

2017 Assessment Grant Report for CEFS-CFD

The original purpose of this assessment grant was to hold focus groups and provide dinner for the attendees. The process changed as I was reviewing the last focus group conducted by the Child and Family Development program. As I was reading the transcript from it, I noticed that students were hesitant to speak out, the facilitator had to do some encouraging to get students to voice their true opinions. I also noticed that students were quick to agree with something another peer had voiced. I felt we would get more students to participate and to be honest with their options if we used an anonymous survey through qualtrix. The link to the qualtrix survey was sent to students through email and blackboard announcement. The students that completed the surveys were from CFD 150-Introduction to Child and Family Development, CFD 366-Preparation for Professional Internship and CFD 466-Professional Internship. These are students in the beginning and end of the CFD Program.

Alumni were sent the link through Facebook Messenger. I feel as though we had a greater response from alumni as they did not have to travel to MSU to attend a meeting. Using email, blackboard and Facebook messenger, we did not have to utilize any Assessment Grant Funds at this time.

Current Students:

CFD 150 -10

CFD 366-5

CFD 466-14

Alumni from the following years: (contacted through Facebook)

44 total responded to the survey

Areas Identified for Consideration:

Option Area	Child Development	Child Life	Family Studies	Youth Development
	5-6-3-26=40	4-0-7-10=21	0-2-2-4=8	1-1-1-1=4

The numbers below represent in order, the ratings from each of the surveys; CFD 150, CFD366, CFD 466 and CFD Alumni, then the total number of responses from all the surveys.

Indicator	Excellent	Good	Average	Below Average	Poor	
Rating emphasis option area	7-8-9-22=46	3-2-3-18=26	0-0-2-3=5	0-0-0-0=0	0-0-0-0=0	
Course rigor	5-2-7-20=35	4-8-5-20=37	0-0-2-3=5	1-0-0-0=1	0-0-0-0=0	
Communication between MSU/Practicum sites	5-5-3-22=35	3-2-8-12=25	1-3-3-7=13	1-0-0-1=2	0-0-0-0=0	
Practicum/lab experiences	7-6-6-17=36	3-3-6-15=27	0-1-1-7=0	0-0-0-2=2	0-0-0-0=0	

Transfer Experience to MSU	1-2-2-7=12	2-0-1-11=15	0-1-2-5=8	0-0-0-0=0	0-0-0-0=0	
CFD Advising Experience	7-5-5-22=39	1-1-3-11=16	0-2-3-6=11	1-0-0-0=1	0-0-0-1=1	
Program Faculty	/-2-7-29=39	/-6-6-11=23	/-1-1-1=3	/-0-0-0=0	/-0-0-0=0	
Knowledge able/experienced faculty	/-4-5-22=31	/-5-5-16=26	/-0-2-2=4	/-0-0-0=0	/-0-0-0=0	
Teaching Ability	/-3-8-23=39	/-6-2-18=26	/-0-1-0=1	/-1-0-0=1	/-0-0-0=0	
Comfort securing internship	/-4-4-/-8	/-3-6-/-9	/-3-3-/-6	/-0-0-/-0	/-0-0-/-0	
Comfort level for types of CFD jobs you could obtain	/-3-2-/-5	/-4-7-/-11	/-2-2-/-4	/-1-3-/-4	/-0-0-/-0	
Prepared for Job market	///21=21	///14=14	///6=6	///0=0	///1=1	
Emphasis/O ption skills	///21=21	///12=12	///9=9	///0=0	///1=1	
Emphasis/O ption Theory	///20=20	///15=15	///7=7	///0=0	///0=0	

CFD 366-Indicator	Yes	No
Balance of Online vs. Seated Courses	5	5

Alumni	Yes	No
Working in CFD Field	31	13

Based off responses and written comments the following areas need to be reviewed by program faculty.

- Career Opportunities for CFD
- Internship Opportunities for CFD
- Look at seated, online and blended course offerings
- Enhancing communication between MSU Faculty and Practicum/lab sites
- Enhance Practicum/lab supervisor interactions with students (CDC-expectations)
- Look at courses to add: Special Needs, discipline, literacy,

- Faculty-grades posted in a timely manner, expectations
- Enhance Youth Development
- Look at organization of 366/466

Next Steps:

- Send survey to community partners to further determine areas to enhance.
- Meet as program faculty to determine priorities based off of student and alumni response