

CHILD AND FAMILY SCIENCE, CFCS

Jordan College of Agricultural Sciences and Technology

Student Outcomes Assessment Plan (SOAP)

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I. Mission Statement

It is the mission of the Child and Family Science program to prepare graduates who have knowledge, skills, and dispositions to work to improve the quality of life for all children and families through education, research, and service.

II. Goals and Student Learning Outcomes

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1. **Goal: Knowledge:** To prepare graduates who are knowledgeable about child development through the study of multiple theoretical perspectives and cultural contexts.
Outcomes: Graduates will be able to:
 - a. Describe, compare, and contrast the assertions of the major theories of child and family science.
 - b. Construct a timeline of milestones of development and typical behaviors, identified through research, of children conception through old age and death, identifying and describing development in the following domains: physical, cognitive, emotional, and social.
 - c. Critique research methods used to investigate children and families by analyzing the strengths of limitations of study designs, temporal orientation of studies, and methods of data collection.
 - d. Explain the influence of the broader social context (e.g., cultural, societal, economic, political, and legal contexts) on children and families.
2. **Goal: Skills and Application:** To prepare graduates who contribute to the quality of life for children and families through effective application of cognitive, technical, and interpersonal skills.
Outcomes: Graduates will be able to:
 - a. Apply critical thinking, problem solving, decision making, and self-reflection skills through classroom and practical experiences.
 - b. Interpret, effectively demonstrate, and communicate knowledge and principles associated with child and family science.
 - c. Locate, investigate, organize, analyze and effectively present data and other information in oral, written, and technology-based formats.

- d. Apply theories and engage in practices that foster healthy child development and family relationships in the home, work place, and community.
- e. Demonstrate the knowledge, skills, and dispositions necessary for professional success, including those for seeking and retaining employment.

3. **Goal: Dispositions:** To prepare graduates who have examined themselves in relation to their values, beliefs, expectations, capabilities, needs, and professional interests.

Outcomes: Graduates will be able to:

- a. Examine themselves with respect to issues of diversity.
- b. Evaluate the core values and core values embraced by the child development field in light of their own values and ethics.
- c. Practice civic engagement through community and professional service.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)												
	1a	1b	1c	1d	2a	2b	2c	2d	2e	3a	3b	3c
CFS 31	I		I	I	I	I	I			I		
CFS 32	I		I		I			I		I	I	
CFS 37		A			A	A		A	R	A	R	
CFS 38/39	I	I	I	I	I	I				I		
CFS 100									I		I	I
CFS 130W						A	A		R			
CFS 131	A				R							
CFS 134			R	A	R					A		R
CFS 135	R		R			R						R
CFS 136	R	R	R							R		
CFS 137	R	R	R				A			R		
CFS 138	R	R	R							R		
CFS 139		R				A			A	A	A	R
CFS 140	A											
CFS 143S			R	A	R		R	R	R	R		A

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CFS 145a	A		A									
CFS 145b	A		A					R				
CFS 146	R	R	R							R		
CFS 153			A									
CFS 192				R	R	R		R	R	R	R	R
CFS 193	A			A	A	A		A	A	A	A	A
Coun 150				R						R	R	A

