



Texas Southern University
Assessment Plan 2010-2013

Unit Assessment Plan

College of Liberal Arts & Behavioral Science

Bachelor of Science in Human Services and Consumer Sciences:
Child and Family Development Track

Introduction

Texas Southern University's Mission

Texas Southern University is a comprehensive metropolitan university. Building on its legacy as a historically black institution, the university provides academic and research programs that address critical urban issues and prepare an ethnically diverse student population to become a force for positive change in a global society.

In order to achieve this mission, Texas Southern University provides:

- quality instruction in a culture of innovative teaching and learning
- basic and applied research and scholarship that is responsive to community issues
- opportunities for public service that benefit the community and the world.

Texas Southern University's Vision

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

Accreditation Standards

Accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACS) Commission on Colleges signifies that the institution: (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

Source: The Principles of Accreditation: Foundations for Quality Enhancement, 5th edition

Goal 1 Assessment Plan 2010-11 to 2012-13**1 Goal Description**

1.0 To prepare competent individuals for professional roles in Human Services and Consumer Sciences (focusing on children and families) and/or for graduate study.

2 SLO Student Learning Outcomes/Objectives

2010-2011 HSCS: Child and Family Development Track

HSCS: Family and Consumer Sciences Track

SLO 1.1

Students will demonstrate mastery of theories and concepts in the various Human Services and Consumer Sciences discipline areas.

SLO 1.2

Students will demonstrate knowledge of professional standards and ethics in working with families, children, individuals and consumers in selected practicum settings.

SLO 1.3

Students will express satisfaction with the quality of instruction received in their HSCS discipline area

***2011-2012 SLO - HSCS:Child and Family Development Track

SLO 1.1

Apply principles of growth and development to effectively assess and guide the behavior of children and youth

SLO 1.2

Apply developmentally appropriate principles and theories in planning, designing,, selecting and implementing educational activities, materials and programs for children

SLO 1.3

Apply critical thinking skills and strategies for solving problems and meeting the physical, cognitive, social and emotional needs of children

SLO 1.4

Apply child development standards and protocols in working with children, families and individuals in home, community and educational settings

SLO 1.5

Demonstrate effective oral and written communication skills in transferring child development and family focused information to target audiences in a variety of settings

*****2012-2013***** HSCS CHILD AND FAMILY DEVELOPMENT TRACK

SLO 1.1

Students will demonstrate competencies for effectively assessing and guiding the behavior of young children

SLO 1.2

Students will apply developmentally appropriate principles and theories in planning, designing, selecting and implementing activities and materials for children

SLO 1.3

Students will apply critical thinking skills and developmentally appropriate strategies for meeting the cognitive, physical, social and emotional needs of all children

SLO1.4

Students will apply recognized Child Development standards and protocols in working with children, families and individuals in home, community and educational settings

SLO 1.5

Students will demonstrate effective oral and written communication skills in transferring child development and family information and research to diverse target audiences in a variety of settings

SLO 1.6

Students will demonstrate knowledge of art and design principles in designing bulletin boards and guiding the creativity of children

2011-2012 HSCS:Family and Consumer Sciences Track

SLO 1.1

Students will demonstrate knowledge of Family Consumer Sciences careers and associated skills for acquiring jobs and achieving success in the Family and Consumer Sciences (FCS) Profession.

SLO 1.2

Students will demonstrate knowledge of family theories and changing family dynamics overlife, including marriage

SLO 1.3

Students will apply Family and Consumer Sciences principles and skills in planning, designing and implementing programs that impact families, individuals and children

SLO 1.4.

Students must be able to demonstrate mastery of personal, family and consumer management principles and skills

SLO 1.5

Students must be able to demonstrate effective and written communication skills in transferring Family consumer Sciences information to target audiences in a variety of settings.

