

Annual Assessment Report for 2020-2021 AY

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Child and Family Science Degree Child and Family Science

Assessment Coordinator: Andrea Roach

1. Please list the learning outcomes you assessed this year.

1. *Senior Survey (Recurring, indirect measure of Knowledge, Skills, Dispositions)*: 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 regarding graduate school and employment. We have no target regarding 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. *Qualifying Exam (Recurring, direct measure of Knowledge and Skills)*: 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.
 3. *Comprehensive Exit Exam (Direct measure of Knowledge and Skills)*: 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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2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? Please describe the

assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.

1. *Senior Survey*: This indirect assessment of knowledge, skills, and disposition was conducted using a survey of graduating seniors. It was administered near the end of the fall and spring semesters in each of our three culminating experience classes for Child and Family Science (CFS 139, 145b, and 193). There are three sections of the survey: 1) Demographic information about the student, 2) Evaluation of the degree program (this is the section analyzed for outcomes assessment purposes), and 3) the student's employment and graduate school plans for the future. The complete senior survey is attached.

Benchmark for success: At least 80% of graduating students agree or strongly agree with items evaluating the program goals.

2. *Qualifying Exam*: This direct assessment of knowledge was assessed in Child and Family Science students using a Qualifying Exam, that is required of graduating seniors who did not take the exam when they came into the major, and new students who are requesting to move from the pre-major into the major. In the 2019-20 academic year, 66 pre-major students took the Qualifying Exam, and 22 current majors took the exam.

This Qualifying Exam has been described in great detail in previous year's assessment reports. It is not attached because the content of the exam needs to be guarded closely to protect its usefulness. In brief, it measures foundational knowledge from our three pre-major classes: CFS 39 (Introduction to Child Development), CFS 31 (Families in America), and CFS 153 (Research Methods). Many of our students take the two lower-division classes at community colleges, where we are powerless to enact quality control. Since students flounder in upper-division classes when they have not yet mastered the basic principles of the developmental and social sciences, this exam is designed to test their retention of very basic foundational knowledge from those three classes.

The benchmarks for success include: 90% of current majors pass, and 66% of pre-majors pass the exam. (We were trying to reduce the size of our program by about one third, so if one-third of pre-majors fail, that would achieve our target program size because pre-majors who fail the exam are not allowed to move out of the pre-major).

3. *Comprehensive Exit Exam*: Knowledge was assessed in Child Development and Family Science students using a Comprehensive Exam for graduating seniors that is required of all students in a culminating experience class (CFS 139, 145b, and 193) for these two majors. There are two versions of the exam: one specifically for Child Development, and one for Family Science. All students are required to take one of these three classes, and to have senior standing before doing so. We have reported on the development and validity of this exam in previous years.

The benchmark for success: 70% or higher overall and/or for each subsection.

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

1. *Senior Survey*: senior survey that asks students to rate themselves on each of our learning outcomes (as specified in the SOAP) when they are finishing up their final capstone class (which is generally the semester that they graduate). 83/111 (response rate = 75%) students completed the senior survey in capstone classes for graduating seniors (CFS 139, 145B, and 193) during AY 2019-2020, while 33/71 (response rate 46%) completed it in AY 2020-2021.

Knowledge

Item	Agree or Strongly Agree 2018	Agree or Strongly Agree 2019	Agree or Strongly Agree 2020	Agree or Strongly Agree 2021
<i>Theory</i> : I know the most widely used theories of child development and family relationships.	91%	88%	96%	100%
<i>Development</i> : I know the major milestones of development and typical behaviors from conception through adulthood. I know the common patterns in intimate relationships, parent-child relationships, and other family relationships.	85%	83%	95%	100%
<i>Relationships</i> : I know the common patterns in intimate relationships, parent-child relationships, and other family relationships.	83%	88%	97%	100%
<i>Context</i> : I can explain the influence of culture and society, as well as economic, political and legal contexts, on children and families.	73%	76%	84%	100%

We have seen an increase in students who report knowledge of the influence of culture and society. We believe this is due, in part, to ensuring tenure/tenure-track or qualified part-time faculty were teaching our Culture and Diversity courses and the incorporation of our Family Law and Policy course, which is consistently taught by the same tenure-track faculty.

