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| **CHILD AND FAMILY SCIENCE, CFS** **Jordan College of Agricultural Sciences and Technology** |
| **Student Outcomes Assessment Plan (SOAP)** |
| 1. **Mission Statement**
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| 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. |

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| 1. **Goals and Student Learning Outcomes**
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* 1. **Goal: Knowledge:** To prepare graduates who are knowledgeable about foundational theory and research regarding child and family science.

Outcomes: Graduates will be able to:

* + 1. **Theory:** Understand and apply the assertions of the major theories of child development and family science.
		2. **Development:** Identify milestones of development from conception through adulthood in the following domains: physical, cognitive, emotional, psychological, and social.
		3. **Relationships:** Identify common patterns in intimate relationships, parent-child relationships, and other family relationships, and how those patterns change over time.
		4. **Context:** Explain the influence of the broader social context (e.g., cultural, societal, economic, political, and legal contexts) on children and families.
	1. **Goal: Skills and Application:** To prepare graduates who have the cognitive and interpersonal skills required to serve as an effective and evidence-based professional in child and family science.

Outcomes: Graduates will be able to:

1. **Critical Thinking:** Understand, critique, and apply research methods used to investigate children and families. Engage in problem-solving.
2. **Scientific Reasoning:** Interpret the results of quantitative and qualitative scientific studies pertaining to children and families.
3. **Information Literacy:** Locate reliable sources of information about child and family science in the published scientific literature and from other professional sources. Distinguish between reliable and unreliable sources.
4. **Writing Competence:** Write clearly and concisely according to the professional standards of our discipline. Cite sources appropriately, using APA style.
5. **Professionalism:** Demonstrate the skills necessary for professional success in careers related to children and families.
	1. **Goal: Dispositions:** To prepare graduates who are emotionally mature, self-aware, and personally balanced enough to work with, and advocate for, diverse populations.

Outcomes: Graduates will be able to:

1. **Cultural Competence:** Engage in professional work with children and families that is culturally competent with regard to race, ethnicity, culture, gender, sexual orientation, and religion.
2. **Personal Reflection:** Reflect meaningfully on how one’s personal experiences, beliefs, and values shape one’s professional work with children and families.
3. **Civic Engagement:** Practice civic engagement through community and professional service, including advocacy on behalf of children and families.

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| 1. **Curriculum Map (Matrix of Courses X Learning Outcomes)**
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|  | 1a | 1b | 1c | 1d  | 2a | 2b | 2c | 2d | 2e | 3a | 3b | 3c |
| CFS 31 | I |  | I | I | I | I | I | I |  | I | I | I |
| CFS 32 | I |  | I | I | I |  |  |  |  | I | I | I |
| CFS 37 | A | A |  | R | R | R | R |  | A | R | R | R |
| CFS 38/39 | I | I |  | I | I | I |  | I |  | I |  | I |
| CFS 100 |  |  |  |  | R |  | R | R | I | I | R | R |
| CFS 130W |  |  |  |  | R | R | A | A | R |  |  |  |
| CFS 131 | A |  | R | R | R | R | R | R |  | R | R |  |
| CFS 134 |  |  |  | A | R | R |  | R |  | A | R |  |
| CFS 135 | R |  | R | R | R | R |  |  |  |  | R |  |
| CFS 136 | R | R |  | R | R | R | R | R |  |  |  |  |
| CFS 137  | R | R |  | R | R | R |  |  |  |  |  |  |
| CFS 138 | R | R |  | R | R | R |  |  |  |  |  |  |
| CFS 139 | A | A |  | R | A | R | R | R | A | A | A | A |
| CFS 140 | A | R |  |  |  |  |  | R |  |  |  |  |
| CFS 143S | R |  | I | A |  | R |  |  |  |  |  | A |
| CFS 145a | A | A |  | R | R |  |  | A | R | R | R |  |
| CFS 145b | A | A |  | R | A | R | R | A | A | A | A |  |
| CFS 146 | R | R | R | R | R | R |  |  |  |  |  |  |
| CFS 150 | R | R |  | A | A |  | R |  |  | A | R | A |
| CFS 153 |  | R | R | R | A | A | A |  |  |  |  |  |
| CFS 179 | A | R | A | A | A |  | R | R | R | R | R | R |
| CFS 193  | A |  | R | R | A |  | R | R | A | A | A | A |

