**Child, Family, & Consumer Sciences**

**Major Assessment Report**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to Dr. Angel Sanchez ([aansanchez@csufresno.edu](mailto:aansanchez@csufresno.edu)) in the Office of Institutional Effectiveness and copy Dr. Melissa Jordine ([mjordine@csufresno.edu](mailto:mjordine@csufresno.edu)). Please complete a separate report for each Bachelors and Masters program offered by the department.

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. The G.E. Committee will issue a separate call for G.E. assessment reports.   **Knowledge**  The first learning goal for the Child and Family Science programs is knowledge. The first outcome (1a) is knowledge of child and family theory, the second (1b) is knowledge of milestones of development at various ages, the third (1c) is research methods, and the fourth (1d) is the influence of law and society on children and families. These knowledge outcomes were assessed using our departmental comprehensive exam.  **Indirect: Knowledge, Skills, Dispositions**  We used a senior survey to indirectly assess many of our learning outcomes including knowledge (1b), skills for professional success (2e), writing skills (2c), and engaged citizenship (3c). These outcomes were assessed for both the Child and Family Science programs, and the Fashion Merchandising program). |
| 1. **What instruments (assignment) did you use to assess them?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the instrument (assignment) is able to measure the outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3   **Knowledge**  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.  Students in the culminating classes are encouraged to take a pre-test in late January / early February. The comprehensive exam was made available for one week in the Academic Testing Center. It had 100 items on it, and students were allowed up to 2 hours. Each student was given an overall score as well as their subsection scores so that they could determine how to focus their studies if they did not pass. For those who did not pass the first time, another version of the exam was offered in late April / early May, again for one week in the Academic Testing Center. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   **Knowledge**  Results of the Comprehensive Exit Exam for Child Development and Family Science majors from spring 2015 are presented here alongside the results from spring 2014. For all three years, we used 60% as the cutoff for passing.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | 2014 | | 2015 | | 2016 | | |  | Jan | Apr | Jan | Apr | Jan | Apr | | Number of Students | 121 | 43 | 103 | 18 | 128 | 43 | | Average Score  (min-max) | 68%  (44-88) | 62%  (45-82) | 68%  (46-90) | 65%  (52-87) | 66%  (40-92) | 68%  (48-84) | | Overall Pass (all attempts so far) | 98% | | 92% | | 93% | | | Genetics Subscore Average | 70% |  | 66% |  | 68% |  | | Pregnancy/Birth Subscore Average | 57% |  | 53% |  | 50% |  | | Infancy Subscore Average | 65% |  | 58% |  | 64% |  | | Preschool Subscore Average | 69% |  | 66% |  | 68% |  | | Middle Childhood Subscore Average | 67% |  | 71% |  | 68% |  | | Adolescence Subscore Average | 69% |  | 69% |  | 68% |  | | Adult Development Subscore Average (FS only) | 57% |  | 58% |  | 48% |  | | Aging/Death Subscore Average (FS only) | 55% |  | 63% |  | 42% |  | | Sexuality Subscore Average (FS only) | 61% |  | 74% |  | 78% |  | | Theory Subscore Average | 72% |  | 72% (CD)  67% (FS) |  | 70% (CD)  21% (FS) |  | | Research Methods Subscore Average | 54% |  | 55% |  | 54% |  | | Diversity Subscore Average | 77% |  | 77% |  | 74% |  | | Marriage Subscore Average (FS only) | 69% |  | 72% |  | 17% |  | | Risk and Crisis Subscore Average | 70% |  | 72% |  | 73% |  | | Law & Policy Subscore Average | 68% |  | 67% (CD)  55% (FS) |  | 66% (CD)  21% (FS) |  | | Parenting Subscore Average | 70% |  | 76% |  | 72% |  |   We continue to be dismayed by our students’ poor performance on what we believe to be a test of very basic knowledge in our field. After multiple attempts, virtually all students eventually pass. The few who have not passed have left the university, as best we can tell, generally with other unmet requirements in the form of failed coursework. However, the bar is set very low. We do not consider a grade of D to be passing in major coursework, and yet we allow it on this exam.  We believe that the problem is with the lack of a strong core in our major. Students are able to make numerous substitutions, and choose from among options in several places in the current curriculum. We hope that a stronger core, as was recently approved and went into effect with the current academic year, will evince an improvement in comprehensive exam scores. Therefore, these data are a baselilne against which we will judge the changes that we hope are to come.  **Indirect: Knowledge, Skills, Dispositions**  Results of the Senior Survey from spring 2016 are presented here alongside the results from 2014 and 2015 for both Child and Family Science students, and Fashion Merchandising students. The table below presents average scores (from 1=strongly disagree to 5=strongly agree), as well as percent who agree or strongly agree with items asking students to evaluate their degree program.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Average Rating  (percent agree or strongly agree) | | | | | |  | CFS | | | FM | | |  | 2014 | 2015 | 2016 | 2015 | 2016 | | Number of students surveyed | 92 | 98 | 116 | 9 / 9 | 9 | | My major coursework gave me a strong knowledge base in my field. | 4.7  (99%) | 4.6  (99%) | 4.6  (94%) | 4.3  (88%) | 4.3  (89%) | | I have learned how to conduct myself professionally in accordance with the ethics and standards of my discipline. | 4.6  (95%) | 4.5  (95%) | 4.6  (94%) | 4.3  (75%) | 4.3 (89%) | | I received adequate academic advising to help me navigate my educational path while in this major. | 4.0  (67%) | 3.9  (79%) | 3.8  (60%) | 4.1  (63%) | 3.6 (56%) | | My major coursework adequately prepared me for full-time work in my discipline. | 4.3  (92%) | 4.2  (82%) | 4.2  (79%) | 3.9  (63%) | 4.0 (67%) | | My major included classes that were a waste of my time. | 2.0  (12%) | 2.0  (7%) | 2.5  (28%) | 2.3  (13%) | 1.9 (0%) | | Classes in my degree program were too difficult. | 2.6  (19%) | 2.6  (23%) | 2.5  (17%) | 2.9  (38%) | 2.6 (0%) | | Classes in my degree program were too easy. | 2.4  (9%) | 2.3  (8%) | 2.3  (5%) | 2.4  (25%) | 2.2 (0%) | | I received adequate guidance to help me choose a career path in my discipline. | 3.4  (52%) | 3.6  (56%) | 3.3  (38%) | 4.0  (63%) | 3.2 (56%) | | I became a better writer because of the classes I took in my major. | 4.0  (76%) | 3.8  (61%) | 3.7  (64%) | 3.1  (25%) | 3.4 (33%) | | Most coursework for my major was interesting and useful. | 4.5  (100%) | 4.6  (96%) | 4.4  (92%) | 4.3  (100%) | 4.1 (78%) | | The classes in my major helped me to become a better human being. | 4.5  (95%) | 4.5  (92%) | 4.4  (87%) | 3.5  (50%) | 3.7 (56%) | | My coursework inspired me to become an engaged citizen. | 4.5  (95%) | 4.2  (82%) | 4.1  (81%) | 3.5  (38%) | 3.4 (56%) | | My classes in my major were intellectually stimulating, and excited me about my field. | 4.6  (97%) | 4.5  (92%) | 4.3  (88%) | 4.4  (88%) | 3.8 (56%) | | The faculty in my program were responsive to my needs and interests. | 4.4  (92%) | 4.2  (83%) | 4.2  (80%) | 3.8  (63%) | 3.3 (33%) |   Overall, students in both programs (CFS and Fashion) believe that they have gained adequate knowledge of their field, and believe that their coursework has been useful and interesting. The Child and Family students, in particular, were also very likely to report that their coursework helped them become more engaged citizens and human beings, and that the faculty were responsive to their needs. In both majors, they report that our academic and career advising is only mediocre, and that they are not necessarily improving their writing skills in our classes. Ratings of academic advising dropped notably in 2016, perhaps reflecting the transition to centralized academic advising in the Jordan College Advising and Career Development Center. Previously, all advising was done by faculty. We expect that the student ratings of advising will bounce back up, perhaps even higher than they were before, once students get used to the idea of going outside of the department for advising. The advisor appointed to our students is extraordinarily competent and kind, and far more available than faculty could ever have been. We think it is just disorienting to have the system change mid-stream, which is why ratings went down so dramatically. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   The Child and Family Science programs have been in the process of major curricular change for the last few years. The changes have been approved and go into effect during the current (2016-17) academic year. Most of the changes reflect the problems that we have been documenting with the Comprehensive Exam and Senior Surveys.  For instance, low scores on the comprehensive exam triggered a review of curriculum and the discovery of the lack of a strong core. The new curriculum requires all students to take every one of our developmental classes (i.e., Infant and Toddler Development, Early Childhood, Middle Childhood, and Adolescence) rather than choosing only one. Another change we’ve made is to offer a new class that is an introduction to Child and Family Sciences, with information about careers in our field that should help students feel that they’ve received advising and guidance about careers. We’ve also added a professional writing course to help students develop writing skills specific to our discipline.  For the time being, we are continuing to document performance on the exam and the opinions of graduating seniors as baseline for comparison to the indicators after the new curriculum goes into effect. We are making no new changes until we see if the changes we’ve made have any effect. |
