

Target:
All graduate students in Plan I Thesis option.

Connected Document
HD 599 Description of MS Thesis Requirement

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

Design a research project that involves formulating research questions
Established in Cycle: 2011-2012
Continue to mentor students in the Plan I option of the graduate program in helping them develop a thesis research project which...

M 6: Present thesis research project ideas
Graduate students present their thesis research project ideas at the UA Graduate Research Conference, and possibly to regional, national, and international meetings. Improvement: Faculty will encourage more graduate students to submit their thesis findings for presentation at conference meetings and to prepare a manuscript that can be submitted for peer review and possible publication. The faculty have the "journal article" style thesis, which should make it easier to prepare students' thesis documents for submission for peer review.
Source of Evidence: Senior thesis or culminating major project

Target: Senior thesis or culminating major project

Finding (2013-2014) - Target: Met
Spring 2013, Summer 2013, Fall 2013, Spring 2014: Ten graduate students gave presentations at either regional or national conferences. Two papers with graduate student as authors have been published; 1 paper is in press; 1 paper is in revise and resubmit; 4 papers are under review. Conclusion: Faculty are increasing their efforts to encourage Master's students to present their research findings at conferences and to submit manuscripts for peer review for publication.

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

Present thesis research project ideas
Established in Cycle: 2011-2012
Increase the number of students who present at either local, regional or national research conferences.

SLO 4: Critically evaluate current research in child development
Graduate students critically evaluate current research in child development and family studies and recommend future research.

Related Measures

M 7: Review of the research literature
Graduate students enrolled in HD 501, HD 535, HD 562, HD 602 write a review of the research literature in which they critique a body of research in the area of child and family development and make recommendations for future research.
Source of Evidence: Performance (recital, exhibit, science project)

Connected Documents
- HD 501 Research paper grading rubric Scofield 2011
- HD 501 research proposal - guidelines Scofield 2011
- HD 535 Evaluation of Literature Review
- HD 535 Major Paper
HD 562 Review of Literature
HD 602 Literature Review and Research Paper

Target:
100% of graduate students will earn a grade of C or better on their review of literature papers in HD 501, HD 535, HD 562, and HD 602.

Connected Documents
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 535 Evaluation of Literature Review
HD 535 Major Paper
HD 562 Review of Literature
HD 602 Literature Review and Research Paper

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

Critically evaluate current research in child development
Established in Cycle: 2011-2012
Maintain the percent of students who earn a grade of C or better on class assignments involving analysis of current current resea...

M 8: Present the critique of the research to classmates
Graduate students enrolled in HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research to classmates, and lead the class discussion on the limitations and directions for future research.

Source of Evidence: Presentation, either individual or group

Connected Documents
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 535 Evaluation of Presentation
HD 535 Presentation
HD 562 Review of Literature
HD 576 Research Paper
HD 580 Directions for Completing the Case Study Interview, Presentation, and Paper
HD 602 Presentation grading rubric
HD 602 Presentations

Target:
No Established Target.

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

Critically evaluate current research in child development
Established in Cycle: 2011-2012
Continue to require students HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 to review and critique the relevant research on a to...

SLO 5: Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and families
All graduate students demonstrate their knowledge of professional ethics in the practice of conducting research, and in practice within psychoeducational and clinical settings that serve children and families.

Related Measures

M 9: IRB Human Subjects Training
All graduate students will pass the IRB Human Subjects Training, which covers information about ethical conduct of researchers.

Source of Evidence: Certification or licensure exam, national or state

Target:
100% of HDFS graduate students completed the online IRB training program. In addition, the majority of HDFS graduate students attended the on-campus workshop sponsored by the Office of Research Compliance on developing an IRB research proposal. Interpretation: HDFS Students acquire knowledge of professional ethics in the practice of conducting research.

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

Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and families
Established in Cycle: 2011-2012
Continue to require all HDFS graduate students to complete the online IRB training program and to attend the on-campus workshop ...

M 10: Course embedded assessments for HD 593, HD 567, HD 568, HD 667, and HD 668
All graduate students enrolled in HD 593, HD 567, HD 568, HD 667, and HD 668 will engage in ethical psychoeducational and clinical practice with children and families. Course embedded assessments for HD 593, HD 567, HD 568, HD 667, and HD 668.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 567 Practicum MFT Skill Development
HD 568 Practicum I MFT Role Play Therapy
HD 593 Practice Hours
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

Target:
100% of HDFS Graduate Students will engage in ethical psychoeducational and clinical practice with children and families.

Connected Documents
HD 567 Practicum MFT Skill Development
HD 568 Practicum I MFT Role Play Therapy
HD 593 Practice Hours
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

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

100% of HDFS Graduate Students will engage in ethical psychoeducational and clinical practice with children and families
Established in Cycle: 2011-2012
Continue to requires all HDFS graduate students enrolled in HD 567, HD 568, HD 593, HD 667 and HD 668 to engage in ethical psych...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 11: NCFR/CLFE accreditation
Maintain Academic Program Approval by the National Council on Family Relations so that new graduates meet criteria for Provisional Certified Family Life Educator (CLFE), accredited in 2010, 5 year approval cycle, accredited through 2015. Students who matriculate through this approved program will not have to take the national exam for Certified Family Life Educator.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintain Academic Program Approval by the National Council on Family Relations.

Related Action Plans (by Established cycle, then alpha):
Program Outcome: High Level of Recognized Quality
Established in Cycle: 2011-2012
Continue to maintain academic approval by the National Council on Family Relations

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

M 12: Pass/Fail rate of graduate students
Pass/Fail rate of graduate students who either complete licensure examination for Marriage and Family Therapist or who complete the Family Life Educator Certification Examination, which is administered by the National Council on Family Relations. In the past, 100% of students who applied for licensure were accepted, and 100% of students who completed the Family Life Educator Exam passed on first try.

Source of Evidence: Academic indirect indicator of learning - other

Target:
100% of students who take either the MFT licensure exam or the Certified Family Life Educator Exam pass.

Related Action Plans (by Established cycle, then alpha):
Program Outcome: High Level of Recognized Quality
Established in Cycle: 2011-2012
Continue to have 100% of students who take either the MFT licensure exam or the Certified Family Life Educator Exam pass.

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

M 13: Modified Program Review Forms 2M and 4M
Modified Program Review Forms 2M and 4M

Source of Evidence: Academic indirect indicator of learning - other

M 14: Departmental Annual Report
Departmental Annual Report listing publications and grant proposals authored by faculty members and graduate students.

Source of Evidence: Academic indirect indicator of learning - other

Related Action Plans (by Established cycle, then alpha):
Program Outcome: High Level of Recognized Quality
Established in Cycle: 2011-2012

Related Document
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

Target:
No Target Established.
Increase the number of peer-reviewed faculty publications, and the number of peer reviewed publications 
that faculty members coa...

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

OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 15: Enrollment rates each semester
In 2004, enrollment in the Master's program was 35. In 2005, however, enrollment declined to 30 and remained 
relatively stable at that number until 2009. In 2009, enrollment increased to 36 students. Note enrollment rates each 
semester.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintain or increase enrollment in the HDFS MS program.

Related Action Plans (by Established cycle, then alpha):
Sustain Optimal Level of Enrollment
Established in Cycle: 2011-2012
Maintain or increase enrollment in the Master's program in Human Development and Family Studies.

Increase enrollment
Established in Cycle: 2012-2013
Increase enrollment in the graduate program.

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

M 16: Graduation rates per year
Between 2004 and 2009, the number of Master's degrees conferred per year has varied from a low of 6 to a high of 
20. The most recent rate is 11 for 2009-2010. Note graduation rates per year.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established.

