



Texas Southern University
Assessment Plan 2010-2013

Unit Assessment Plan

College of Liberal Arts & Behavioral Science

Master of Science in Human Services and Consumer Sciences

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**

Goal 1.0

To prepare competent professionals for leadership positions in family, nutrition, consumer and child centered careers and/or for advanced graduate study.

2 SLO Student Learning Outcomes/Objectives

2010-2011

SLO 1.1

Students will demonstrate knowledge of professional ethics and standards needed for advancement in careers that service children, families, individuals and/or special populations.

SLO 1.2

Students will demonstrate competency in planning, developing and implementing programs that service the needs of children, individuals, families and/or special populations in nutrition, human development, consumer management and family relationships.

2011-2012

SLO 1.1

Students will demonstrate knowledge of professional ethics and standards needed for advancement in discipline specific related careers that service the needs of children, families, individuals and/or special population groups.

SLO 1.2

Students will apply theoretical concepts and principles in planning, developing and administering programs that focus on a discipline area in Human Services and Consumer Sciences and/or for special population groups.

2012-2013

SLO 1.1

Students will model and demonstrate leadership qualities and skills congruent with ethical standards of behavior and knowledge needed for becoming effective professionals and advocates for individuals, families and consumers.

SLO 1.2

Students will critically evaluate and apply theoretical concepts and principles for planning, developing and implementing programs and activities for special population groups within specific Human Services and Consumer Sciences discipline areas, including utilizing appropriate technology.

3 Metric

2010-2011

Metric 1.1

Departmental Comprehensive Assessment scores

Metric 1.2

Project

2011-2012

Metric 1.1

Reading, Analyses Scores (on HSCS professional ethics/standards).

Metric 1.2

Problem Paper score (on ethics and standards for interacting with consumers).

2012-2013

Metric 1.1a

Rating on Youth Literacy Community Service Project Rubric (Knowledge and Ethics Sections) completed in CFDV 532, Language Cognition & Development.

Metric 1.1b

Score on Philosophical Essay-What It Means to be a Human Services & Consumer Sciences (HSCS) Professional, completed in HSCS 510, Introduction to Graduate Studies.

Metric 1.2a

Score on Parent Handbook completed in CFDV 533, Parental Influence.

Metric 1.2b

Score on Parent Workshop completed in CFDV 533 Parental Influence.

4 Target 2010-11

Target 1.1

At least 80% of the exiting graduate students will score 80 or above on the graduate comprehensive assessment.

Target 1.2

At least 80% of the graduate students enrolled in HSCS classes for the Spring 2012 term will receive ratings of âgoodâ and above on a project that addresses the needs of individuals, families, children and/or special population groups.

5 Findings 2010-11

Finding 1.1

100% of the exiting graduate students earned grades of 80 or above on the HSCS Graduate Comprehensive Exam.

Target Met.

Finding 1.2

100% of the graduate students enrolled in HSCS classes for the 2011 Spring term earned ratings of âgoodâ or above on their assigned project.

Target Met.

6 Action Plan 2010-11

Action Plan 1.1

During the 2011-12 academic year, this SLO will be modified to reflect leadership emphasis for professionals in the HSCS graduate program.

More opportunities to assess ethics and professionalism will also be explored.

Action Plan 1.2

SLO 1.2 will be modified to provide a more comprehensive identification of desired outcomes for the HSCS masters program.

The Department will also request an additional instructor for the Masterâs program to accommodate the increase in students.

Likewise, graduate practicum experiences and service learning rubrics will be modified to more adequately assess program planning and implementation skills of students.

7 Target 2011-12

Target 1.1

At least 80% of the students assessed will score 80% or higher on reading analyses and papers related to HSCS professional ethics/standards.

Target 1.2

At least 80% of the students enrolled in courses will score 80% or higher on the Problem Paper associated with ethics and standards for interacting with consumers.

8 Findings 2011-12

Finding 1.1

94% of the students enrolled in HSCS 510 scores of 80% or higher on ethics reading analyses.

Target Met.

Finding 1.2

94% of the students earned 80% or higher on problem paper.

Target Met.

9 Action Plan 2011-12

Action Plan 1.1

Targets were met; however, faculty will continue to involve students in instructional activities designed to strengthen their knowledge and practice of professional ethics in dealing with children, families, consumers and special needs populations, (elderly, disabled, caregivers, etc.). More opportunities to refine written skills will also be provided.

Action Plan 1.2

Targets were met; however, faculty will seek to integrate more program planning activities and tests which challenge students to use critical thinking skills in developing and presenting ideas in writing; also involve students in more case scenarios that require students to use logic and knowledge to explain/resolve program planning and implementation issues.

10 Target 2012-13

Target 1.1a

At least 80% of the students enrolled in CFDV 532 will receive ratings of "Meets or Exceeds Standards" on the Knowledge and Professional Ethics sections of the Youth Literacy Community Service Rubric.