| 1. What assessment activities will you be conducting in the 2016-2017 AY? List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   The Child and Family Science SOAP indicates that the 2016-17 academic year will include the Comprehensive Exam and Senior Survey again, as well as an assessment of critical thinking skills. The Exam and Survey will be conducted in the same fashion they have in previous years. For critical thinking, one of our faculty members received a grant from the OIE to help fund a critical thinking assessment project that is being adapted from a technique used in the Biological Sciences for measuring deep, conceptual understanding of a topic versus surface-level memorization of facts that remain unorganized. That project will be conducted.  The Fashion Merchandising program has a SOAP whose timeline has expired. The program coordinator was granted release time last year (AY 2015-16) specifically to work on assessment of the program. However, she is on sabbatical during the current semester, and has not yet reported any assessment activity, or revision of the outdated SOAP. Therefore, we will pursue both of those things during the current year (AY 2016-17). |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   Our most recent self-study for program review was written during the academic year 2012-2013. The program review following that most recent self-study was not completed until April of 2015. The final action plan meeting is scheduled for September 2016. Therefore, the action items from the program review is 2005-06:   1. Conduct outcomes assessment.   **ACTION:** Outcomes assessment has been conducted every year since our last program review.   1. Recruit and retain faculty.   **ACTION:** While our faculty numbers have not returned to levels required to sustain our growing number of majors, we hired two Child Development tenure-track faculty in August 2014, and two Family Science tenure-track faculty in August 2016. This infusion of new faculty represents the commitment of our Dean and the hard work of our current faculty as well as colleague in other departments who sat on search committees for us, and is a meaningful investment in our future.   1. Add a course to help students understand career options.   **ACTION:** Our curriculum changes that go into effect We have not so far accomplished this, as the budget crisis has mandated a near-moratorium on new courses. However, we have decided as a faculty on the content of a new introductory course (CFS 100) for our Child Development and our Family Science students that will meet the objectives proposed by the review team. This course, along with other programmatic changes, is being proposed as part of a package proposal that has been submitted for review of the JCAST Academic Programs Committee.   1. Institute a capstone or culminating activity in all program emphases.   **ACTION:** We have accomplished this recommendation. Currently, Child Development majors are required to take one of the following three classes: CFS 139 – Advanced Practicum, in which they work in a child development lab on campus, CFS 145b – Observation of Children, in which they are placed in an elementary school setting for guided observations, or CFS 193 – Internship, in which they are placed in a local family social service agency. Family Science majors are required to take CFS 193 – Internship during the spring semester of their senior year. This course requires placement in a local family social service agency for 130 hours, and it includes classroom work on professionalism and career development. Fashion Merchandising students are required to take FM 140 – Fashion Entrepreneurship as a capstone class.     1. Pursue Family Life Education certification from the National Council on Family Relations.   **ACTION:** The Family Science curriculum was designed in accordance with the requirements of the National Council on Family Relations (NCFR) with the intention of becoming an “approved” program. This would mean that the course of study for our students was pre-approved, and graduates would not have to take the national certification exam in order to become Certified Family Life Educators; they would need only to complete the requisite hours of field experience. We pursued this with some vigor a few years ago. However, we were informed that our program could not be approved as it currently exists for two reasons: 1) we teach family life education methods in the internship class, but NCFR requires that the internship be a stand-alone experience. 