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| **California State University, Fresno****College of Social Sciences, COSS****Child and Family Science, CFS****Department/Program Assessment Coordinator: Andrea Roach** |
| **Student Outcomes Assessment Plan (SOAP)** |
| 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. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]**

* 1. **Institutional Learning Outcomes.** Student who graduate from California State University, Fresno will demonstrate the importance of discovery, diversity, and distinction by
		1. **developing a foundational, broad and integrative knowledge** of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it.
		2. **acquiring specialized knowledge** as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field’s theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration.
		3. **improving intellectual skills** including critical thinking, effective oral and written communication, information literacy and quantitative reasoning.Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study.
		4. **applying knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession’s body of knowledge.
		5. **exemplifying equity, ethics, and engagement.** Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in theclassroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.
	2. **Program Learning Outcomes (PLO)**
		1. **Goal: Knowledge:** To prepare graduates who are knowledgeable about foundational theory and research regarding human development and family science.

Student Learning Outcomes (SLO): Graduates will be able to:

* + - 1. **Theory:** Understand and apply the assertions of the major theories of human development and family science.
			2. **Development:** Identify milestones of development from conception through death in the following domains: physical, cognitive, emotional, 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 human development and family relationships.
		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 human development and family science.

Student Learning Outcomes (SLO): Graduates will be able to:

1. **Critical Thinking:** Understand, critique, and apply research methods used to investigate human development and family science. Engage in problem-solving.
2. **Scientific Reasoning:** Interpret the results of quantitative and qualitative scientific studies pertaining to human development and family science.
3. **Information Literacy:** Locate reliable sources of information about human development 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 human development and family science.
6. **Practice:** Explain the pedagogical practices commonly used when working with individuals, couples, and/or families throughout the lifespan, taking into account developmental context.
	* 1. **Goal: Dispositions:** To prepare graduates who are emotionally mature, self-aware, and personally balanced enough to work with, and advocate for, diverse populations.

Student Learning Outcomes (SLO): Graduates will be able to:

1. **Cultural Competence:** Engage in professional work related to developmental and family issues that is culturally competent with regard to race, ethnicity, culture, gender, sexual orientation, and religion.
2. **Justice & Equity:** Engage in professional work that acknowledges and challenges structural inequalities, and proactively works to promote equity in society and in the workplace.
3. **Personal Reflection:** Reflect meaningfully on how one’s personal experiences, beliefs, and values shape one’s professional work with developmental and family issues.
4. **Civic Engagement:** Practice civic engagement through community and professional service, including advocacy regarding developmental and family issues.

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| 1. **Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated**
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|  | 1a | 1b | 1c | 1d  | 2a | 2b | 2c | 2d | 2e | 2f | 3a | 3b | 3c |
| CFS 3 (KD) |  | I | I |  | D | D | D |  |  |  |  | I | I |
| CFS 5 | D | D | D | I | I | D | I | I | D | I | D | D | I |
| CFS 10 | M | M | M | M | M | D | D | D | D | D | D | D | D |
| CFS 31 | I |  | I | I | I | I | I | I |  |  | I | I | I |
| CFS 32 | I |  | I | I | I |  |  |  |  |  | I | I | I |
| CFS 38/39 | I | I |  | I | I | I |  | I |  |  | I |  | I |
| CFS 100 |  |  |  |  | D |  | D | D | I |  | I | D | D |
| CFS 120 |  |  |  |  |  |  |  | D | D |  |  | D |  |
| CFS 125 (AH)  |  | D | D | D |  | D | D | D |  |  |  |  |  |
| CFS 126 (JM)  | D |  |  | D | D | D |  | D |  |  | D | D |  |
| CFS 127W (FK)  |  |  |  |  |  |  | M | M | D |  |  | D | M |
| CFS 128 (MP)  | D | D |  | D | D | D | D | D |  |  |  |  |  |
| CFS 130W |  |  |  |  | D | D | M | M | D |  |  |  |  |
| CFS 131 | M |  | D | D | D | D | D | D |  |  | D | D |  |
| CFS 134 |  |  |  | M | D | D |  | D |  |  | M | D |  |
| CFS 135 | D |  | D | D | D | D |  |  |  |  |  | D |  |
| CFS 136 | D | D |  | D | D | D | D | D |  |  |  |  |  |
| CFS 137  | D | D |  | D | D | D |  |  |  |  |  |  |  |
| CFS 138 | D | D |  | D | D | D |  |  |  |  |  |  |  |
| CFS 140 | M | D |  |  |  |  |  | D |  |  |  |  |  |
| CFS 143S | D |  | I | M |  | D |  |  |  |  |  |  | M |
| CFS 145 | M | M |  | D | D |  |  | M | D |  | D | D |  |
| CFS 147 (KD)  |  | D | D | D | D |  |  |  | D |  |  | D |  |
| CFS 148 (KD) |  | D | D | D | D |  |  |  | D |  |  | D |  |
| CFS 149 (KD) |  | D | D | D | D |  |  |  | D |  |  | D |  |
| CFS 150 | D | D |  | M | M |  | D |  |  |  | M | D | M |
| CFS 152 (FK)  | D |  | M |  | M | D |  |  |  |  |  | M |  |
| CFS 153 |  | D | D | D |  | M | M |  |  |  |  |  |  |
| CFS 161 (FK) | D |  | M | I | M |  | D | D |  |  | D | D | M |
| CFS 179 | M | D | M | M | M |  |  | D | D |  | D | D | D |
| CFS 193  | M |  | D | D | M |  | D | D | M |  | M | M | M |