3 Metric

2010-2011 HSCS: Child and Family Development Track
HSCS: Family and Consumer Sciences Track

***2011-2012 HSCS: Child and Family Development Track
Goal 1.0

SLO 1.1
Score on two Child/Adolescent Case Study Projects

SLO 1.2
Score on the Children's Literature Teaching Resource File

Mock Teaching Activity Score

SLO 1.3
Score on
Child /Family Case Study Scenario

SLO 1.4
Rating on the Child Development Appraisal Instrument

SLO 1.5
-Score on Parent Handbook
-Score on Selected Parent Education Presentation Topic

***** 2012-2013 HSCS: CHILD AND FAMILY DEVELOPMENT TRACK *****

1.1
Score on Developmental Analysis Presentation

1.2
Score on Children's Literature Program Design Group Lead Presentation
Rubric

Scaled scores on Imbedded Questions on the Theories Mid-Term (#1-2) and Final Examinations (#3-4)

1.3
Score on Position Paper-Implications of the Nature vs. Nurture Theory for Meeting the Developmental Needs of Children

1.4
Rating on Child Development Practicum Appraisal

1.5
Score on Curriculum Unit Plan (in selected content areas for children, ages 3-5 years)

Score on Child Guidance Informational Pamphlet for Parents of Young Children

1.6
Ratings on Theme Focused bulletin board exhibits (7)

***2011-2012 HSCS:Family and Consumer Sciences Track

SLO 1.1

Score on a
Family and Consumer Sciences Careers Mini-Research Paper and Oral Presentation (HSCS 233)

SLO 1.2
Family Case Study Scenarios(4) HSCS 233

SLO 1.3
Community Program Design Project (HSCS 432)

SLO 1.4
Score on Imbedded Questions on Family and Consumer Resource Management section of final exam
questions 16-36

Consumer Credit File Score (FCS 436)

SLO 1.5
Position Paper The Impact of the Federal Health Care Initiatives on Elderly (FCS 431- Aging).

4 Target 2010-11

Goal 1

SLO 1.1
Submitted on separate form due to modifications made in goals, targets and SLOs for
2011-2012

SLO 1.2
Submitted on separate form due to modifications made in goals, targets and SLOs for
2011-2012

SLO 1.5
Submitted on separate form due to modifications made in goals, targets and SLOs for
2011-2012

SLO 1.9
Submitted on separate form due to modifications made in goals, targets and SLOs for
2011-2012

SLO 1.10
Submitted on separate form due to modifications made in goals, targets and SLOs for
2011-2012

5 Findings 2010-11

Goal 1

SLO 1.1
Submitted on separate form due to modifications made in goals, targets and SLOs for
2011-2012

SLO 1.2

Submitted on separate form due to modifications made in goals, targets and SLOs for 2011-2012

SLO 1.3

Submitted on separate form due to modifications made in goals, targets and SLOs for 2011-2012

6 Action Plan 2010-11

Goal 1

SLO 1.1

Although our target goal was met with reference to objectives and learning outcomes, the HSCS Dept. will now move forward to assess outcomes in each class, specific to discipline areas in HSCS.

SLO 1.2

Rubrics and learning outcomes will be reassessed for their fit in evaluating the (practicum) courses in which related outcomes are included for discipline specific areas in HSCS.

SLO 1.3

The HSCS Department will continue to monitor student satisfaction via Student Surveys as part of the faculty evaluation. The major focus for the upcoming year (2011-2012) however, will be directed toward assessing quality instruction in specific discipline areas within the HSCS Dept. Further, goals will be modified and/or expanded to reflect instructional objectives of the unit.

7 Target 2011-12

***2011-2012 HSCS: Child and Family Development (CFDV)Track

SLO 1.1

75% of the students enrolled in CFDV 433 will score 75 or higher on a project requiring them to assess the cognitive, physical and social development of children, 3-5 years.

SLO 1.2

75% of the students enrolled in CFDV 432 will score 75 or higher on the Teaching Resource File and one (1) Mock Teaching Activity.