Related Action Plans (by Established cycle, then alpha):
Sustain Optimal Level of Enrollment
Established in Cycle: 2011-2012
Maintain or increase enrollment in the Master's program in Human Development and Family Studies.

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

OthOtcm 8: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 17: Survey of HDFS Graduate Alumni
90% of HDFS Graduate Alumni will rate the graduate program in Human Development and Family Studies as “VERY 
HELPFUL” to “HELPFUL” in preparing them for the specific duties of their first job. (Survey of HDFS Graduate Alumni)

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
90% of alumni from graduate program will report that the skills they learned were helpful to very helpful in their 
job.

M 18: Survey of HDFS Graduate Alumni-2
HDFS Graduate Alumni will report positive perceptions of the graduate program in terms of “Educating and training 
others,” “Appreciation of lifelong education,” “Understanding human systems theory and life course development,” 
“Valuing social diversity/cultural differences” “Knowledge/Skills organizing,” “Planning, meeting the needs of target 
audience,” “Interpersonal communication,” “Ethical, professional practice,” “Leadership,” “Building professional 
collaborations,” “Problem solving,” “Appreciation of lifelong education,” “The extent to which they were challenged by 
their graduate program,” “The set of courses within the graduate program,” “The quality of instruction,” “The 
availability of instructors,” “Quality of academic advising,” “Knowledge of faculty,” “Acceptance of students from 
diverse racial/ethnic backgrounds,” and “Quality of laboratory experience.” (Survey of HDFS Graduate Alumni)

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
90% of HDFS Graduate Alumni will report positive perceptions of the graduate program in Human Development 
and Family Studies.

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

100% of HDFS Graduate Students will engage in ethical psychoeducational and clinical practice with children 
and families
Continue to requires all HDFS graduate students enrolled in HD 567, HD 568, HD 593, HD 667 and HD 668 to engage 
in ethical psychoeducational and clinical practice with children and families as observed by HD faculty and Internship 
Supervisors.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments for HD 593, HD 567, HD 568, HD 667, and HD 668 |
Outcome/Objective: Knowledge of professional ethics in conducting research and in psychoeducational
and clinical practice with children and families
Projected Completion Date: 07/2013

100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced
knowledge of research finding
Continue to require all students to apply research findings to psychoeducational and clinical practice with children and families.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments for HD 567, HD 568, HD 593, HD 667, and HD 668 |
Outcome/Objective: Apply newly acquired advanced knowledge and research findings to practice
Projected Completion Date: 07/2010

Advanced knowledge in the field of human development and family studies
Maintain or increase the percentage of students who demonstrate advanced knowledge in the field of human
development and family studies on their research reports.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessments in HD 501, HD 512, HD 535, HD 562, HD 576, and HD 602 |
Outcome/Objective: Advanced knowledge in the field of human development and family studies
Projected Completion Date: 07/2007
Responsible Person/Group: HDFS Graduate Faculty

Advanced knowledge in the field of human development and family studies
Maintain or increase the percentage of students who earn a grade of 70 or higher on an assignment involving
reviewing the research literature on a topic and presenting it to the class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Present critique of the research & lead class discussion | Outcome/Objective: Advanced knowledge in the field of human development and family studies
Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Apply newly acquired advanced knowledge and research findings to practice
Continue to require HD 535 students to apply the research findings they critique and review to their practice with
children and families by having them develop posters and brochures on parenting.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Course embedded assessment in HD 535 | Outcome/Objective: Apply newly acquired advanced knowledge and research findings to practice
Projected Completion Date: 07/2013
Responsible Person/Group: HD 535 Instructor

Critically evaluate current research in child development
Continue to require students HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 to review and critique the relevant
research on a topic related to human development and family studies and present their critique to classmates.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Present the critique of the research to classmates | Outcome/Objective: Critically evaluate current research in child development
Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Critically evaluate current research in child development
Maintain the percent of students who earn a grade of C or better on class assignments involving analysis of current
current research and the development of research proposals.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Review of the research literature | Outcome/Objective: Critically evaluate current research in child development
Projected Completion Date: 07/2012
Responsible Person/Group: HDFS Graduate Faculty

Design a research project that involves formulating research questions
Continue to mentor students in the Plan I option of the graduate program in helping them develop a thesis research project which involves formulating and answering questions.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Design and conduct a thesis research project | Outcome/Objective: Design a research project that involves formulating research questions

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and family

Continue to require all HDFS graduate students to complete the online IRB training program and to attend the on-campus workshop sponsored by the Office of Research Compliance on developing an IRB research proposal.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: IRB Human Subjects Training | Outcome/Objective: Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and family

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Present thesis research project ideas

Increase the number of students who present at either local, regional or national research conferences.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Present thesis research project ideas | Outcome/Objective: Design a research project that involves formulating research questions

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Program Outcome: High Level of Recognized Quality

Continue to have 100% of students who take either the MFT licensure exam or the Certified Family Life Educator Exam pass.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Pass/Fail rate of graduate students | Outcome/Objective: Program Outcome: High Level of Recognized Quality

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Faculty

Program Outcome: High Level of Recognized Quality

Continue to have 100% of students who take either the MFT licensure exam or the Certified Family Life Educator Exam pass.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: NCFR/CLFE accreditation | Outcome/Objective: Program Outcome: High Level of Recognized Quality

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Faculty

Program Outcome: High Level of Recognized Quality

Increase the number of peer-reviewed faculty publications, and the number of peer reviewed publications that faculty members coauthor with graduate students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Departmental Annual Report | Outcome/Objective: Program Outcome: High Level of Recognized Quality

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Sustain Optimal Level of Enrollment

Maintain or increase enrollment in the Master's program in Human Development and Family Studies.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation rates per year | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Projected Completion Date: 07/2013
**Sustain Optimal Level of Enrollment**
Maintain or increase enrollment in the Master's program in Human Development and Family Studies.
*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Enrollment rates each semester
- **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment

*Projected Completion Date:* 07/2013
*Responsible Person/Group:* HDFS Graduate Faculty

**Increase enrollment**
Increase enrollment in the graduate program.
*Established in Cycle:* 2012-2013
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Enrollment rates each semester
- **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment

**Implementation Description:** Increase the number of students in the graduate program by increasing the number of students in the MFT and the PAFLE concentrations.
Mission / Purpose

The Department of Human Development and Family Studies' mission is to train educators, clinicians, psychoeducational service providers, researchers and citizens who are academically and professionally prepared to address the needs of children and families in educational, community, government, work-site, religious, and medical environments. The Department of Human Development and Family Studies is dedicated to diverse cultural, educational, scientific, and cross-disciplinary approaches to fostering the well being of children and families. The Department is committed to the generation of new knowledge in the area of Human Development and Family Studies, and to the application of knowledge to improve the quality of life for individuals, families, and communities in Alabama and the region. To fulfill this mission, the Department of Human Development and Family Studies offers two strong undergraduate programs. One undergraduate degree program is in Early Childhood Education. It has two concentrations: Early Childhood Development and Child Development Practitioner. The other undergraduate degree program is in Human Development and Family Studies. It has the following four concentrations: Child Life, Adolescent and Youth Development, Family Studies, and General Studies. The Department of Human Development and Family Studies also offers a strong master's level graduate program in Human Development and Family Studies with concentrations in Human Development and Family Studies, Marriage and Family Therapy, and Parent and Family Life Education.

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

SLO 1: Advanced knowledge in the field of human development and family studies
Graduate students acquire advanced knowledge in the field of human development and family studies.

