

Child, Family, and Consumer Sciences
Jordan College of Agricultural Sciences and Technology

Student Outcomes Assessment Plan (Soap)

I. Mission Statement

It is the mission of the Family Science Program to prepare graduates who have the knowledge, skills, and dispositions to work to improve the quality of life for families through family life education and other services to families.

II. Goals and Student Learning Outcomes

A. Goal 1: Knowledge

To prepare graduates to be knowledgeable about family science through the study of theoretical perspectives and scientific research on families.

Outcomes: Graduates will be able to:

- 1.1 Compare and contrast major theories on family relationships.
- 1.2 Analyze the strengths and limitations of each of the major theoretical perspectives in human development and family science.
- 1.3 Discuss research methods used to create knowledge about families, and analyze the strengths of limitations of those various research methods in the field of family science.
- 1.4 Explain the influence of the broad societal context (e.g., culture, economy, and policies) on families.

B. GOAL 2: Skills and Application

To prepare graduates who can contribute to the quality of life for families through effective application of cognitive, technical, and interpersonal skills.

Outcomes: Graduates will be able to:

- 2.1 Apply critical thinking, problem-solving, decision-making, and self-reflection skills.
- 2.2 Interpret, effectively demonstrate, and communicate knowledge and principles associated with family science.
- 2.3 Locate, investigate, organize, analyze, cite, and effectively present data and other information in oral, written, and technology-based formats.
- 2.4 Apply theories and engage in practices that foster healthy family development in the home, school, workplace, and community.
- 2.5 Demonstrate knowledge, skills, and dispositions necessary for professional success including those for seeking and retaining employment and becoming qualified to become eligible for certification as family life educators.

C. GOAL 3: Dispositions

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

Outcomes: Graduates will:

- 3.1 Examine their own beliefs and behaviors in light of multiple perspectives
- 3.2 Evaluate core values and ethics embraced by the family science field in light of their own values and ethics
- 3.3 Practice civic engagement through community and professional service, as well as advocacy to improve public policies regarding family issues.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Course	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3
CFS 31	I		I	I	I			I		I	I	
CFS 134	R		R	R	R		R	R		R	R	P
CFS 131	R	R	R	R	R	R		R	I	R	R	
CFS 133S or 143	R			R	R	R	R	R	R	R	R	P
CFS 38	I	I	I	I				I		I	I	
CFS 32	I	I		I				I		I	I	
CFS 135	R	R		R				P		R	R	
CFS 193				P	P	P	P	P	P	P	P	P

I = Introduced R= Reinforced P= Practice

CFS 031	Family in America	CFS 038	Lifespan Development
CFS 134	Multicultural Perspectives	CFS 032	Intimacy
CFS 131	Family Relations	CFS 135	Parenting
CFS 133S	Child and Family Crisis	CFS 193	Internship
CFS 143	Children at Risk		

IV. Assessment Methods

A. Direct Measures

1. Administer a test of the knowledge about family science.
2. Collect a sample of **SafeAssign** reports from a written assignment that requires use of outside sources, and analyze the frequency and type of plagiarism.

B. Indirect Measures

1. Survey of current students regarding beliefs, values, ethics, and community engagement.
2. Alumni Survey of their application and practice of family science principles in their employment and goal of becoming Certified Family Life Educators.

V. Student Learning Outcomes X Assessment Methods Matrix

Family Science Emphasis	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3
Sample Reports				X	X	X	X					
Knowledge Test	X	X										
Student Survey										X	X	X
Alumni Sruvey								X	X		X	X

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Year 2010 to 2011

Method: A. Direct Measure 1. By test (Spring 2011)

Year 2011 to 2012

Method: B. Indirect Measure 1. By Student Survey (Spring 2012)

Year 2012 to 2013

Method: A. Direct Measure 2. Sample Reports (Spring 2013)

Year 2013 to 2014

Method: B. Indirect Measure 2. Alumni Survey (Spring 2014)

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

1. The results of the assessment made in the Spring Semester will be summarized and evaluated by the Department in the beginning of the Fall Semester.
2. A Summary Evaluation of Results, as well as any changes made or proposals to achieve improved results in Student Learning Outcome identified, will be included in annual reports and forwarded to IRAP by the Spring Semester after the fall evaluation is completed.