SLO 1.3

75% of the students enrolled in CFDV 333 will score 75 or higher on at least three (3) Child/Family Case Study Scenarios requiring them to apply critical thinking skills and knowledge of Child Development principles

SLO 1.4

75% of the students enrolled in CFDV 333 will score 75 or higher on at least three (3) Child/Family Case Study Scenarios requiring them to apply critical thinking skills and knowledge of Child Development principles

SLO 1.5

75% of the students enrolled in CFDV 436 will score 75 or higher on the Parent Handbook and 75 or higher on the Parent Education Presentation

***2011-2012 HSCS: Family and Consumer Sciences (FCS) Track

SLO 1.1

75% of the students will score 75 or higher on both the FCS Careers Mini-Research Paper and Presentation

SLO 1.2

75% of the students will score 75 or higher on each of the 4 family case study

SLO 1.3

75% of the students will score 75 or higher on a community design project

SLO 1.4

75% of the students will score 75 or higher on the imbedded dues that measure competence of family resource management principles.

Students will also score 75 or higher on the consumer credit file

SLO 1.5

75% of the students will score 75 or higher on the Healthcare Initiaves Position Paper.

8 Findings 2011-12

SLO 1.1

85% of the students assessed scored 75 or higher on both the Child study Project and the Adolescent Case Study Project.

Target Met

SLO 1.2

100% of the students scored 75 or higher on the Teaching Resource File and 90% of the students scored 75 or above on the Mock Teaching Activity.

Target Met

SLO 1.3

65% of the students scored 75 or above on the three (3) required Child/Family Case Study Scenarios.

Target Not Met

SLO 1.4

100% of the students received ratings of satisfactory or above on the Child Development Practicum Appraisal on performance in practicum settings.

Target Met

SLO 1.5

95% of the students scored 75 or higher on the Parent Handbook and 100% of the students scored 75 or higher on the Parent Education presentation.

Targets Met

***2011-2012 HSCS: Family and Consumer Sciences (FCS) Track

SLO 1.1

100% of the students score 75 or higher on the ORA/FCS Careers Presentation; and 85% of the students scored 75 or higher on the mini research paper.

Target met

SLO 1.2

70% of the students assessed scored 75 or higher on the 4 required family case study

Target not met

SLO 1.3

100% of the students scored 75 or higher on the Community Program Design Project

Target met

SLO 1.4

75% of the students scored 75 or higher on the Imbedded Family Consumer Resource Management questions

Target met

SLO 1.5

100% of the students scored 75 or higher on the Health Care/ Aging Impact position paper

Target met

9 Action Plan 2011-12

2011-2012 HSCS: Child and Family Development (CFDV) Track**

SLO 1.1

Faculty will continue to involve students in activities that enhance their knowledge of developmental concepts and also enhance their critical thinking and communication skills.

SLO 1.2

Expand opportunities for students to plan and design learning environments for children as well as to engage in apply in "real time" settings.

SLO 1.3

Continue to engage students in case study analyses and other similar learning activities to extend their critical thinking skills and their knowledge in Child Development theories and foundations.

SLO 1.4

Vary the practicum settings to which students are assigned to allow for more opportunities allow exposure to a broader scope of high quality child care programs and learning centers.

SLO 1.5

Continue to engage students in oral and written activities in varied settings to expand the development of their communication skills

*****2011-2012 HSCS: Family and Consumer Sciences (FCS) Track*****

ACTION PLAN

SLO 1.1

Continue to explore ways of expanding students' knowledge of the field of Family and Consumer Sciences and to increase their writing skills.

SLO 1.2

Continue to engage students in case scenarios to enhance family theory/ dynamic skills and also to enhance critical thinking skills.

1.3

Continue to engage students in program planning projects and expand opportunities to review existing established community programs.

SLO 1.4

Continue to encourage students to read their textbook and study for tests. Also plans are to provide more review materials before major exams.

SLO 1.5

Continue to engage students in activities aimed at increasing oral and written communication skills. Introduce students to APA software for enhancing reference skills.