Related Measures

M 1: Course embedded assessments in HD 501, HD 512, HD 535, HD 562, HD 576, and HD 602
Students enrolled in HD 535, 512, and 562 write weekly papers that require them to synthesize the findings of research reported in the assigned readings. Course embedded assessments (research literature reviews, research proposals, reflection papers, examinations) in HD 501, HD 562, HD 576, and HD 602.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

HD 501 exam 1 Scofield 2011
HD 501 exam 2 Scofield 2011
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 512 In Class Discussion Summary Papers
HD 512 Family Genogram
HD 512 Reflection Papers
HD 512 Response papers
HD 535 Evaluation of Literature Review
HD 535 Evaluation of Presentation
HD 535 Major Paper
HD 535 Poster Presentation
HD 535 Synthesis Papers
HD 562 Recommendation on Strengthening Families
HD 562 Research Articles
HD 562 Review of Literature
HD 576 Research Briefs
HD 576 Research Paper
HD 576 Take-home test 2011
HD 602 Literature Review and Research Paper
HD 602 Midterm (2)
HD 602 Presentation grading rubric
HD 602 Presentations

Target:
No Target Established.

Finding (2012-2013) - Target: Met
Fall 2012-Spring 2013: 100% of students enrolled in HD 501, 562, 576 and 602 earned a grade of 70 or better on their weekly synthesis papers and/or research articles. Interpretation: All graduate students in Human Development and Family Studies gain advanced knowledge of the field of human development.

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

Advanced knowledge in the field of human development and family studies
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who demonstrate advanced knowledge in the field of human development and family...

M 2: present critique of the research & lead class discussion
Graduate students enrolled in HD 501, HD 525, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research to classmates, and lead the class discussion on the limitations and directions for future research.
Source of Evidence: Presentation, either individual or group

Connected Documents
- HD 501 Research paper grading rubric Scofield 2011
- HD 501 research proposal - guidelines Scofield 2011
- HD 535 Evaluation of Literature Review
- HD 535 Evaluation of Presentation
- HD 535 Major Paper
- HD 535 Poster Presentation
- HD 535 Presentation
- HD 562 Review of Literature
- HD 576 Research Paper
- HD 602 Presentation grading rubric
- HD 602 Presentations

Target:
No Target Established.

Finding (2012-2013) - Target: Met
2012-2013L: 100% of students enrolled in HD 501, 535, 562, 602, 664 earn a grade of 70 or more on an assignment that requires them overview the research literature on a class-related topic and present it to the class. Interpretation: Graduate students in Human Development and Family Studies acquire advanced knowledge of the field of human development by reviewing the research literature and presenting the review to classmates.

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

Advanced knowledge in the field of human development and family studies
Established in Cycle: 2011-2012
Maintain or increase the percentage of students who earn a grade of 70 or higher on an assignment involving reviewing the resear...

SLO 2: Apply newly acquired advanced knowledge and research findings to practice
Graduate students apply newly acquired advanced knowledge and research findings to practice.

Related Measures

M 3: Course embedded assessment in HD 535
HD 535 students critique the research on a topic in human development and use the findings to prepare a brochure for parents. Course embedded assessment in HD 535.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
- HD 535 Poster Presentation

Target:
No Established Target.

Finding (2012-2013) - Target: Met
2012-2013L: 100% of students prepared a poster presentation and accompanying brochure on tips for parents based on the research findings related to their chosen topics. All students earned a grade of 75 or better on this assignment. Interpretation: Graduate students in Human Development and Family Studies are able to apply newly acquired knowledge and research findings to their practice with children and families.

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

Apply newly acquired advanced knowledge and research findings to practice
Established in Cycle: 2011-2012
Continue to require HD 535 students to apply the research findings they critique and review to their practice with children and...

M 4: Course embedded assessments for HD 567, HD 568, HD 593, HD 667, and HD 668
Graduate students enrolled in HD 567, HD 568, HD 593 HD 667, HD 668 apply the advanced knowledge and research to planning counseling, psychoeducational, intervention, and prevention services to children and families. Graduate students enrolled in HD 593 and in HD 596 plan, implement, and evaluate prevention and intervention programs for children and families. Graduate students in HD 594 conduct formal evaluations or prevention and intervention for children and families. Course embedded assessments for HD 567, HD 568, HD 593, HD 594, HD 667, and HD 668. Internship supervisors, who are licensed by the American Association for Marriage and Family Therapists, closely supervise these internship experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
- HD 567 Practicum MFT Skill Development
- HD 568 Practicum I MFT Role Play Therapy
- HD 593 Practice Hours
- HD 667 Practicum II MFT Description
- HD 668 Internship Duties in MFT

Target:
100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced knowledge of research findings to practice.

Connected Documents
- HD 567 Practicum MFT Skill Development
- HD 568 Practicum I MFT Role Play Therapy
- HD 593 Practice Hours
Finding (2012-2013) - Target: Met
2012-2013: 100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced knowledge of research findings to practice as assessed by HD Faculty members and by Internship supervisors. Interpretation: HDFS Graduate students have opportunities to effectively apply their advanced knowledge of research to psychoeducational and clinical practice with children and families.

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

100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced knowledge of research finding Established in Cycle: 2011-2012
Continue to require all students to apply research findings to psychoeducational and clinical practice with children and families...

SLO 3: Design a research project that involves formulating research questions
Graduate students design a research project that involves formulating research questions, collecting and analyzing data, and drawing conclusions.

Related Measures

M 5: Design and conduct a thesis research project
Graduate students enrolled in HD 599 design and conduct a thesis research project that is defended before a committee of Graduate Faculty members.

Source of Evidence: Project, either individual or group

Connected Document
HD 599 Description of MS Thesis Requirement

Target:
All graduate students in Plan I Thesis option.

Connected Document
HD 599 Description of MS Thesis Requirement

Finding (2012-2013) - Target: Met
2012-2013: All students in the Plan I Thesis Option designed a research project that involved formulating research questions, and collecting and analyzing data to answer those questions, and interpreting the results of data analyses. Attached is a description of the process students follow to design the HD 599 Thesis. Interpretation: Graduate students in Human Development and Family studies develop the skills to design and implement a research project.

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

Design a research project that involves formulating research questions Established in Cycle: 2011-2012
Continue to mentor students in the Plan I option of the graduate program in helping them develop a thesis research project which...

M 6: Present thesis research project ideas
Graduate students present their thesis research project ideas at the UA Graduate Research Conference, and possibly to regional, national, and international meetings. Improvement: Faculty will encourage more graduate students to submit their thesis findings for presentation at conference meetings and to prepare a manuscript that can be submitted for peer review and possible publication. The faculty have the “journal article” style thesis, which should make it easier to prepare students’ thesis documents for submission for peer review.

Source of Evidence: Senior thesis or culminating major project

Target:
No Established Target.

Finding (2012-2013) - Target: Met
2012-2013: Five of ten graduate students who had completed theses or other research projects presented their findings at either local, regional, or national conferences. Interpretation: Graduate students are gaining experience with presenting their ideas and findings at research conferences.

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

Present thesis research project ideas Established in Cycle: 2011-2012
Increase the number of students who present at either local, regional or national research conferences.

SLO 4: Critically evaluate current research in child development
Graduate students critically evaluate current research in child development and family studies and recommend future research.

Related Measures

M 7: Review of the research literature
Graduate students enrolled in HD 501, HD 535, HD 562, HD 602 write a review of the research literature in which they critique a body of research in the area of child and family development and make recommendations for future research.

Source of Evidence: Performance (recital, exhibit, science project)
Target:
100% of graduate students will earn a grade of c or better on their review of literature papers in HD 501, HD 535, HD 562, and HD 602.