Skills

Item	Agree or Strongly Agree 2018	Agree or Strongly Agree 2019	Agree or Strongly Agree 2020	Agree or Strongly Agree 2021
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<i>Critical thinking:</i> I can distinguish between scientific knowledge and pseudoscience pertaining to children and families.	75%	81%	91%	97%
<i>Critical thinking:</i> I can critique the quality of scientific studies on development or family relationships.	71%	72%	88%	91%
<i>Quantitative literacy:</i> I am able to interpret the results of scientific studies when they are depicted in tables and graphs.	63%	57%	74%	94%
<i>Information literacy:</i> When I discover a need for knowledge about children or families that I don't have, I know where to look for reliable professional information.	86%	84%	94%	97%
<i>Writing:</i> I can write clearly and concisely, following all standard writing conventions that are the professional standard in child and family science.	81%	81%	91%	97%
<i>Writing:</i> I know when to cite sources in my professional writing, and I can do so according to the APA style.	91%	89%	95%	97%
<i>Professionalism:</i> I am aware of the range of professional jobs related to children and families, and how to pursue and retain such employment.	65%	62%	80%	94%

It is encouraging to see that students, as of the 2020-21 academic year, are reporting competence in quantitative literacy. Similarly, since the 2019-20 academic year, students are reporting competence in critical thinking and professionalism. We have no concerns in this area at this time.

Dispositions

Item	Agree or Strongly Agree 2018	Agree or Strongly Agree 2019	Agree or Strongly Agree 2020	Agree or Strongly Agree 2021
<i>Cultural competence:</i> I am culturally competent to work with a diverse population with regard to race, culture, gender, religion, sexual orientation and family structure.	96%	94%	100%	100%
<i>Personal reflection:</i> I am aware of how my personal experiences, beliefs, and values shape my professional work with children and families.	97%	96%	100%	100%
<i>Civic engagement:</i> I believe that part of my role as a professional in child and family science is to advocate on behalf of children and families.	94%	95%	99%	100%

<i>Civic engagement:</i> I stay informed about political and economic issues pertaining to children and families in my community.	64%	56%	68%	85%
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It is encouraging to see the increase in students who report civic engagement in comparison to academic years 2017-18 and 2018-19. This may be a result, in part, of the introduction of CFS 150 – Family Law and Policy in which students are asked to complete multiple assignments assessing the impact of economics and polity. This course was created in the 2017-2018 academic year and many seniors graduating in the last two years have taken this course instead of the equivalent COUN 150 Laws Related to Children.

Experiences in the degree program: Knowledge

Item	Agree or Strongly Agree 2018	Agree or Strongly Agree 2019	Agree or Strongly Agree 2020	Agree or Strongly Agree 2021
I learned new things about child development and family relationships in my CFS classes. It wasn't just common sense.	94%	94%	98%	97%
Instructors in my CFS classes were knowledgeable in the discipline.	95%	90%	96%	94%
I had to read the assigned reading to do well in most of my CFS classes.	81%	79%	93%	97%

Students overwhelmingly report that they are learning from our knowledgeable professors and are actively engaged in the readings for their classes. There are no concerns in this area at this time.

Experiences in the degree program: Skills

Item	Agree or Strongly Agree 2018	Agree or Strongly Agree 2019	Agree or Strongly Agree 2020	Agree or Strongly Agree 2021
<i>Critical thinking:</i> I changed some of my beliefs because of what I learned in my CFS classes.	70%	80%	85%	94%
<i>Writing:</i> I was required to submit professional writing, and instructed how to do so, in some of my CFS classes.	93%	90%	98%	97%
<i>Information literacy:</i> I was required to locate professional sources of information in addition to the required reading, and instructed how to do so, in some of my CFS classes.	88%	94%	96%	97%

<i>Critical thinking:</i> I was required to read original research, and instructed how to do so, in some of my CFS classes.	88%	91%	98%	94%
<i>Professionalism:</i> I was required to demonstrate professionalism in interactions with my instructors in my CFS classes.	90%	89%	98%	97%
<i>Professionalism:</i> I received adequate academic advising to help me navigate my educational path while in this major.	59%	47%	73%	79%
<i>Professionalism:</i> I received adequate guidance to help me choose a career path in my discipline.	50%	50%	73%	76%

The percent of students who agree or strongly agree that they are getting adequate advising and guidance in our major has increased since the 2017-18 and 2018-19 academic years; however, these numbers are still below the 80% benchmark. It is interesting that more than 80% of students now report knowing about careers in our discipline, so they have the knowledge but do not think we are providing adequate advising or guidance as they navigate their education and consider future careers. We are hoping to continue to see improvements in these areas as more seniors graduate after the move to the College of Social Sciences and the addition of CFS 100 – Introduction to the Discipline.