[SLO 1.10 HSCS 233 _Essay Rubrics](#) [DOC 37 KB 6/4/12]

[SLO 1.5 FCS 431 Elderly Interview Rubric](#) [DOC 35 KB 6/5/12]

[SLO 1.9 Group_Presentation_Rubric](#) [DOC 36 KB 6/4/12]

10 Target 2012-13

*****2012-2013 CHILD & FAMILY DEVELOPMENT TRACK

TARGET

SLO 1.1

75% of the students in CFDV 334 will score 75 or higher on an assigned Developmental Analysis Presentation

SLO 1.2

75% of the students in CFDV 432 will earn scores of 75 or higher on a Children's Literature Group Lead Program Design Presentation

SLO 1.2

75% of the students in CFDV 431 will earn scores of 75 or above on Imbedded questions on the Mid-Term (#1-2) and Final Exam (# 3-4)

SLO 1.3

75% of the students in CFDV 234 will earn scores of 75 or higher on the Nature vs. Nurture Position Paper

SLO 1.4

75% of students in CFDV 235 will receive ratings of satisfactory or above on the Child Development Practicum Appraisal

SLO 1.5

75% of students in CFDV 333 will earn scores of 75 or higher on an assigned Curriculum Unit Plan for a children ages 3-5 years

SLO 1.5

75% of the students will earn scores of 75 or higher on a Child Guidance Informational Pamphlet for Parents of Young Children

SLO 1.6

75% of the students in AD 130/130L will earn ratings of satisfactory or above on 5 of 7 bulletin exhibits covering different themes

11 Findings 2012-13

*****2012-2013 CHILD & FAMILY DEVELOPMENT TRACK*****

FINDINGS

SLO 1.1

100% of the students assessed scored 75 or higher on the assigned Developmental Analysis Presentation
N=21
Target Met

SLO 1.2

100% of the students scored 75 or above on the Children's Literature Program Design Group Lead Presentation
N=35
Target Met

SLO 1.2

76% of the students earned scaled scores of 75 or higher on Imbedded Questions on the CFDV 431-Theories Mid-Term and Final Exams
N=17
Target Met

SLO 1.3

71% of the students earned scores of 75 or higher on the Nature vs. Nurture Position Paper
N=57
Target Not Met

SLO 1.4

72% of the students received ratings of 75 or above on the Child Development Practicum Appraisal
N=50
Target Not Met

SLO 1.5

91% of the students earned scores of 75 or above on the assigned Curriculum Unit Plan

N=22

Target Met

SLO 1.5

83% of the students earned scores of 75 or higher on the Child Guidance Parent Informational Pamphlet

N=12

Target Met

SLO 1.6

81% of the students assessed earned ratings of 75 or above on the required five Theme Focused Bulletin Board Exhibits

N=18

Target Met

12 Action Plan 2012-13

*****2012-2013 CHILD & FAMILY DEVELOPMENT TRACK*****

ACTION PLAN

SLO 1.1

Faculty will continue to emphasize concepts and attributes for ages and stages of child development to further increase students' skills in accurately assessing the developmental levels of young children. Although all of the students met the target, scores obtained indicated more emphasis is needed in this area

SLO 1.2

In addition to providing classroom opportunities for students to apply developmentally appropriate experiences for young children, students will be provided more opportunities for "hands-on" experiences in varied community and cultural settings

SLO 1.2

In addition to providing more opportunities for students to gain "hands-on" experiences to enhance essential skills in working with young children, faculty will continue to require tests to enhance not only child development skills and knowledge, but also critical thinking skills.

SLO 1.3

Faculty will add more case study scenarios in theory and methods courses to increase students' critical thinking skills.

SLO 1.4

More expanded and varied practicum settings will be added to provide more opportunities for students to apply developmentally appropriate protocols discussed in the classroom. More focus will also be placed on work ethics and values

SLO 1.5

Child Development students will be required to engage in more assignments that require them to use research and writing skills; they will also be required to apply their knowledge of child development in community workshops and seminars for parents

SLO 1.6

More extended opportunities for students to use creative experiences with children will be provided in classes such as Children's Literature, Methods, and Multicultural Strategies

13 Additional Reference Documents

No Reference Documents provided 2010-2011.