Target 1.1b

At least 80% of the students enrolled in HSCS 510 will score 80 or above on a HSCS Philosophical Essay.

Target 1.2a

At least 80% of the students in CFDV 533 will earn scores of 80 or above on the Parent Handbook assignment.

Target 1.2b

At least 80% of the students enrolled in CFDV 533 will earn ratings of "Meets or Exceeds Expectations" on a Parent Workshop Rubric.

11 Findings 2012-13

Finding 1.1a

89% of the students received ratings of "Meets or Exceeds Standards" on the Knowledge and Professional Ethics sections of the Youth Literacy Community Service Appraisal.

Target Met.

Finding 1.1b

100% of the students earned scores of 80 or above on the Human Services & Consumer Sciences Philosophical Essay.

Target Met.

Finding 1.2a

100% of the students earned scores of 80 or above on the Parent Handbook assignment.

Target Met.

Finding 1.2b

100% of the students enrolled in CFDV 533 will earn ratings of "Meets or Exceeds Expectations" on a Parent Workshop Rubric.

Target Met.

12 Action Plan 2012-13

Action Plan 1.1a

Faculty will continue to provide opportunities for students to complete the Youth Literacy Community Service assignment and monitor the findings as related to Target attainment.

Action Plan 1.1b

In addition to class activities that promote leadership and professional skills in HSCS, students will be encouraged to attend and participate in professional meetings and conferences in order to gain first hand experiences with professionals in the field of Human Services and Consumer Sciences.

Action Plan 1.2a

Faculty will continue to provide opportunities for all HSCS graduate students to model and demonstrate leadership qualities and skills congruent with ethical standards of behavior and knowledge needed for becoming effective professionals. Students will also be encouraged to attend professional meetings and conferences in order to observe professional skills modeled by those in the practice arena.

Action Plan 1.2b

Faculty will continue to review theoretical concepts and principles in all HSCS classes. Students will be provided opportunities to discuss and present on these topics throughout the semester in order to help reinforce content, and enhance verbal and visual presentation skills, including demonstration of the use of technology.

13 Additional Reference Documents

No Reference Documents received 2010-2011.

No Reference Documents received 2011-2012.

No Reference Documents received 2012-2013.

Goal 2 Assessment Plan 2010-11 to 2012-13

1 Goal Description

To provide opportunities for students to learn about applying research methods toward the investigation of problems and issues in Human Services and Consumer Sciences.

2 SLO Student Learning Outcomes/Objectives

2010-2011

SLO 2.1

Students will apply research principles and techniques in planning and presenting seminars that address issues and problems in human nutrition, human development, family dynamics and/or consumerism.

SLO 2.2

Students will demonstrate knowledge of research methods and techniques for examining problems or issues in an area of focus in Human Services and Consumer Sciences.

2011-2012

SLO 2.1

Students will apply appropriate research principles and techniques for designing a study or project that addresses issues in Human Services and Consumer Sciences discipline areas.

SLO 2.2

Student will use critical thinking and critical writing skills to evaluate and discuss problems and issues in Human Services and Consumer Sciences discipline areas.

2012-2013

SLO 2.1

Students will apply appropriate research principles and techniques for designing a study or project that addresses issues in Human Services and Consumer Sciences (HSCS) discipline areas.

SLO 2.2

Students will demonstrate skill in critically evaluating and effectively communicating information and varying perspectives on family, nutrition and consumer issues to diverse audiences.

3 Metric

2010-2011

Metric 2.1

Seminar Development and Implementation Project

Metric 2.2

Rating on research proposal

2011-2012

Metric 2.1

Scores from HSCS focused Research Paper.

Metric 2.2

2.2a

Scores from Research Project score (on Food production issues).

2.2b

Score on Scholarly Paper focused on Behavior Problems of Young Children.

2012-2013

Metric 2.1
Rating on Discipline Specific Research Paper.

Metric 2.2
Score on Nutrition Workshop Appraisal Rubric
(Focus: Low Income Adult Women).

4 Target 2010-11

Target 2.1

At least 80% of the graduate students assessed in Spring 2012 HSCS graduate classes will earn the rating of âgoodâ or above on a required seminar presentation.

Target 2.2

At least 80% of the exiting graduate students will receive ratings of âadequateâ and above on their submitted research proposals.

5 Findings 2010-11

Finding 2.1

Only one course required the completion of a seminar presentation. Of the students enrolled in that course, 100% earned ratings of âgoodâ or above on the seminar presentations.

Target Met.

Finding 2.2

100% of the exiting graduate students received ratings of adequate or above on their research proposals.

Target Met.

6 Action Plan 2010-11

Action Plan 2.1

Goal 2 SLOs will be modified in an effort to more accurately assess student achievement of research skills; critical thinking skills and critical writing skills will be added to the SLOs in this area.

Action Plan 2.2a and 2.2b

The research component will be defined more specifically, more opportunities to measure interpretation and critiques as research elements will be added to provide more extensive investigation and technical writing skill evaluation.