Finding (2012-2013) - Target: Met
2012-2013: 100% of HDFS students in HD 501, HD 535, HD 562, and HD 602 analyze and critique the research literature on a topic related to human development and family studies. 100% of the students earn a grade of 70 (c-) or better on this assignment. Interpretation: HDFS students gain the ability to analyze and critique research research on a topic of their choice

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

Critically evaluate current research in child development
Established in Cycle: 2011-2012
Maintain the percent of students who earn a grade of C or better on class assignments involving analysis of current current resea...

M 8: Present the critique of the research to classmates
Graduate students enrolled in HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research to classmates, and lead the class discussion on the limitations and directions for future research.

Source of Evidence: Presentation, either individual or group

Target:
No Established Target.

Finding (2012-2013) - Target: Met
2012-2013: 100% of students in HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research to classmates.

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

Critically evaluate current research in child development
Established in Cycle: 2011-2012
Continue to require students HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 to review and critique the relevant research on a to...

SLO 5: Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and families
All graduate students demonstrate their knowledge of professional ethics in the practice of conducting research, and in practice within psychoeducational and clinical settings that serve children and families.

Related Measures

M 9: IRB Human Subjects Training
All graduate students will pass the IRB Human Subjects Training, which covers information about ethical conduct of researchers.

Source of Evidence: Certification or licensure exam, national or state

Target:
100% of HDFS graduate students completed the online IRB training program. In addition, the majority of HDFS graduate students attended the on-campus workshop sponsored by the Office of Research Compliance on developing an IRB research proposal. Interpretation: HDFS Students acquire knowledge of professional ethics in the practice of conducting research.

Finding (2012-2013) - Target: Met
2012-2013: 100% of graduate students in the Department of Human Development and Family Studies complete the online training in Ethics in Human Subjects Research. Most graduate students in the Department attended the on-campus workshop given by the University of Alabama Office of Research Compliance on developing a research proposal for IRB review.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and families
Established in Cycle: 2011-2012
Continue to require all HDFS graduate students to complete the online IRB training program and to attend the on-campus workshop ...

M 10: Course embedded assessments for HD 593, HD 567, HD 568, HD 667, and HD 668
All graduate students enrolled in HD 593, HD 567, HD 568, HD 667, and HD 668 will engage in ethical psychoeducational and clinical practice with children and families. Course embedded assessments for HD 593, HD 567, HD 568, HD 667, and HD 668.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 567 Practicum MFT Skill Development
HD 568 Practicum I MFT Role Play Therapy
HD 593 Practice Hours
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

Target: 100% of HDFS Graduate Students will engage in ethical psychoeducational and clinical practice with children and families.

Connected Documents
HD 567 Practicum MFT Skill Development
HD 568 Practicum I MFT Role Play Therapy
HD 593 Practice Hours
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

Finding (2012-2013) - Target: Met
2012-2013: 100% of students engaged in ethical psychoeducational and clinical practice with children and families as observed by HD 567, HD 568, HD 667, HD 668 Faculty and Internship Supervisors. Interpretation: HDFS students acquire the knowledge and skills to engage in ethical psychoeducational and clinical practice with children and families.

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

100% of HDFS Graduate Students will engage in ethical psychoeducational and clinical practice with children and families
Established in Cycle: 2011-2012
Continue to require all HDFS graduate students enrolled in HD 567, HD 568, HD 593, HD 667 and HD 668 to engage in ethical psy...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 11: NCFR/CLFE accreditation
Maintain Academic Program Approval by the National Council on Family Relations so that new graduates meet criteria for Provisional Certified Family Life Educator (CLFE), accredited in 2010, 5 year approval cycle, accredited through 2015. Students who matriculate through this approved program will not have to take the national exam for Certified Family Life Educator.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintain Academic Program Approval by the National Council on Family Relations.

Finding (2012-2013) - Target: Met
2012-2013: Maintain Academic Approval by the National Council on Family Relations.

Related Action Plans (by Established cycle, then alpha):
Program Outcome: High Level of Recognized Quality
Established in Cycle: 2011-2012
Continue to maintain academic approval by the National Council on Family Relations

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

M 12: Pass/Fail rate of graduate students
Pass/Fail rate of graduate students who either complete licensure examination for Marriage and Family Therapist or who complete the Family Life Educator Certification Examination, which is administered by the National Council on Family Relations. In the past, 100% of students who applied for licensure were accepted, and 100% of students who completed the Family Life Educator Exam passed on first try.

Source of Evidence: Academic indirect indicator of learning - other

Target:
100% of students who take either the MFT licensure exam or the Certified Family Life Educator Exam pass.

Finding (2012-2013) - Target: Met
2012-2013: 90% of students who completed either the MFT licensure exam or the Certified Family Life
Educator Exam passed. The national average is 50% so this pass rate is acceptable.

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

Program Outcome: High Level of Recognized Quality
Established in Cycle: 2011-2012
Continue to have 100% of students who take either the MFT licensure exam or the Certified Family Life Educator Exam pass.

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

M 13: Modified Program Review Forms 2M and 4M
Modified Program Review Forms 2M and 4M
Source of Evidence: Academic indirect indicator of learning - other

M 14: Departmental Annual Report
Departmental Annual Report listing publications and grant proposals authored by faculty members and graduate students.
Source of Evidence: Academic indirect indicator of learning - other

Connected Document
HDFS Annual Report 2011-12

Target: No Target Established.

Connected Document
HDFS Annual Report 2011-12

Finding (2012-2013) - Target: Met
2012-2013: 5 faculty publications in peer-reviewed journals. We also had a vacant graduate faculty position for which we conducted a very time-consuming search.

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

Program Outcome: High Level of Recognized Quality
Established in Cycle: 2011-2012
Increase the number of peer-reviewed faculty publications, and the number of peer reviewed publications that faculty members coa...

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

OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 15: Enrollment rates each semester
In 2004, enrollment in the Master's program was 35. In 2005, however, enrollment declined to 30 and remained relatively stable at that number until 2009. In 2009, enrollment increased to 36 students. Note enrollment rates each semester.

Source of Evidence: Academic indirect indicator of learning - other

Target: Maintain or increase enrollment in the HDFS MS program.

Finding (2012-2013) - Target: Met
As of September 2013, there are 28 graduate students enrolled in Human Development and Family Studies. Interpretation: The number of students went from 27 in Fall 2012 to 28 in Fall 2013. This represents a small increase in enrollment from last year. We expect to continue to increase or maintain this number of students enrolled in Human Development and Family Studies.

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

Sustain Optimal Level of Enrollment
Established in Cycle: 2011-2012
Maintain or increase enrollment in the Master's program in Human Development and Family Studies.

Increase enrollment
Established in Cycle: 2012-2013
Increase enrollment in the graduate program.

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

M 16: Graduation rates per year
Between 2004 and 2009, the number of Master's degrees conferred per year has varied from a low of 6 to a high of 20. The most recent rate is 11 for 2009-2010. Note graduation rates per year.

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established.

Finding (2012-2013) - Target: Met
2012-2013: 12 Master's degrees were conferred to students with a specialization in Human Development and Family Studies. This is typical given that since 2005, the modal number of degrees conferred in any one year has been 13 and 12.

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

Sustain Optimal Level of Enrollment
Established in Cycle: 2011-2012
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**OthOtcm 8: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 17: Survey of HDFS Graduate Alumni**
90% of HDFS Graduate Alumni will rate the graduate program in Human Development and Family Studies as "VERY HELPFUL" to "HELPFUL" in preparing them for the specific duties of their first job. (Survey of HDFS Graduate Alumni)

*Source of Evidence: Alumni survey or tracking of alumni achievements*

**Target:**
90% of alumni from graduate program will report that the skills they learned were helpful to very helpful in their job.