No Reference Documents provided 2011-2012.

No Reference Documents provided 2012-2013.

Goal 2 Assessment Plan 2010-11 to 2012-13

1 Goal Description

2010-2011 HSCS: Child and Family Development (CFDV) Track

2010-2011 HSCS: Family and Consumer Sciences (FCS) Track

2010-2011 Human Services and Consumer Sciences (HSCS)

Goal 2

To promote social responsibility among students matriculating in Human Services and Consumer Sciences (HSCS)

***2011-2012 - HSCS:Child and Family Development (CFDV) Track

Goal 2

To increase and promote knowledge of the mission of Human Services and Consumer Sciences (HSCS) among majors.

2011-2012 - HSCS:Family and Consumer Sciences (FCS) Track

Goal 2

To increase the research competence of students in the discipline of Human Services and Consumer Sciences

*****2012-2013 CHILD FAMILY DEVELOPMENT TRACK*****

GOAL 2

2.0

To increase and promote knowledge of the mission of Human Services and Consumer Sciences (HSCS) among majors

2 SLO Student Learning Outcomes/Objectives

2010-2011 B.S.- Human Services and Consumer Sciences (HSCS)

HSCS: Child and Family Development (CFDV) Track

HSCS: Family and Consumer Sciences (FCS) Track

SLO 2.1

Students will apply knowledge of family systems and implementation techniques in addressing issues facing families, individuals and children in selected community service settings.

2011-2012 B.S.- Human Services and Consumer Sciences (HSCS)

***2011-2012 HSCS: Child and Family Development Track

SLO 2.1

Apply knowledge and protocols of Human Services and Consumer Sciences (HSCS) in serving the needs of families, children and individuals in community and in global settings.

SLO 2.2

Demonstrate cultural sensitivity and knowledge of HSCS professional ethics in working with diverse population groups.

2011-2012 HSCS: Family and Consumer Sciences Track

SLO 2.1

Students will demonstrate knowledge of basic methodological approaches used in the discipline of Human Services and Consumer Sciences

SLO 2.2.

Students will demonstrate competence in identifying basic research terminology and jargon.

SLO 2.3

Students will demonstrate knowledge of basic methodological procedures used in gathering and analyzing data.

SLO 2.4

Students will use appropriate methodological techniques and procedures to design a research project in the Human Services and Consumer Sciences discipline.

*****2012-2013 CHILD AND FAMILY DEVELOPMENT TRACK*****

STUDENT LEARNING OUTCOMES/OBJECTIVES

SLO 2.1

Students will apply knowledge and protocols of Human Services and Consumer Sciences (HSCS) in serving the needs of families, children and individuals in community and in global settings

3 Metric

2010-2011 Human Services and Consumer Sciences (HSCS)

SLO 2.1

Ratings on Community Service Project

***2011-2012 HSCS: Child and Family Development (CFDV) Track

SLO 2.1

Score on Need Based Community Service Project

SLO 2.2

Rating on Child Development Practicum Appraisal (Sensitivity and Professionalism Sections)

2011-2012 HSCS: Family and Consumer Sciences (FCS) Track

SLO 2.4

Research Project score
(Position Paper)

*****2012-2013 CHILD AND FAMILY DEVELOPMENT TRACK*****

METRIC**SLO 2.1**

Assessed in HSCS 233-See Family and Consumer Sciences Track

4 Target 2010-11

2010-2011 Human Services and Consumer Sciences (HSCS)

SLO 2.1

At least 80% of the graduating students will complete at least one community service project and will receive satisfactory or above ratings on their project.

5 Findings 2010-11

2010-2011 Human Services and Consumer Sciences (HSCS)

SLO 2.1

100% of the graduating seniors completed at least one service project and received the rating of satisfactory or above on their project.