7 Target 2011-12

Target 2.1

At least 80% of the students assessed will score 80% or higher on the research paper.

Target 2.2

2.2a

At least 80% of the students assessed will score 80% or higher on the research project focused on Food Production.

2.2b

At least 80% of the students assessed will score 80% or higher on the research paper focused on Behavior Problems of Young Children.

8 Findings 2011-12

Finding 2.1

97% of the students enrolled in HSCS 760 earned scores of 80% or higher on the research metric targeting principles and techniques.

Target Met.

Finding 2.2

2.2a

83% of students enrolled in FN 531 scored 80% or above on the research issues project in Food Production.

Target Met.

2.2b

100% of students enrolled in HSCS 760 scored 80% or above on the Childhood Behavior Problems scholarly paper.

Target Met.

9 Action Plan 2011-12

Action Plan 2.1

Based on findings, faculty will continue to encourage students to utilize available resources to edit and format their research papers and projects (on-line writing lab/APA formatting software).

Action Plan 2.2a and 2.2b

Continue to encourage critical thinking skills and technical writing skill enhancement through the inclusion of additional instructional activities.

10 Target 2012-13

Target 2.1

80% of the students assessed in HSCS 760 will receive ratings of "Meets or Exceeds Expectations" on a required research paper in their discipline area.

Target 2.2

80% of the students assessed in FN 537 will earn scores of 80 or higher on the Nutrition Workshop Appraisal Rubric.

11 Findings 2012-13

Finding 2.1

100% of the students assessed received ratings of "Meets or Exceeds Expectations" on a required research paper on a topic in their discipline area.

Target Met.

Finding 2.2

100% of the students assessed earned scores of 80 or above on the Nutrition Workshop Appraisal Rubric.

Target Met.

12 Action Plan 2012-13

Action Plan 2.1

Program faculty will continue to emphasize the advantage of using editing technology in research and proposal development. They will also seek funds to acquire APA Editing and Referencing software.

Action Plan 2.2

Program faculty will provide more varied instructional opportunities for students to communicate discipline specific information orally and in writing in an effort to increase growth in communication skills.

Action Plan 2.1 and 2.2

Introduce new Goal and SLOs during 2011-2012 year. The additional goal will be "to prepare individuals who are able to appreciate their roles as innovators, advocates, and knowledgeable Human Services and Consumer Sciences professionals".

13 Additional Reference Documents

No Reference Documents received 2010-2011.

No Reference Documents received 2011-2012.

No Reference Documents received 2012-2013.

Goal 3 Assessment Plan 2010-11 to 2012-13

1 Goal Description

New Goal 2011-2012 and 2012-2013

Goal 3:

To prepare individuals who are able to appreciate their roles as innovators, advocates, and knowledgeable Human Services and Consumer Sciences professionals.

2 SLO Student Learning Outcomes/Objectives

New SLO effective 2011-2012

SLO 3.1

Students will demonstrate an understanding of the mission of Human Services and Consumer Sciences as a discipline and profession focused on enriching the lives of families, individuals through advocacy, education, collaboration, research and consultation.

3 Metric

2011-2012

Metric 3.1

Philosophical Paper (HSCS as a profession).

2012-2013

Metric 3.1

Rating on Obesity Conference Planning Assessment Rubric.

4 Target 2010-11

No Target for 2010-2011. New Goal and SLOs introduced in 2011-2012.

5 Findings 2010-11

No Findings for 2010-2011. New Goal and SLOs introduced in 2011-2012.

6 Action Plan 2010-11

No Action Plan for 2010-2011. New Goal and SLOS introduced in 2011-2012.

7 Target 2011-12

At least 80% of the students assessed in HSCS 510 will score 80% or higher on their Philosophical paper.

8 Findings 2011-12

Finding 3.1

88% of the students enrolled in HSCS 510 earned scores of 80% or higher on the Philosophical paper.

Target Met.

9 Action Plan 2011-12

Action Plan 3.1

Faculty will continue to involve students in discussions and other instructional activities, which focus on projects, which demonstrate advocacy, innovators and professional knowledge of HSCS.

Change Metric to reflect Rating on Obesity Conference Planning Assessment Rubric.

10 Target 2012-13

Target 3.1

Students enrolled in CFDV 635 and FN 537 will receive ratings of "Meets or Exceeds Expectations" on the Conference Planning & Implementation Evaluation Rubric.

11 Findings 2012-13

Finding 3.1

100% of the students assessed received ratings of "Meets or Exceeds Expectations" on the Conference Planning & Implementation Evaluation Rubric.

Target Met.

12 Action Plan 2012-13

Action Plan 3.1

Continue to provide opportunities for students in the various Human Services and Consumer Sciences

disciplines to work collaboratively on projects and programs designed to raise the quality of living for individuals, families and children.

13 Additional Reference Documents

No Reference Documents received 2010-2011.

No Reference Documents received 2011-2012.

No Reference Documents received 2012-2013.