Experiences in the degree program: Dispositions

Item	Agree or Strongly Agree 2018	Agree or Strongly Agree 2019	Agree or Strongly Agree 2020	Agree or Strongly Agree 2021
<i>Cultural competence:</i> My CFS classes gave me opportunities for self-reflection about my personal experiences, beliefs, and values.	93%	94%	98%	97%
<i>Personal reflection:</i> I have used what I've learned in CFS classes to help me manage my personal and family relationships.	91%	90%	98%	97%
<i>Personal reflection:</i> I have deepened my appreciation for multiple kinds of diversity as a result of some of my CFS classes.	90%	93%	98%	94%
<i>Personal reflection:</i> The faculty in my program were responsive to my needs and interests.	76%	80%	91%	94%
<i>Civic engagement:</i> I was required to explore the impact of economics and politics on children and families in some of my CFS classes.	67%	66%	92%	97%

As reported above, it is encouraging to see the increase in students who report courses which explore the impact of economics and politics on children and families. We have no concerns in this area at this time.

Senior survey conclusions: First, while we are excited about improvements in the last two years, it is important to note that the 2020-2021 response rate was 41%. This is not a decent response rate for accurately gauging student perceptions and opinions. That said, we did see many improvements in the last couple of years for items that were of concern to us in prior academic years. It appears that the addition of high-quality tenured/tenure-track faculty and moving to the College of Social Sciences has had a positive impact on our students.

2. *Qualifying Exam:*

During the fall semester of 2019, the CFS Qualifying Exam was taken 111 times by 88 unique students. As a department, we made the decision to cease the use of the qualifying exam after the 2019-20 academic year. The exam was taken in the testing center and so once the pandemic started and the testing center closed, we ceased use at that time.

	2017-18	2018-19	Fall 2019
Unique tries	343	254	111
Unique students	254	199	88
Pre-major students	74	116	66
Current majors	180	83	22
Overall pass rate	57%	64%	62%
Cumulative pass rate among pre-majors	55%	81%	71%
Cumulative pass rate among current majors	97%	92%	95%
Average child development score	66%	65%	67%
Average family science score	59%	63%	68%
Average research methods score	62%	66%	68%
Average total score	64%	65%	68%

We hit the benchmarks for pass rates among pre-majors and majors in the fall of 2019. However, we recognized that we were adequately filtering students with the pre-major courses and no longer needed the qualifying exam to help us admit students who were likely to be successful in our courses and major. This was the last year we assessed it.

3. *Comprehensive Exit Exam:*

During the 2019-20 academic year, 104 graduating seniors completed the comprehensive exit exam. Eighty-eight were Child Development majors and 16 were Family Science majors. Forty-five students passed the comprehensive exam (43% pass rate).

Results

Test Category	Mean (%)	Minimum (%)	Maximum (%)	Standard Deviation

Gen	64.9	0	100	21.6
Pregnancy	58.7	17	100	22.4
Infancy	51.4	0	100	24.0
Preschool age	53.8	0	100	24.1
Middle childhood	55.8	0	100	21.0
Adolescence	56.8	0	100	25.3
Child development theory	59.8	0	100	26.8
Research methods	43.9	0	100	26.4
Culture and diversity	55.9	0	100	28.4
Stress and resilience	57.4	0	100	23.2
Laws related to children	61.0	0	100	21.9
Parenting	68.5	0	100	25.7
Adult development (FS only)	59.4	0	100	31.5
Human sexuality (FS only)	76.8	43	100	18.0
Aging (FS only)	48.8	20	100	21.9
Family science theory	59.7	29	86	16.4
Marriage and divorce (FS only)	39.4	0	86	19.8
Laws related to families	70.6	50	90	15.7
Total	67.2	93	38	10.2

The comprehensive exit exam was historically used as a measure of student knowledge before they were allowed to graduate with a degree from our department. The last time it was used was in 2016. Since then, not much has changed. The pass rate ranged from 62%-68% between 2014 and 2016. The exam average and all but two sections did not pass the benchmark of 70%. We do believe that students were likely not very motivated to take this seriously and do well on it because it did not count as a graded assignment and thus there was no reason to do well.

4. What changes, if any, do you recommend based on the assessment data?

1. *Senior Survey*: We have seen meaningful improvements in most prior areas of concern. Where we are still struggling is with advising. During the academic year 2021-22, we intend to employ our qualitative research skills to explore these problems as originally planned for the 2019-2020 academic year. We plan to use class time in CFS 100 (our professional and career advising class) to talk to students about what sort of guidance they desire and expect. In addition, we plan to hold some focus groups or individual interviews with graduating seniors and/or alumni about these issues.
2. *Qualifying Exam*: None. We have stopped using the qualifying exam and thus
3. *Comprehensive Exit Exam*: None. We are not confident this is an adequate measure of our students' knowledge. They routinely do poorly on the exit exam and there are many factors that may influence their desire and ability to do well in a way that reflects their actual knowledge. We likely will not use this measure again or we will need to modify the content of the exam if we do.