I=Introduced R=Reinforced A=Advanced**NOTE:** Indicating that a particular learning outcome is *introduced,* *reinforced,* or *advanced* in a specific course does not require that allelements of the learning outcome are satisfied in that course. It is understood that some courses will satisfy a portion, rather than the entirety, of particular learning outcomes. For instance, Learning Outcome 1a states that graduates will be able to “understand and apply the assertions of the major theories of child development and family science.” Some courses in our major (e.g., CFS 31, CFS 131) focus on the major theories of family science; other courses (e.g., CFS 39, CFS 140) focus on major theories of child development. All four of these courses, however, satisfy Learning Outcome 1a.CFS 31 Introduction to Family ScienceCFS 32 Intimate RelationshipsCFS 37 Introductory Child Development Practicum CFS 38 Lifespan DevelopmentCFS 39 Introductory Child DevelopmentCFS 100 Child and Family Science CFS 130W Professional Writing CFS 131 Family TheoriesCFS 134 Culture and DiversityCFS 135 Parent EducationCFS 136 AdolescenceCFS 137 InfancyCFS 138 Early Childhood CFS 139 Advanced Child Development Practicum CFS 143S Risk and ResilienceCFS 145a Observing the Development of Children CFS 145b Advanced Observation of ChildrenCFS 146 Middle ChildhoodCFS 140 Child Development TheoriesCFS 150 Family Law and PolicyCFS 153 Research MethodsCFS 179 Family Life EducationCFS 193I Internship  |

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| 1. **Assessment Methods**
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| * 1. **Direct Measures**
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| * + 1. **Qualifying Exam:** Every semester, we will offer the Qualifying Exam twice. Pre-majors may take the exam after completing the three pre-major classes, and they are required to pass the exam (at least 70%) before being allowed to declare CFS as their major and take core major classes. The class covers foundational knowledge from those three pre-major classes (CFS 39, 31, and 153). Our goal is that 80% of students pass the exam on their first attempt.
		2. **Comprehensive Exit Exam:** Once every five years, we will administer this exam to all students in a capstone course for the major (CFS 139, 145b, or 193). It is a comprehensive exam over content described in the knowledge objectives of this document. Our goal is that at least 80% of students answer at least 70% of the test items correctly.
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| * + 1. **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 former 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 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.
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| * + 1. **Scientific Reasoning:** Students in an upper-division class will be asked to interpret the meaning of numbers, in various formats, that are used to convey important information about our discipline. The assessment will include:
			- 1. graphs, charts, and tables
				2. indicators of statistical significance, including p-values
				3. interpretation of correlations with regard to causation and effect size
		2. **Critical Thinking:** We will use the card-sorting activity and the measure of epistemically unwarranted beliefs (used and described in previous assessment reports) in a sample of our pre-major students, and follow them longitudinally through their curriculum. We will use the identical measures again when the students are in their final capstone class to explore progress in the area of critical thinking.
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| * 1. **Indirect Measures** *(Alumni Survey is required)*
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| * + 1. **Senior Survey:** Students completing the pre-CFS major and moving into their major (either Child Development, or Family Science) will be asked to assess themselves on the knowledge, skills, and dispositions outlined on the SOAP. Graduating seniors will be asked to rate themselves again on the same objectives. 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, and that, as a group, they show statistically significant improvement from the pre-major to senior year. 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.
		2. **Alumni Survey:** Every five years we will launch an alumni survey. It ask alumni to report back about how well their education prepared them for their current work and any post-baccalaureate education. Our goal is to achieve 70% response rate for recent alumni (5 years ago or less).
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| 1. **Student Learning Outcomes X Assessment Methods Matrix**
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|  | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 2d | 2e | 3a | 3b | 3c |
| Qualifying Exam | X | X | X | X |  |  |  |  |  |  |  |  |
| Exit Exam | X | X | X | X |  |  |  |  |  |  |  |  |
| Writing Quality |  |  |  |  |  |  |  | X |  |  |  |  |
| Quantitative Reasoning |  |  |  |  | X | X |  |  |  |  |  |  |
| Critical Thinking | X | X |  |  | X |  |  |  |  |  |  |  |
| Senior Survey | X | X | X | X | X | X | X | X | X | X | X | X |
| Alumni Survey | X | X | X | X | X | X | X | X | X | X | X | X |

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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations**
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| **Year 1 (2017 to 2018)** |
| Recurring Measures: Qualifying Exam and Senior Survey Other Methods: Writing Quality  |
| **Year 2 (2018 to 2019)** |
| Recurring Measures: Qualifying Exam and Senior Survey Other Method: Quantitative Reasoning  |
| **Year 3 (2019 to 2020)** |
| Recurring Measures: Qualifying Exam and Senior Survey Other Method: Comprehensive Exit Exam  |
| **Year 4 (2020 to 2021)**  |
| Recurring Measures: Senior Survey Other Methods: Alumni Survey |
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| **Year 5 (2021 to 2022)**  |
| Recurring Measures: Senior Survey Other Method: Critical Thinking  |
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| 1. **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 bi-weekly, and the assessment coordinator will use some of 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 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.  |