2) The professional ethics class (Phil 122) required for program approval has ceased to be regularly available for Fresno State students. Since the onset of the budget crisis, its availability has been reduced to once every four semesters, and we have observed that to be unreliable. Therefore, we can pursue program approval once we are able to offer a family life education methods class that is independent of the internship and that incorporates the study of professional ethics in the field of family life education. This course has recently been approved as part of the curriculum redesign, and will be offered for the first time in Fall 2017.   1. Continue efforts to diversify faculty.   **ACTION:** As described above, we have made four new hires in the past two years, a serious contribution to the re-building of our faculty. We hired the applicants we deemed most qualified for the positions. Three of the four are women. All are White.   1. Move department culture toward research and scholarship.   **ACTION:** We have made significant progress in this domain. Having new faculty allowed us to recreate ourselves. With our new hires, we now have a faculty body that is comprised mostly of serious researchers. We have implemented monthly research meetings. One of our junior faculty members has multiple externally funded grant projects. Three of our faculty are training a sizeable number of undergraduate students to participate in their research with them.   1. Reinstatement of the master’s program.   **ACTION:** After the 2005 program review, we created a committee for the reconstruction of our master’s degree program. Considerable time and effort produced a plan for a master’s degree in Child and Family Science with a set of 15 units of core classes and four potential specializations: College Teaching, Early Childhood Education, Agency Administration, and Health and Nutrition. We developed course proposals for the five courses that would constitute our core. We submitted a proposal for our master’s degree program to the JCAST Academic Programs Committee, and a budget analysis for the University Budget Committee in 2008. However, this coincided with the first major budget cuts due to the broader budget crisis. The budget crisis, combined with the surprise loss of tenure-track faculty member, meant that we simply did not have adequate resources to reinstate the program. Our proposal was denied purely on the grounds of budget considerations.  Our current faculty, newly restored to a reasonable size and eager to establish systems to support research, have decided to pursue the reinstatement of the master’s program this year. We intend to propose a two-year timeline to get the program up and running again.   1. Create an advisory committee.   **ACTION:** Both Child and Family Science, and Fashion Merchandising formed advisory boards last academic year (2015-16). The boards have each met once, with plans to meet again this fall.   1. Recruitment plan to attract the best, most qualified students   **ACTION:** Perhaps this seemed like a good idea in 2005, but recruitment is not currently our goal. The Child Development major has grown beyond our capacity to respond adequately. Our classes are overly full and our students cannot get into the classes they need for their major. We would like to have fewer, but better students. To that end, we have just had a major curriculum revision approved that implements a pre-major. Before students can become majors in Child Development or Family Science, they will have to complete the pre-major classes and pass a Qualifying Exam. By this mechanism we hope to reduce our number of majors and allow our major classes to be smaller.   1. Continue excellent teaching and meaningful content of coursework.   **ACTION:**  The faculty in the Child Development program are, as ever, committed to excellence in teaching and meeting the needs of our student body. We have, since the most recent program review, made efforts toward continued improvement with such activities as: a) regular departmental meetings to talk about pedagogy, sharing strategies, experiences, and challenges, and b) creation of a departmental policy with regard to grade distributions as a means of exploring and eliminating grade inflation that may be evidenced in some of our classes.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please attach a copy of the survey so that the Learning Assessment Team (LAT) can review the questions. |