**Finding (2012-2013) - Target: Met**
2012-2013: The data reported in this report were collected in Spring 2012 as part of the Alumni Survey in the College of Human Environmental Sciences. A summary of the responses from alumni of the Department of Human Development and Family Studies (n = 73) are below. The alumni from the Department of Human Development and Family Studies represent both undergraduate majors (Human Development and Family Studies and Early Childhood Education/Early Child Development) AND graduates of the Master's program. The results were not reported for only alumni from the Master's program. Most respondents, (58%) earned their degree in the past three years, and 100% of respondents graduated in the past 7 years. Thus, these respondents are relatively recent graduates.

On average, respondents rated the following items: a) that the skills they learned in the program were "essential" to their employment; b) that the knowledge learned in the program "prepared them well" for a career in the field; c) that they were "highly satisfied" with their major degree program, and d), that they were "highly satisfied with UA services. Finally, among respondents who completed an internship for their degree program, 100% rated the internship as either a "very valuable" or "somewhat valuable" learning experience.

**M 18: Survey of HDFS Graduate Alumni-2**
HDFS Graduate Alumni will report positive perceptions of the graduate program in terms of “Educating and training others,” “Appreciation of lifelong education,” “Understanding human systems and life course development,” “Valuing social diversity/cultural differences,” “Knowledge/Skills organizing,” “Planning, meeting the needs of target audience,” “Interpersonal communication,” “Ethical, professional practice,” “Leadership,” “Building professional collaborations,” “Problem solving,” “Appreciation of lifelong education,” “The extent to which they were challenged by their graduate program,” “The set of courses within the graduate program,” “The quality of instruction,” “The accessibility of instructors,” “Quality of academic advising,” “Knowledge of faculty,” “Acceptance of students from diverse racial/ethnic backgrounds,” and “Quality of laboratory experience.” (Survey of HDFS Graduate Alumni)

*Source of Evidence: Alumni survey or tracking of alumni achievements*

**Target:**
90% of HDFS Graduate Alumni will report positive perceptions of the graduate program in Human Development and Family Studies.

**Finding (2012-2013) - Target: Met**
2012-2013: The data reported in this report were collected in Spring 2012 as part of the Alumni Survey in the College of Human Environmental Sciences. A summary of the responses from alumni of the Department of Human Development and Family Studies (n = 73) are below. The alumni from the Department of Human Development and Family Studies represent both undergraduate majors (Human Development and Family Studies and Early Childhood Education/Early Child Development) AND graduates of the Master's program. The results were not reported for only alumni from the Master's program. Most respondents, (58%) earned their degree in the past three years, and 100% of respondents graduated in the past 7 years. Thus, these respondents are relatively recent graduates.

On average, respondents reported being highly satisfied with 12 aspects of their degree program.

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

**100% of HDFS Graduate Students will engage in ethical psychoeducational and clinical practice with children and families**
Continue to requires all HDFS graduate students enrolled in HD 567, HD 568, HD 593, HD 667 and HD 668 to engage in ethical psychoeducational and clinical practice with children and families as observed by HD faculty and Internship Supervisors.

**Established in Cycle: 2011-2012**
**Implementation Status: Planned**
**Priority: High**

**Relationships (Measure | Outcome/Objective):**
**Measure:** Course embedded assessments for HD 593, HD 567, HD 568, HD 667, and HD 668 | **Outcome/Objective:** Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and families

**Projected Completion Date:** 07/2013

**100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced knowledge of research finding**
Continue to require all students to apply research findings to psychoeducational and clinical practice with children and families.

**Established in Cycle: 2011-2012**
**Implementation Status: Planned**
**Priority: High**
Relationships (Measure | Outcome/Objective):
  Measure: Course embedded assessments for HD 567, HD 568, HD 593, HD 667, and HD 668 |
  Outcome/Objective: Apply newly acquired advanced knowledge and research findings to practice

Projected Completion Date: 07/2010

Advanced knowledge in the field of human development and family studies
Maintain or increase the percentage of students who demonstrate advanced knowledge in the field of human development and family studies on their research reports.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Course embedded assessments in HD 501, HD 512, HD 535, HD 562, HD 576, and HD 602 |
  Outcome/Objective: Advanced knowledge in the field of human development and family studies

Projected Completion Date: 07/2007
Responsible Person/Group: HDFS Graduate Faculty

Advanced knowledge in the field of human development and family studies
Maintain or increase the percentage of students who earn a grade of 70 or higher on an assignment involving reviewing the research literature on a topic and presenting it to the class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Course embedded assessment in HD 535 |
  Outcome/Objective: Apply newly acquired advanced knowledge and research findings to practice

Projected Completion Date: 07/2013
Responsible Person/Group: HD 535 Instructor

Apply newly acquired advanced knowledge and research findings to practice
Continue to require HD 535 students to apply the research findings they critique and review to their practice with children and families by having them develop posters and brochures on parenting.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Present critique of the research & lead class discussion |
  Outcome/Objective: Advanced knowledge in the field of human development and family studies

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Critically evaluate current research in child development
Continue to require students HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 to review and critique the relevant research on a topic related to human development and family studies and present their critique to classmates.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Review of the research literature |
  Outcome/Objective: Critically evaluate current research in child development

Projected Completion Date: 07/2012
Responsible Person/Group: HDFS Graduate Faculty

Design a research project that involves formulating research questions
Continue to mentor students in the Plan I option of the graduate program in helping them develop a thesis research project which involves formulating and answering questions.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Design and conduct a thesis research project |
  Outcome/Objective: Design a research project that involves formulating research questions

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with
Continue to require all HDFS graduate students to complete the online IRB training program and to attend the on-campus workshop sponsored by the Office of Research Compliance on developing an IRB research proposal.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: IRB Human Subjects Training | Outcome/Objective: Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and family

Present thesis research project ideas
Increase the number of students who present at either local, regional or national research conferences.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Present thesis research project ideas | Outcome/Objective: Design a research project that involves formulating research questions

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Program Outcome: High Level of Recognized Quality
Increase the number of peer-reviewed faculty publications, and the number of peer reviewed publications that faculty members coauthor with graduate students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Departmental Annual Report | Outcome/Objective: Program Outcome: High Level of Recognized Quality

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty

Sustain Optimal Level of Enrollment
Maintain or increase enrollment in the Master's program in Human Development and Family Studies.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation rates per year | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty
Responsible Person/Group: HDFS Graduate Faculty

**Increase enrollment**

Increase enrollment in the graduate program.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

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

- **Measure:** Enrollment rates each semester
- **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment

**Implementation Description:** Increase the number of students in the graduate program by increasing the number of students in the MFT and the PAFLE concentrations.
Mission / Purpose

The Department of Human Development and Family Studies' mission is to train educators, clinicians, psychoeducational service providers, researchers and citizens who are academically and professionally prepared to address the needs of children and families in educational, community, government, work-site, religious, and medical environments. The Department of Human Development and Family Studies is dedicated to diverse cultural, educational, scientific, and cross-disciplinary approaches to fostering the well being of children and families. The Department is committed to the generation of new knowledge in the area of Human Development and Family Studies, and to the application of knowledge to improve the quality of life for individuals, families, and communities in Alabama and the region. To fulfill this mission, the Department of Human Development and Family Studies offers two strong undergraduate programs. One undergraduate degree program is in Early Childhood Education. It has two concentrations: Early Childhood Development and Child Development Practitioner. The other undergraduate degree program is in Human Development and Family Studies. It has the following four concentrations: Child Life, Adolescent and Youth Development, Family Studies, and General Studies. The Department of Human Development and Family Studies also offers a strong master's level graduate program in Human Development and Family Studies with concentrations in Human Development and Family Studies, Marriage and Family Therapy, and Parent and Family Life Education.