2010-2011 HSCS: Family Consumer Sciences Track (FCS)

Submitted on separate form due to modifications made in goals, targets and SLOs for 2011-2012

6 Action Plan 2010-11

2010-2011 Human Services and Consumer Sciences (HSCS)

SLO 2.1

Activities for goal 2 will be extended in courses that also include practicum and clinical experiences to capture ethics, public service and professionalism in working in the Human Services and Consumer Sciences.

7 Target 2011-12

***2011-2012 HSCS: Child and Family Development (CFDV) Track

SLO 2.1

75% of the students enrolled in AD 130 will identify, participate and submit a written report on at least one (1) need based community service project that promotes the mission of HSCS

SLO 2.2

75% of the students enrolled in CFDV 434 will earn ratings of satisfactory or above on the "Sensitivity and Professionalism Portions" of the Child Development Practicum Appraisal

2011-2012 HSCS: Family and Consumer Sciences (FCS) Track

SLO 2.4

75% of the students assessed will score 75% or higher on aggregate metric totals for SLO 2.4

8 Findings 2011-12

2011-2012 HSCS: Child and Family Development (CFDV) Track

SLO 2.1

100% of the students engaged in volunteer service on at least one (1) need based community service project that promotes the mission of HSCS

Target met

SLO 2.2

100% of the students earned ratings of satisfactory or above on the "Sensitivity and Professionalism Portions" of the Child Development Practicum Appraisal

2011-2012 HSCS: Family and Consumer Sciences (FCS) Track

SLO 2.4

60% of the students scored 75% or higher on the Research Project .
Target not met.

Five (5) students stopped participating in the online class and did not drop the course
Students who remained as active participants in the FCS 431 class met the target.

9 Action Plan 2011-12

2011-2012 HSCS: Child and Family Development (CFDV) Track

SLO 2.1

Continue to involve students in service learning projects that help to raise the standard of living for children, families and individuals.

SLO 2.2

Involve students in additional free and classroom activities that enable them to apply ethics and sensitivity on working with diverse groups.

2011-2012 HSCS: Family and Consumer Sciences (FCS) Track

SLO 2.4

This target was not met because five of the students enrolled in this online class (FN 431) stopped participating without officially dropping the course and not inputting data correctly; thus, faculty will continue to send announcements via Blackboard regarding University drop dates and emphasize the importance of improving technological skills & keeping deadlines for online class. Continual efforts will also be made to find ways of enhancing research skills of the students.

10 Target 2012-13

*****2012-2013 CHILD AND FAMILY DEVELOPMENT TRACK*****
TARGET

SLO 2.1

N/A

11 Findings 2012-13

***** 2012-2013 CHILD AND FAMILY DEVELOPMENT TRACK*****
FINDINGS

SLO 2.1

N/A

12 Action Plan 2012-13

***** 2012-2013 CHILD AND FAMILY DEVELOPMENT TRACK*****

ACTION PLAN

SLO 2.1

N/A

13 Additional Reference Documents

No Reference Documents provided 2010-2011.

No Reference Documents provided 2011-2012.

No Reference Documents provided 2012-2013.

Goal 3 Assessment Plan 2010-11 to 2012-13

1 Goal Description

2011-2012 -B.S. - Human Services and Consumer Sciences

2011-2012 HSCS: Child and Family Development Track

Goal 3.0

To promote social responsibility and public service among persons in the field of Human Services and Consumer Sciences.

2011-2012 HSCS: Family and Consumer Sciences Track

Goal 3.0

To promote social responsibility and public service among persons in the field of Human Services and Consumer Sciences.

2 SLO Student Learning Outcomes/Objectives

2011-2012 -B.S. - Human Services and Consumer Sciences

HSCS: Child and Family Development Track

SLO 3.1

Students will demonstrate knowledge of professional ethics and standards in working with diverse population groups.

SLO 3.2

Students will demonstrate sensitivity for all individuals encountered in field based learning experiences.

SLO 3.3

Students will identify and participate in volunteer learning experiences that promote quality enhancement of the lives of individuals, families, children and/or diverse population groups.