5. If you recommended any changes in your response to Question 4 in last year's assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year's report please write N/A as your answer to this question.

1. *Senior Survey*: There were three areas of relative weakness:

1. Social Context: Knowledge of social context, including cultural, legal, political, and economic contexts of development and family relationships is a relatively weak area of knowledge. Students reported that they were not required to explore the impact of economics and politics in their coursework, and they acknowledged that they were not staying current with news that relates to children and families. This is developmentally typical of young adulthood, and so probably not specific to our discipline. However, we wanted to be able to promote development in this area.

Proposed solution: We added a required course in Family Law and Policy to address our students' lack of awareness of the economy, law, and policy. We also assigned a tenured faculty member to teach our Culture and Diversity course to improve the content and rigor of that class and to improve their awareness of those aspects of social context.

Action since last review: As seen above, we have seen a meaningful increase in students' reports of awareness of economy, law, and policy. We believe the Family Law class is working as intended. While we do have one non-tenured lecturer teaching our Culture and Diversity when a tenured/tenure-track faculty is not available to teach it, we are confident that she is qualified and doing a good job addressing the content and rigor. However, we would benefit as a department if we were to have more tenured/tenure-track faculty to teach all of our upper division courses.

2. Critical Thinking and Quantitative Reasoning: Students were less likely to report adequate skill reading, interpreting, and critiquing evidence from scientific studies. This was true even though they acknowledged that their instructors required these activities in their coursework.

Proposed solution: We have assigned a single tenured faculty member to teach our Research Methods class to improve the consistency of what students are exposed to in that class.

Action since last review: Dr. Dyer has continued to teach our research methods course and students are now reporting that they are confident in their critical thinking and quantitative reasoning skills. We will not know for sure if that is the case until we next assess quantitative reasoning.

3. Academic Advising and Career Guidance: Students continued to report that they did not feel adequately advised either about their coursework or about their future careers. This has been a long-standing weakness in our program since the advising center took over the previous advising duties of CFS faculty. We made several attempts to address these unmet needs, including the development two years ago (four years now) of a required course that includes professional and career advising, and still they were not getting what they need.

Proposed solution: During the academic year 2019-20, we intended to employ our qualitative research skills to explore these problems. We planned to use class time in CFS 100 (our professional and career advising class) to talk to students about what sort of guidance they desire and expect. In addition, we planned to hold some focus groups or individual interviews with graduating seniors and/or alumni about these issues. We also asked our Dean to try to better incorporate our department in career fairs at the college level. Our students were not generally included in those events, as their career paths do not fall under the umbrella of traditional agriculture.

Action since last review: No action was made with interviewing students enrolled in CFS 100, seniors, and alumni due in part to the covid-19 pandemic. We will try to do this within the next academic year. We have moved to COSS and so we no longer have to worry about students not benefiting from career fairs and other college-oriented events.

2. *Qualifying Exam*: No major issues reported in the last assessment.
3. *Comprehensive Exit Exam*: N/A

6. What assessment activities will you be conducting during the next academic year?

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 regarding graduate school and employment. We have no target regarding 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 asks 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).

7. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

Our department conducted a program review last academic year (2020-2021) and are in the process of creating an action plan based on recommendations from the various committees who provided input.

Action since last review: The Department acted on the following recommendations from the previous program review conducted in 2015-2016:

1. Restructure the degree such that the B.S. is called “Child and Family Science” and has two options: These changes went into effect in Fall 2018.
 2. Design a mechanism for faculty to work on independent research with students: The Department created a new course (CFS 192: Research Lab) to serve that function.
 3. Hire tenure-track faculty in the area of early childhood education: The Department hired a new faculty member, effective August 2019, whose expertise is in early childhood development.
 4. Change the CFS curriculum by requiring a pre-major, managing enrollment in CFS classes, reducing electives, including an introductory class for career guidance, and requiring sequenced courses that allow students to build expertise: The pre-major and changes to electives went into effect in Fall 2016, the career guidance class was first offered in Spring 2017, and all prerequisite changes went into effect in Fall 2019.
 5. Balance support for tenure/tenure-track faculty research with the provision of required courses for students: Little progress has been made on this recommendation, as only two faculty members can teach research labs due to WTU totals, and the need to teach required courses by limited faculty is pressing. Release time for faculty is still limited.
 6. Arrive at an agreement regarding the future of the Fashion Merchandising Program: The Fashion Merchandising Program moved to the Craig School of Business in January 2018.
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