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

SLO 1: Advanced knowledge in the field of human development and family studies

Graduate students acquire advanced knowledge in the field of human development and family studies.

Related Measures

M 1: Course embedded assessments in HD 501, HD 512, HD 535, HD 562, HD 576, and HD 602

Students enrolled in HD 535, 512, and 562 write weekly papers that require them to synthesize the findings of research reported in the assigned readings. Course embedded assessments (research literature reviews, research proposals, reflection papers, examinations) in HD 501, HD 562, HD 576, and HD 602.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

HD 501 exam 1 Scofield 2011
HD 501 exam 2 Scofield 2011
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 512 In Class Discussion Summary Papers
HD 512 Family Genogram
HD 512 Reflection Papers
HD 512 Response papers
HD 535 Evaluation of Literature Review
HD 535 Evaluation of Presentation
HD 535 Major Paper
HD 535 Poster Presentation
HD 535 Synthesis Papers
HD 562 Recommendation on Strengthening Families
HD 562 Research Articles
HD 562 Review of Literature
HD 576 Research Briefs
HD 576 Research Paper
HD 576 Take-home test 2011
HD 602 Literature Review and Research Paper
HD 602 Midterm (2)
HD 602 Presentation grading rubric
HD 602 Presentations

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle

100% of students enrolled in HD 501, 562, 576 and 602 earned a grade of 70 or better on their weekly synthesis papers and/or research articles. Interpretation: All graduate students in Human Development and Family Studies gain advanced knowledge of the field of human development.

Connected Documents

HD 501 exam 1 Scofield 2011
HD 501 exam 2 Scofield 2011
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 512 In Class Discussion Summary Papers
HD 512 Family Genogram
HD 512 Reflection Papers
HD 512 Response papers
HD 535 Evaluation of Literature Review
HD 535 Evaluation of Presentation
Advanced knowledge in the field of human development and family studies

Established in Cycle: 2011-2012

Maintain or increase the percentage of students who demonstrate advanced knowledge in the field of human development and family studies...

M 2: present critique of the research and lead class discussion

Graduate students enrolled in HD 501, HD 525, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research to classmates, and lead the class discussion on the limitations and directions for future research.

Source of Evidence: Presentation, either individual or group

Connected Documents
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 535 Evaluation of Literature Review
HD 535 Evaluation of Presentation
HD 535 Major Paper
HD 535 Poster Presentation
HD 535 Presentation
HD 562 Review of Literature
HD 576 Research Paper
HD 602 Presentation grading rubric
HD 602 Presentations

Target:
No Established Target.

Finding (2011-2012) - Target: Not Reported This Cycle

100% of students enrolled in HD 501, 535, 562, 602, 664 earn a grade of 70 or more on an assignment that requires them overview the research literature on a class-related topic and present it to the class.

Interpretation: Graduate students in Human Development and Family Studies acquire advanced knowledge of the field of human development by reviewing the research literature and presenting the review to classmates.

Connected Documents
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 535 Evaluation of Literature Review
HD 535 Evaluation of Presentation
HD 535 Major Paper
HD 535 Poster Presentation
HD 535 Presentation
HD 562 Review of Literature
HD 576 Research Paper
HD 602 Presentation grading rubric
HD 602 Presentations

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

SLO 2: Apply newly acquired advanced knowledge and research findings to practice

Graduate students apply newly acquired advanced knowledge and research findings to practice.

Related Measures

M 3: Course embedded assessment in HD 535
HD 535 students critique the research on a topic in human development and use the findings to prepare a brochure for parents. Course embedded assessment in HD 535.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
HD 535 Poster Presentation

Target:
No Established Target.

Finding (2011-2012) - Target: Not Reported This Cycle
100% of students prepared a poster presentation and accompanying brochure on tips for parents based on the research findings related to their chosen topics. All students earned a grade of 75 or better on this assignment. Interpretation: Graduate students in Human Development and Family Studies are able to apply newly acquired knowledge and research findings to their practice with children and families.

Connected Document
HD 535 Poster Presentation

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

Apply newly acquired advanced knowledge and research findings to practice
Established in Cycle: 2011-2012
Continue to require HD 535 students to apply the research findings they critique and review to their practice with children and ...

M 4: Course embedded assessments for HD 567, HD 568, HD 593, HD 667, and HD 668
Graduate students enrolled in HD 567, HD 568, HD 593 HD 667, and HD 668 apply the advanced knowledge and research to planning counseling, psychoeducational, intervention, and prevention services to children and families. Graduate students enrolled in HD 593 and in HD 596 plan, implement, and evaluate prevention and intervention programs for children and families. Graduate students in HD 594 conduct formal evaluations or prevention and intervention for children and families. Course embedded assessments for HD 567, HD 568, HD 593, HD 594, HD 667, and HD 668. Internship supervisors, who are licensed by the American Association for Marriage and Family Therapists, closely supervise these internship experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
HD 567 Practicum MFT Skill Development
HD 568 Practicum I MFT Role Play Therapy
HD 593 Practice Hours
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

Target:
100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced knowledge of research findings to practice.

Connected Documents
HD 567 Practicum MFT Skill Development
HD 568 Practicum I MFT Role Play Therapy
HD 593 Practice Hours
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

Finding (2011-2012) - Target: Met
100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced knowledge of research findings to practice as assessed by HD Faculty members and by Internship supervisors. Interpretation: HDFS Graduate students have opportunities to effectively apply their advanced knowledge of research to psychoeducational and clinical practice with children and families.

Connected Documents
HD 567 Practicum MFT Skill Development
HD 568 Practicum I MFT Role Play Therapy
HD 593 Practice Hours
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

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

SLO 3: Design a research project that involves formulating research questions
Graduate students design a research project that involves formulating research questions, collecting and analyzing data, and drawing conclusions.

Related Measures

M 5: Design and conduct a thesis research project
Graduate students enrolled in HD 599 design and conduct a thesis research project that is defended before a committee of Graduate Faculty members.

Source of Evidence: Project, either individual or group

Connected Document
HD 599 Description of MS Thesis Requirement

Target:
All graduate students in Plan I Thesis option.

Connected Document
HD 599 Description of MS Thesis Requirement

Finding (2011-2012) - Target: Met
All students in the Plan I Thesis Option designed a research project that involved formulating research
questions, collecting and analyzing data to answer those questions, and interpreting the results of data analyses. Attached is a description of the process students follow to design the HD 599 Thesis.

Interpretation: Graduate students in Human Development and Family studies develop the skills to design and implement a research project.

**Connected Document**
HD 599 Description of MS Thesis Requirement

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

**Design a research project that involves formulating research questions**
Established in Cycle: 2011-2012
Continue to mentor students in the Plan I option of the graduate program in helping them develop a thesis research project which...

**M 6: Present thesis research project ideas**
 Graduate students present their thesis research project ideas at the UA Graduate Research Conference, and possibly to regional, national, and international meetings. Improvement: Faculty will encourage more graduate students to submit their thesis findings for presentation at conference meetings and to prepare a manuscript that can be submitted for peer review and possible publication. The faculty have the “journal article” style thesis, which should make it easier to prepare students’ thesis documents for submission for peer review.

Source of Evidence: Senior thesis or culminating major project

**Target:**
No Established Target.

**Finding (2011-2012) - Target: Not Reported This Cycle**
Six of ten graduate students who had completed theses or other research projects presented their findings at either local, regional, or national conferences. Interpretation: Graduate students are gaining experience with presenting their ideas and findings at research conferences.