I=Introduced D=Developed M=Mastered**NOTE:** Indicating that a particular learning outcome is *introduced,* *developed,* or *mastered* 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 3 Everything You Know about Children and Families is Wrong: Critical Thinking in HDFSCFS 5 Observation and Assessment in Early Child Care CFS 10 Child Development PracticumCFS 31 Introduction to Family ScienceCFS 32 Intimate RelationshipsCFS 38 Lifespan DevelopmentCFS 39 Introductory Child DevelopmentCFS 100 Child and Family ScienceCFS 120 Family Lifehacks aka Family Resource ManagementCFS 125 Happiness Across the LifespanCFS 126 Media & Youth DevelopmentCFS 127W Writing to Change the WorldCFS 128 Cognitive and Language Development in Early ChildhoodCFS 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 140 Theories of Human DevelopmentCFS 143S Risk and ResilienceCFS 145 Ethnography in SchoolsCFS 147 Care of Hospitalized ChildrenCFS 148 Therapeutic PlayCFS 149 Children’s Loss and GriefCFS 150 Family Law and PolicyCFS 152 The Dark Side of Close RelationshipsCFS 153 Science and Common Sense: Research Methods in HDFSCFS 161 Conflict and Connection in Family RelationshipsCFS 179 Family Life EducationCFS 193I Field Placement in Child and Family Science |

## SLO’s Mapped to Assessment Measures and Methods [e]

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| Assessment Measure | Evaluation Method | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 2d | 2f | 2e | 3a | 3b | 3c | 3d |
| Presentation skills | (include criteria, rubric, score) |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| Personal reflection |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |
| Scientific Reasoning |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| Quantitative Reasoning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical Thinking |  | X | X |  |  | X |  |  |  |  |  |  |  |  |  |
| Information Literacy/Practice |  |  |  |  |  |  |  | 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. **Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]**
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| * 1. **Direct Measures**
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| * + 1. **Presentation skills:** Students enrolled in a selected W course will be asked to complete a quantitative measure of communication apprehension at the start of the semester and again at the end of the semester. Our goal is to reduce the amount of apprehension students have regarding public speaking and professional presentations.
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| * + 1. **Personal reflection:** Students in capstone courses will be asked to write a personal reflection on how one’s personal experiences, beliefs, and values shape one’s professional work with developmental and family issues. Our goal is to see how students view their own growth as they have completed the program.
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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
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| * + 1. **Critical Thinking:** We will use a 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 measure again when the students are in their final capstone class to explore progress in the area of critical thinking.
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| * + 1. **Information literacy/practice:** *Information literacy -* Students in an upper-division class will be provided with several examples of reliable, published scientific literature, as well as literature from unreliable sources. Students will be asked to identify which sources are reliable or unreliable and provide justification as to why. Students will also be asked to locate and provide reliable, scientific literature from professional sources. *Practice -* In a series of assignments and/or examinations, students in courses relevant to SLO 2f will be asked to explain the pedagogical practices commonly used when working with individuals, couples, and/or families throughout the lifespan, taking into account developmental context.
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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) Graduating seniors will be asked to assess themselves on the knowledge, skills, and dispositions outlined on the SOAP. Our goal is that 80% of graduating seniors will report that they feel adequately prepared for 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 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 a 70% response rate for recent alumni (5 years ago or less).
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| 1. **Assessment Schedule/Timeline [g]**
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| AcademicYear | Measure | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 2d | 2f | 2e | 3a | 3b | 3c | 3d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2023-2024 | **Recurring Measure:** Senior Survey **Other Method:** Alumni survey  | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2024-2025 | **Recurring Measures:** Senior Survey **Other Method:**  Presentation skills | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2025-2026 | **Recurring Measure:** Senior Survey **Other Method:** Personal reflection | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2026-2027 | **Recurring Measure:** Senior Survey **Other Method:**  Scientific reasoning | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2027-2028 | **Recurring Measure:** Senior Survey **Other Methods:** Critical thinking | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2028-2029 | **Recurring Measure:** Senior Survey **Other Methods:** Information literacy/practice | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2029-2030 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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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. We will attend to JEDI issues by including analyses each year which look at differences between students to find inequities, should they exist, due to race, ethnicity, age, language, Pell Grant status, and transfer status. |