

**Assessment of Student Learning Outcomes (Fall 2003)**

Please provide the information below about how your academic unit assesses the extent to which students achieve learning outcomes associated with each academic program (defined as a major). If you need assistance, please contact Drs. Virginia Wheelless or Nancy McCray at 565-2085 or on Groupwise email. This information is due in the Planning Office no later than November 21, 2003 and will be updated annually.

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**Academic Program (Major)** B.S. in Development and Family Studies  
Emphasis Area 3: Family and Community Service

**Graduate or Undergraduate:** Undergraduate **Date:** 21  
October 2003

**Coordinator of the Program:** Linda Schertz, Ed.D. **Email**

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**Person completing this form:** Linda Schertz, Ed.D. **Email**

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**I. Statement of Student Learning Outcomes:** Provide a brief list of the learning outcomes that students are expected to demonstrate that they know and/or are able to perform at the end of their program; in other words, demonstrate what they have learned. Each outcome listed should be capable of being measured by the means noted in II below. Please number the outcomes (1 to x).

Common Core Within Major: The undergraduate degree in Development and Family Studies emphasizes knowledge and awareness of:

1. The theories and processes of physical, cognitive, language, social and emotional development of the individual from conception until death.
2. Current, historical and cultural perspectives related to development and family studies.
3. Methods in assessment, observation and reporting of child behavior, development, and family studies.
4. Commonalities and differences in parenting, caregiving, and family life emphasizing family strengths, systems, development, ecological, and cross-cultural perspectives.
5. Issues pertaining to ethnic minorities, family forms, sexual orientation, special needs, and aspects of diversity in contemporary families.
6. Stressors in individual and family development as well as potential related intervention strategies.

7. Applications of theoretical concepts and current research knowledge with work experiences.
8. Ethical practices related to be a professional in development and family studies.

### Specialization Outcomes:

In addition, students completing the Bachelor of Science degree in Development and Family Studies with an emphasis area Family and Community Service are expected to acquire the abilities and skills to:

1. Explain the development of families throughout the life cycle
2. Appreciate the interaction between the family and the greater community
3. Apply the knowledge of families in professional settings
4. Recognize/identify strengths in a family and use these as a base for any needed supports
5. Locate and collaborate with community resources
6. Develop and evaluate appropriate curriculum for families and programs
7. Advocate professionally on behalf of children and families, as well as the greater community
8. Fulfill the requirements for provisional status as a Certified Family Life Educator

**II. Measuring Student Learning Outcomes:** Describe how the program measures how well students have achieved the outcomes listed above and provide a list of methods and/or tools with the following information:

Name of assessment method or tool

If the method/tool is copyrighted, provide the name of the company who "owns" the tool.

Frequency of use - how often is this tool/method used, e.g., every spring semester students graduating in this major are interviewed by the program coordinator; students complete a capstone course in their final semester of the program; or each fall, a faculty committee reviews the portfolios of the students for the previous year.

1. Students are evaluated during their studies through internal synthesis and analysis including but not limited to class participation, observations and field experiences, exams, research papers, and class presentations.
2. In addition, two of the courses in the program core are also part of the university core and are regularly evaluated for their success at meeting core objectives.
3. The capstone for the Bachelor of Science in Development, Family Studies and Early Childhood Education Emphasis Area Family and Community Service is a series of field specific practicum experiences.
4. These include a professional prepracticum, followed by one to two semesters of practicum experiences with an appropriate
5. family and/or community service agency, and culminates with a portfolio.

6. Students in this area are encouraged to pursue provisional status as a Certified Family Life Educator and program faculty are working on tracking the number of students with this certification.
7. Graduates are surveyed by the College of Education to determine their perspectives.

**III. Use of Assessment Results:** Describe how the results of the assessments described above are shared with faculty in the academic program? How are the results used to improve the program?

The program for Development, Family Studies, and Early Childhood Education has established two committees, which seek ongoing feedback from program faculty, review assessment results, and make recommendations to the program faculty. The Undergraduate Committee and Practicum Committee collaborate in the review of student learner centered outcomes. These include student performance evaluations during practicum, changes in state and national standards, and recommendations for course revisions to meet the dynamics of human development.

**IV. Changes Made Based on Assessment Results:** Describe how the program has changed (or why it has not changed) based on the results of the assessment of learning outcomes. Indicate the year the change was implemented. Please indicate how the learning outcomes have changed if applicable.

Changes which occurred during 2003 as a result of internal review include:

1. The requirement of a second practicum was eliminated. Students may choose to do a second practicum or they may choose additional course content based on their own interests.
2. The requirement for ATTD 4440 Instructional Strategies was eliminated from required courses based on the increased integration of learning about such strategies in a range of already required courses.

**Signature of Person Completing the Form:**

\_\_\_\_\_ Date \_\_\_\_\_  
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**Signature of Department Chair after Reviewing the Form:**

\_\_\_\_\_ Date \_\_\_\_\_