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

**Present thesis research project ideas**
Established in Cycle: 2011-2012
Increase the number of students who present at either local, regional or national research conferences.

**SLO 4: Critically evaluate current research in child development**
Graduate students critically evaluate current research in child development and family studies and recommend future research.

**Related Measures**

**M 7: Review of the research literature**
Graduate students enrolled in HD 501, HD 535, HD 562, and HD 602 write a review of the research literature in which they critique a body of research in the area of child and family development and make recommendations for future research.

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

**Connected Documents**
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 535 Evaluation of Literature Review
HD 535 Major Paper
HD 562 Review of Literature
HD 602 Literature Review and Research Paper

**Target:**
100% of graduate students will earn a grade of c or better on their review of literature papers in HD 501, HD 535, HD 562, and HD 602.

**Connected Documents**
HD 501 Research paper grading rubric Scofield 2011
HD 501 research proposal - guidelines Scofield 2011
HD 535 Evaluation of Literature Review
HD 535 Major Paper
HD 562 Review of Literature
HD 602 Literature Review and Research Paper

**Finding (2011-2012) - Target: Met**
100% of HDFS students in HD 501, HD 535, HD 562, and HD 602 analyze and critique the research literature on a topic related to human development and family studies. 100% of the students earn a grade of 70 (c-) or better on this assignment. Interpretation: HDFS students gain the ability to analyze and critique research on a topic of their choice.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
Critically evaluate current research in child development  
*Established in Cycle: 2011-2012*
Maintain the percent of students who earn a grade of C or better on class assignments involving analysis of current research... 

**M 8: Present the critique of the research to classmates**
Graduate students enrolled in HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research to classmates, and lead the class discussion on the limitations and directions for future research.

Source of Evidence: Presentation, either individual or group

**Connected Documents**
- HD 501 Research paper grading rubric Scofield 2011
- HD 501 research proposal - guidelines Scofield 2011
- HD 535 Evaluation of Presentation
- HD 535 Presentation
- HD 562 Review of Literature
- HD 576 Research Paper
- HD 580 Directions for Completing the Case Study Interview, Presentation, and Paper
- HD 602 Presentation grading rubric
- HD 602 Presentations

**Target:**
No Established Target.

**Finding (2011-2012) - Target: Not Reported This Cycle**
100% of students in HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research on a topic of their choice to classmates.

**Connected Documents**
- HD 501 Research paper grading rubric Scofield 2011
- HD 501 research proposal - guidelines Scofield 2011
- HD 535 Evaluation of Presentation
- HD 535 Presentation
- HD 562 Review of Literature
- HD 576 Research Paper
- HD 580 Directions for Completing the Case Study Interview, Presentation, and Paper
- HD 602 Presentation grading rubric
- HD 602 Presentations

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

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**SLO 5: Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and family**
All graduate students demonstrate their knowledge of professional ethics in the practice of conducting research, and in practice within psychoeducational and clinical settings that serve children and families.

**Related Measures**

**M 9: IRB Human Subjects Training**
All graduate students will pass the IRB Human Subjects Training, which covers information about ethical conduct of researchers.

Source of Evidence: Certification or licensure exam, national or state

**Target:**
100% of HDFS graduate students completed the online IRB training program. In addition, the majority of HDFS graduate students attended the on-campus workshop sponsored by the Office of Research Compliance on developing an IRB research proposal. Interpretation: HDFS Students acquire knowledge of professional ethics in the practice of conducting research.

**Finding (2011-2012) - Target: Met**
100% of graduate students in the Department of Human Development and Family Studies complete the online training in Ethics in Human Subjects Research. Most graduate students in the Department attended the on-campus workshop given by the University of Alabama Office of Research Compliance on developing a research proposal for IRB review.

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

**Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and family**
*Established in Cycle: 2011-2012*
Continue to require all HDFS graduate students to complete the online IRB training program and to attend the on-campus workshop ...

**M 10: Course embedded assessments for HD 593, HD 567, HD 568, HD 667, and HD 668**
All graduate students enrolled in HD 593, HD 567, HD 568, HD 667, and HD 668 will engage in ethical psychoeducational and clinical practice with children and families. Course embedded assessments for HD 593, HD 567, HD 568, HD 667, and HD 668.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Documents**
- HD 567 Practicum MFT Skill Development
Target:
100% of HDFS Graduate Students will engage in ethical psychoeducational and clinical practice with children and families.

Connected Documents
HD 567 Practicum MFT Skill Development
HD 568 Practicum I MFT Role Play Therapy
HD 593 Practice Hours
HD 667 Practicum II MFT Description
HD 668 Internship Duties in MFT

Finding (2011-2012) - Target: Met
100% of students engaged in ethical psychoeducational and clinical practice with children and families as observed by HD 567, HD 568, HD 667, HD 668 Faculty and Internship Supervisors. Interpretation: HDFS students acquire the knowledge and skills to engage in ethical psychoeducational and clinical practice with children and families.

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

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 11: NCFR/CLFE accreditation
Maintain Academic Program Approval by the National Council on Family Relations so that new graduates meet criteria for Provisional Certified Family Life Educator (CLFE), accredited in 2010, 5 year approval cycle, accredited through 2015. Students who matriculate through this approved program will not have to take the national exam for Certified Family Life Educator.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintain Academic Program Approval by the National Council on Family Relations.

Finding (2011-2012) - Target: Met
Maintain Academic Approval by the National Council on Family Relations.

Related Action Plans (by Established cycle, then alpha):
Program Outcome: High Level of Recognized Quality
Established in Cycle: 2011-2012
Continue to maintain academic approval by the National Council on Family Relations

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

M 12: Pass/Fail rate of graduate students
Pass/Fail rate of graduate students who either complete licensure examination for Marriage and Family Therapist or who complete the Family Life Educator Certification Examination, which is administered by the National Council on Family Relations. In the past, 100% of students who applied for licensure were accepted, and 100% of students who completed the Family Life Educator Exam passed on first try.

Source of Evidence: Academic indirect indicator of learning - other

Target:
100% of students who take either the MFT licensure exam or the Certified Family Life Educator Exam pass.

Finding (2011-2012) - Target: Met
100% of students who completed either the MFT licensure exam or the Certified Family Life Educator Exam passed

Related Action Plans (by Established cycle, then alpha):
Program Outcome: High Level of Recognized Quality
Established in Cycle: 2011-2012
Continue to have 100% of students who take either the MFT licensure exam or the Certified Family Life Educator Exam pass.

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

M 13: Modified Program Review Forms 2M and 4M
Modified Program Review Forms 2M and 4M
Source of Evidence: Academic indirect indicator of learning - other

**M 14: Departmental Annual Report**
Departmental Annual Report listing publications and grant proposals authored by faculty members and graduate students.
Source of Evidence: Academic indirect indicator of learning - other

**Connected Document**
HDFS Annual Report 2011-12

**Target:**
No Target Established.

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

**Program Outcome: High Level of Recognized Quality**
*Established in Cycle: 2011-2012*
Increase the number of peer-reviewed faculty publications, and the number of peer reviewed publications that faculty members coa...

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

**M 15: Enrollment rates each semester**
In 2004, enrollment in the Master's program was 35. In 2005, however, enrollment declined to 30 and remained relatively stable at that number until 2009. In 2009, enrollment increased to 36 students. Note enrollment rates each semester.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Maintain or increase enrollment in the HDFS MS program.