I=Introduced R=Reinforced A=Advanced

CFS 31 Families in America

CFS 32 Intimacy

CFS 37 Practicum

CFS 38 Lifespan Development

CFS 39 Introduction to Child Development

CFS 100 Introduction to Child and Family Science

CFS 130W Professional Writing in Child and Family Science

CFS 131 Family Relations

CFS 134 Multicultural Perspectives on Children and Families

CFS 135 Parenting

CFS 136 Adolescent Development

CFS 137 Infant Toddler Development

CFS 138 Early Childhood

CFS 139 Advanced Practicum

CFS 143S Children at Risk

CFS 146 Middle Childhood Development

CFS 133S Child and Family Crisis

CFS 140 Advanced Child Development Theories

CFS 139 Advanced Child Development Practicum

CFS 145c Observation of Development

CFS 145b Advanced Observation of Development

CFS 153 Developmental Research and Inquiry

CFS 192 Family Life Education Methods

CFS 193 Internship

Coun 150 Laws Relating to Children

IV. Assessment Methods

A. Direct Measures (at least three)

1. **Comprehensive Exit Exam:** All students in a capstone course for the major (CFS 139, 145b, or 193) will take a comprehensive exam over content described in the knowledge objectives of this document. There is significant overlap between the Child Development and Family Science options, but there are two separate exams to account for differences in the two options. The exams are not attached because of the need to keep the contents guarded. However, each exam consists of 100 multiple choice questions provided by the instructors of the core courses in the curriculum. The exams have been modified significantly each time they have been used as a result of item analysis (e.g., inter-item correlations, Cronbach's alpha for internal reliability, etc.) and other test development strategies (including periodic review for face validity by the course instructors). Our goal is that all students answer at least 70% of the test items correctly.
2. **Writing Quality:** Students enrolled in selected upper division courses will be asked to respond to a writing prompt, which will then be assessed on a standardized writing rubric designed to match traditional grading of A, B, C and lower. The rubric is one developed by one of our faculty that uses a 10 point scale, with 9 and 10 representing an A, 8 representing a B, etc. Multiple faculty will use the rubric to score a sample of papers in order to determine the quality of inter-rater reliability. If such reliability is low, the rubric will be revised until we achieve an acceptable level of inter-rater reliability with the rubric. Our goal is that 80% of the student papers in selected upper division classes are at a C level or higher.
3. **Database Search:** Students in selected upper division core courses will be assigned the task of searching library databases to find a research article on a given topic, and then identifying key components of the research (e.g., independent and dependent variables, study design, etc.)
4. **APA Style Citations:** Students enrolled in certain upper division classes are asked (as part of course requirements) to complete writing assignments using outside sources. A departmental assessment committee will collect a sample of these papers and score how well they follow APA guidelines for citations. The rubric has not yet been developed, but it will be developed by the committee and studied for interrater reliability before final use with student papers.
5. **Mock Interview:** Students in capstone courses (listed above) will be asked to participate in mock job interviews, which will be videotaped for future analysis by

the faculty. Responses will be coded for indicators of professionalism, as well as for their answer to a question about reflective practice related to cultural diversity.

6. **Critical thinking:** We do not yet know how we will assess critical thinking, but we have put it on our five-year plan with the intention of determining a method of assessment.

B. Indirect Measures (*Alumni Survey is required*)

1. **Survey Graduating Seniors:** Graduating seniors will be asked to rate the effectiveness of the curriculum on each of the learning objectives identified in this document. Our goal is that 80% of graduating seniors will report that they feel adequately prepared on each of the learning outcomes of our degree program. They will also be asked to divulge their plans with regard to graduate school and employment. We have no target with regard to this information. We hope to gain an understanding of the career objectives of our students, to see if our impressions are accurate or need to be updated. Our target is to achieve an 80% response rate.
2. **Alumni Survey:** We have already crafted a draft alumni survey. It has been used to ask alumni about their employment and post-baccalaureate education. Our intention is to broaden the survey to ask about objectives under our third goal of dispositions (e.g., core values, civic engagement) and to increase our response rate by diversifying the method of survey administration and improving follow-up. Our goal is to achieve 70% response rate for recent alumni (5 years ago or less).
3. **Employer Survey:** We intend to interview agencies and business-owners in the local area who could potentially hire our graduates. This list will be augmented by the ongoing alumni surveys, which will tell us some of the places our graduates have worked. Interviews will be open-ended, as our goals are qualitative in nature. We want to know what jobs are available to our graduates (to see if it matches what we think) and general employer perceptions of Fresno State graduates. We will also ask what they need of our students that we might be able to provide.

V. Student Learning Outcomes X Assessment Methods Matrix

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	1a	1b	1c	1d	2a	2b	2c	2d	2e	3a	3b	3c
Exit Exam	X	X	X	X								
Writing Quality							X					

Cite Sources						X	X						
Critical Thinking					X								
Database Search			X			X							
Mock Interview									X	X			
Senior Survey	X	X	X	X	X	X	X	X	X	X	X	X	X
Alumni Survey	X	X		X			X	X	X	X	X	X	X
Employer Survey									X		X	X	

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

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Year 1 (2014 to 2015)

Recurring Measures: Comprehensive Exit Exam and Senior Survey

Other Methods: Alumni Survey and Mock Interviews

Year 2 (2015 to 2016)

Recurring Measures: Comprehensive Exit Exam and Senior Survey

Other Method: Database Search and Citing

Year 3 (2016 to 2017)

Recurring Measures: Comprehensive Exit Exam and Senior Survey

Other Method: Critical Thinking

Year 4 (2017 to 2018)

Recurring Measures: Comprehensive Exit Exam and Senior Survey

Other Methods: Alumni Survey and Writing Quality

Year 5 (2018 to 2019)

Recurring Measures: Comprehensive Exit Exam and Senior Survey

Other Method: Employer Interviews

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

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Each of these activities will require the participation of several members of the faculty throughout the academic year. The department meets weekly, and the assessment coordinator will use those meeting times to map out and monitor the progress of the activities. As has been our department's practice, the half-day departmental meeting at the beginning of the academic year will be used, in large part, to present and discuss the findings of the assessment activities of the prior academic year. The lead faculty on each project will take responsibility for planning and leading that discussion. Each discussion will conclude with an action plan based on the findings presented.