

## Human Development and Family Resources Program Assessment

Department of Family and Consumer Sciences

Updated Spring 2010

<b>Program Goal</b> The program guides students as they learn about the family in society and the internal dynamics of families.				
<b>Outcome(s)</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
Students will be able to analyze family strengths and weaknesses and how family members relate to one another.	FCS 112 FCS 364 students	Class discussion, family history project, reaction papers, group presentations, family chronology projects  Weekly in-class mock counseling sessions; group presentations; research paper.	Instructor	Fall and spring semester
Students will be able to demonstrate understanding of families and their relationship to other institutions such as educational, governmental, religious, and occupational institutions in society.	FCS 251, FCS 306, FCS 333 students	30 hours clinical observation with observation papers; learning plans; developmental assessment paper.  30 hours of clinical observation with journal reports; professional skill activities, homework assignments.  Weekly reaction papers; advocacy or educational policy letter; report on community meeting attended; current events notebook; group debate presentation.	Instructor	Fall and spring semester

<b>Program Goal</b> The program guides students as they learn about human growth and development over the lifespan.				
Students will be able to describe the developmental changes of individuals in families throughout the lifespan.	FCS 101, FCS 224, FCS 305 students	Lifespan assignment; synthesis essay on future career.  Group presentation on family related topic; response papers; research paper.  Senior citizen interview; agency volunteer presentation; group presentation.	Instructor	Fall and spring semester

<b>Program Goal</b> The program guides students in understanding the decisions individuals and families make about developing, managing, and allocating resources.				
<b>Outcome(s)</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
Students will be able to illustrate how families set goals, make decisions, develop, and allocate family resources.	FCS 101, FCS 103 students	Lifespan assignment; synthesis essay on future career.	Instructor	Fall and spring semester
Students will be able to apply knowledge of the impact that social, environmental, life cycle, and family structures have on family resources.	FCS 232, FCS 233, FCS 330 students	Article summaries; group projects.	Instructor	Fall and spring semester
Students will be able to analyze historical and contemporary issues and decisions, and apply those in decision-making.	FCS 232, FCS 233 students	Article summaries; group projects.	Instructor	Fall and spring semester

<b>Program Goal</b> The program guides students as they gain understanding of how parents teach, guide, and influence children and adolescents.				
Students will be able to develop a deeper understanding of parenting rights and responsibilities.	FCS 231, FCS 307, FCS 310 students	Lifespan assignment; synthesis essay on future career.  30 hours of clinical observation with observation papers; research paper; group presentation; weekly discussion topics.  Journal article reviews; family interview; personal narrative on family crisis.	Instructor	Fall semester
Students will be able to compare and contrast parenting practices and processes, parent-child relationships and variations in parenting solutions.	FCS 231, FCS 306, FCS 307 students	30 hours of clinical observation with journal reports; professional skill activities; homework assignments.  30 hours of clinical observation with observation papers; research paper; group presentation; weekly discussion topics.	Instructor	Fall semester
Students will be able to describe and analyze changing parenting roles over the life cycle.	FCS 101 students	Lifespan assignment; synthesis essay on future career.	Instructor	Fall and spring semester

**Program Goal****The program guides students as they gain understanding of family law and public policy, ethics, and family life education methodology.**

<b>Outcome(s)</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
Students will be able to understand the character and the quality of human social conduct and demonstrate the ability to critically examine ethical questions and issues.	FCS 224, FCS 300 students	Creation of life lists and personal mission statements; leadership style exercise; volunteer activity and reflection paper; diversity paper; group discussion.  Group presentation on family related topic; response papers; research paper	Instructor	Fall and spring semester
Students will be able to understand the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.	FCS 111, FCS 203 students	Microteaching assignment; "First Teaching" assignment; student reflection papers.	Instructor	Fall and spring semester
Students will be able to develop an awareness of, and analyze the legal definition of, the family, and laws which affect the status of the family.	FCS 224, FCS 333 students	Weekly reaction papers; advocacy letter; community meeting report; current events notebook; final project.  Group presentation on family related topic; response papers; research paper	Instructor	Fall semester
Students will be able to plan, implement, and evaluate family life education programs.	FCS 251, FCS 306 students	30 hours clinical observation with observation papers; learning plans; developmental assessment paper.  30 hours of clinical observation with journal reports; professional skill activities; homework assignments.	Instructor	Fall semester