2011-2012 HSCS: Family and Consumer Sciences Track

SLO 3.1

Students will demonstrate knowledge of ethics and standards in working with diverse population groups.

SLO 3.2

Students will demonstrate sensitivity for individuals from diverse population groups in field based learning experiences.

SLO 3.3

Students will identify and participate in volunteer learning experiences that promote quality enhancement of the lives of individuals, families, children and/or diverse population groups.

3 Metric

2011-2012 Human Services and Consumer Sciences (HSCS)

HSCS: Child and Family Development (CFDV)

***HSCS: Family and Consumer Sciences (FCS)

SLO 3.1

Professional Development Ethics Project
score

SLO 3.3

Project Learning Experience Score

4 Target 2010-11

Submitted on separate form due to modifications made in goals, targets and SLOs for 2011-2012

2010-2011 HSCS Family consumer Sciences Track (FCS)

SLO 3.3

Submitted on separate form due to modifications made in goals, targets and SLOs for
2011-2012

5 Findings 2010-11

2010-2011 HSCS Family Consumer Sciences Track (FCS)

SLO 3.1

Submitted on separate form due to modifications made in goals, targets and SLOs for
2011-2012

SLO 3.3

Submitted on separate form due to modifications made in goals, targets and SLOs for
2011-2012

6 Action Plan 2010-11

Although students met the target, faculty will continue to encourage students to increase their knowledge of business ethics by providing more opportunities for professional development.

7 Target 2011-12

2011-2012 B.S. Human Services and Consumer Sciences

HSCS: Child and Family Development (CFDV) Track

***HSCS: Family and Consumer Sciences (FCS) Track

SLO 3.1

75% of the students assessed will score 75% or higher on aggregate metric totals for SLO 3.1

SLO 3.3

75% of the students assessed will score 75% or higher on aggregate metric totals for SLO 3.3

8 Findings 2011-12

2011-2012 B.S. Human Services and Consumer Sciences

HSCS: Child and Family Development (CFDV) Track

***HSCS: Family and Consumer Sciences (FCS) Track

SLO 3.1

- 86% of the students scored 75% or higher on the Ethics component of the professional development project during the Fall 2011
- 83% of the students scored 75% or higher during the Spring of 2012

Target met.

SLO 3.3

- 78% of the FCS 436 students scored 75% or higher on the aggregate metric totals for the Project Learning Exper. project during the Fall of 2011
- 70% of the HSCS 233 students scored 75% or higher during the Fall of 2011. Five (5) students stopped attending class and 8 did not complete the assignment
- 58% of the HSCS 233 students scored 75% or higher during the of Spring 2012 5 students stopped attending class and 10 did not complete the assignment

9 Action Plan 2011-12

2011-2012 B.S. Human Services and Consumer Sciences

HSCS: Child and Family Development (CFDV) Track

***HSCS: Family and Consumer Sciences (FCS) Track

SLO3.1

Although students met the target, faculty will continue to encourage students to increase their knowledge of business ethics by providing more opportunities for professional development.

SLO 3.3

Although students in FCS 436 met the target goal, faculty will place more emphasis on compliance with Project guidelines and increase the range of projects for student involvement.

HSCS 233 - Faculty will seek to determine reasons for the low performance for the HSCS 233 students; also provide multiple venues for students to volunteer per semester

10 Target 2012-13

75% of the students assessed will score 75% or higher on project.

11 Findings 2012-13

As a result of changes in departmental leadership, data were not collected during the 2012-2013 academic year.

Data collection and analysis will be reinstated during the 2013-2014 academic year.

12 Action Plan 2012-13

As a result of changes in departmental leadership, data were not collected during the 2012-2013 academic year.

Data collection and analysis will be reinstated during the 2013-2014 academic year. Updated action plans will be developed at that time.

13 Additional Reference Documents

No Reference Documents provided 2010-2011.

No Reference Documents provided 2011-2012.

No Reference Documents provided 2012-2013.