**Finding (2011-2012) - Target: Not Reported This Cycle**
In 2004, enrollment in the Master's program with a specialization in Human Development was 35; in 2005, however, enrollment declined to 30 and remained relatively stable at that number until 2009. In 2009, enrollment increased to 36 students. The Department of Human Development and Family Studies began the Fall 2011 academic year with an enrollment of 36 Master's students. Nine students graduated during the year (3 in August, 2011; 1 in December 2011; and 5 in May 2012). The Department has admitted and an incoming class of 17 students, therefore, enrollment is at an all time high of 44 students. Of course, this number varies somewhat depending on which semester enrollment is counted.

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

**Sustain Optimal Level of Enrollment**
*Established in Cycle: 2011-2012*
Maintain or increase enrollment in the Master's program in Human Development and Family Studies.

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

**M 16: Graduation rates per year**
Between 2004 and 2009, the number of Master's degrees conferred per year has varied from a low of 6 to a high of 20. The most recent rate is 11 for 2009-2010. Note graduation rates per year.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
The number of Master's degrees conferred to students with a specialization in Human Development and Family Studies has varied over the years. In 2004-2005, the number of Master's degrees conferred was 13; in 2005-2006, the number was 12; in 2006-2007, the number dropped to 6; but in 2007, the number increased to 13. In 2008-2009, the number increased to 20 and in 2009-2010, the number was 11. In
August, 2011-May, 2012, the number of Master's degrees conferred was 10. Interpretation: The number of degrees conferred reflects an optimal level of enrollment.

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

**Sustain Optimal Level of Enrollment**
*Established in Cycle*: 2011-2012
Maintain or increase enrollment in the Master's program in Human Development and Family Studies.

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

**OthOtcm 8: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 17: Survey of HDFS Graduate Alumni**
90% of HDFS Graduate Alumni will rate the graduate program in Human Development and Family Studies as “VERY HELPFUL” to “HELPFUL” in preparing them for the specific duties of their first job. (Survey of HDFS Graduate Alumni)

Source of Evidence: Alumni survey or tracking of alumni achievements

**M 18: Survey of HDFS Graduate Alumni-2**
HDFS Graduate Alumni will report positive perceptions of the graduate program in terms of “Educating and training others,” “Appreciation of lifelong education,” “Understanding human systems theory and life course development,” “Valuing social diversity/cultural differences” “Knowledge/Skills organizing,” “Planning, meeting the needs of target audience,” “Interpersonal communication,” “Ethical, professional practice,” “Leadership,” “Building professional collaborations,” “Problem solving,” “Appreciation of lifelong education,” “The extent to which they were challenged by their graduate program,” “The set of courses within the graduate program,” “The quality of instruction,” “The accessibility of instructors,” “Quality of academic advising,” “Knowledge of faculty,” “Acceptance of students from diverse racial/ethnic backgrounds,” and “Quality of laboratory experience.” (Survey of HDFS Graduate Alumni)

Source of Evidence: Alumni survey or tracking of alumni achievements

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

**100% of HDFS Graduate Students will engage in ethical psychoeducational and clinical practice with children and families**
Continue to require all HDFS graduate students enrolled in HD 567, HD 568, HD 593, HD 667 and HD 668 to engage in ethical psychoeducational and clinical practice with children and families as observed by HD faculty and Internship Supervisors.

*Established in Cycle*: 2011-2012
*Implementation Status*: Planned
*Priority*: High

**Relationships (Measure | Outcome/Objective):**
*Measure*: Course embedded assessments for HD 593, HD 567, HD 568, HD 667, and HD 668
*Outcome/Objective*: Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and families

*Projected Completion Date*: 07/2013

**100% of students enrolled in HD 567, HD 568, HD 593, HD 667, and HD 668 by applying their advanced knowledge of research finding**
Continue to require all students to apply research findings to psychoeducational and clinical practice with children and families.

*Established in Cycle*: 2011-2012
*Implementation Status*: Planned
*Priority*: High

**Relationships (Measure | Outcome/Objective):**
*Measure*: Course embedded assessments for HD 567, HD 568, HD 593, HD 667, and HD 668
*Outcome/Objective*: Apply newly acquired advanced knowledge and research findings to practice

*Projected Completion Date*: 07/2010

**Advanced knowledge in the field of human development and family studies**
Maintain or increase the percentage of students who demonstrate advanced knowledge in the field of human development and family studies on their research reports.

*Established in Cycle*: 2011-2012
*Implementation Status*: Planned
*Priority*: High

**Relationships (Measure | Outcome/Objective):**
*Measure*: Course embedded assessments in HD 501, HD 512, HD 535, HD 562, HD 576, and HD 602
*Outcome/Objective*: Advanced knowledge in the field of human development and family studies

*Projected Completion Date*: 07/2007
*Responsible Person/Group*: HDFS Graduate Faculty

**Advanced knowledge in the field of human development and family studies**
Maintain or increase the percentage of students who earn a grade of 70 or higher on an assignment involving reviewing the research literature on a topic and presenting it to the class.

*Established in Cycle*: 2011-2012
*Implementation Status*: Planned
*Priority*: High

**Relationships (Measure | Outcome/Objective):**
*Measure*: present critique of the research & lead class discussion
*Outcome/Objective*: Advanced
knowledge in the field of human development and family studies

**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** HDFS Graduate Faculty

### Apply newly acquired advanced knowledge and research findings to practice

Apply newly acquired advanced knowledge and research findings to practice by having HD 535 students apply the research findings they critique and review to their practice with children and families by having them develop posters and brochures on parenting.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Course embedded assessment in HD 535  
**Outcome/Objective:** Apply newly acquired advanced knowledge and research findings to practice

**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** HDFS Graduate Faculty

### Critically evaluate current research in child development

Critically evaluate current research in child development by having HD 501, HD 535, HD 562, HD 576, HD 580, HD 602 review and critique the relevant research on a topic related to human development and family studies and present their critique to classmates.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Present the critique of the research to classmates  
**Outcome/Objective:** Critically evaluate current research in child development

**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** HDFS Graduate Faculty

### Critically evaluate current research in child development

Critically evaluate current research in child development by maintaining the percent of students who earn a grade of C or better on class assignments involving analysis of current research and the development of research proposals.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Review of the research literature  
**Outcome/Objective:** Critically evaluate current research in child development

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** HDFS Graduate Faculty

### Design a research project that involves formulating research questions

Design a research project that involves formulating research questions by having Plan I students in the graduate program help develop a thesis research project which involves formulating and answering questions.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Design and conduct a thesis research project  
**Outcome/Objective:** Design a research project that involves formulating research questions

**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** HDFS Graduate Faculty

### Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and family

Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and family.

Continue to require all HDFS graduate students to complete the online IRB training program and to attend the on-campus workshop sponsored by the Office of Research Compliance on developing an IRB research proposal.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** IRB Human Subjects Training  
**Outcome/Objective:** Knowledge of professional ethics in conducting research and in psychoeducational and clinical practice with children and family

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** HDFS Graduate Faculty

### Present thesis research project ideas

Increase the number of students who present at either local, regional or national research conferences.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Present thesis research project ideas  
**Outcome/Objective:** Design a research project that involves formulating research questions

**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** HDFS Graduate Faculty

### Program Outcome: High Level of Recognized Quality

Program Outcome: High Level of Recognized Quality.

Continue to have 100% of students who take either the MFT licensure exam or the Certified Family Life Educator Exam pass.

**Established in Cycle:** 2011-2012
Program Outcome: High Level of Recognized Quality
Continue to maintain academic approval by the National Council on Family Relations
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: NCFR/CLFE accreditation | Outcome/Objective: Program Outcome: High Level of Recognized Quality
Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Faculty

Program Outcome: Sustain Optimal Level of Enrollment
Maintain or increase enrollment in the Master's program in Human Development and Family Studies.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Graduation rates per year | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Projected Completion Date: 07/2013
Responsible Person/Group: HDFS Graduate Faculty