

Family Resources

Department of Family and Consumer Sciences
Family Resources Assessment Support Fund Proposal
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Family Resources Assessment Award Progress Report Summary **January 15, 2003**

The Family Resources Program in the Department of Family and Consumer Sciences is developing and using course-embedded assessment tools for all required courses in the program. Collectively, these assessment tools will provide data on students' performance with respect to their achievement of the program's goals and learning objectives. The focus of our assessment efforts in the Fall 2002 semester was developing and testing assessment tools to measure student outcomes in our first-level required courses: FamR 230 Human Development, FamR 340 Family Development, FamR 360 Family Resource Management, and in one of our capstone courses, FamR 492 Internship. Data are currently being analyzed and results will be used to modify current tools and procedures and to inform development of course-embedded assessment tools for the remaining required courses. Preliminary analysis suggests that student outcomes are exceeding the established standards for success.

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Goals and Objectives

The Family Resources Program identified five goals for student learning and specific learning outcomes/objectives for each goal. These are listed below.

Goal 1: Acquire a knowledge base in human development

Objective 1. The Family Resources graduate will demonstrate criterion level knowledge of stages, processes, and ranges of typical human development. This knowledge base will include:

- ecological theories of human development and how these are used to analyze and solve human problems
- stages of infant, child, adolescent, and adult development
- critical tasks and sensitive periods
- domains of development, including cognitive, language, social, spiritual/moral, emotional, physical and sexual development and how these interact

- effects of geography, history, culture, and public policy on development
- effects of family relations on development
- some ranges in the typical course of development (such as effects of pre-term birth, fetal alcohol syndrome; prenatal exposure to drugs; mental retardation; mental illness; autism; ADHD, learning and language disabilities; inadequate preparation for school; educational underachievement; dropping out of school; delinquency; substance abuse; gang violence; unemployment; substance abuse; family violence; child abuse; criminality)
- application of human development to careers

Goal 2: Acquire a knowledge base in family science and resource management

Objective 1. The Family Resources graduate will demonstrate criterion level knowledge of family diversity in the global community. This knowledge base will include:

- Theories of family development, families in society, family dynamics: communication, conflict, intimacy, love, romance, relationships; marriage/styles of marriage; human sexuality and family relations; parenting
- Effects of styles of parenting/outcomes
- Effects of family relations/outcomes
- Effects of culture/SES/geography/political environment on family relations
- Family law and public policy
- Ethics: values, diversity, professional practice

Objective 2. The Family Resources graduate will demonstrate criterion level knowledge of family resource management processes. This knowledge base will include:

- Principles and processes of family resource management
- Financial and task goal-setting
- Family decision making
- Development and allocation of resources
- Influences of economic/social environment, life stage, and family structure on resource management issues
- Strategies for working with families/individuals on household management problem, parenting problems, or marriage/family relations problems

Goal 3. Acquire a knowledge base of the community contexts in which family functioning and development take place

Objective 1. The Family Resources graduate will demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, cultural environment) on family functioning and development. This knowledge base will include:

- Effects of context on family and human development
- Patterns of social systems and effects
- Impact of societal/environmental/cultural context and upbringing/public policy/family law features on family and child development

Goal 4: Acquire professional skills.

Objective 1. The Family Resources graduate will demonstrate criterion level skills in written communication. These include:

- Correct use of grammar, sentence and paragraph structures, conventional formats
- Pragmatics: uses of language, semantics
- Presentation and support/development of thesis/idea
- Appropriate use of different types/styles of writing
- Reading/interpretation of journal articles
- Appropriate use of references and citations

Objective 2. The Family Resources graduate will demonstrate criterion level skills in oral communication.

Objective 3. The Family Resources graduate will demonstrate a basic level of computer literacy.

Objective 4. The Family Resources graduate will demonstrate basic competence in "helping" skills. These skills include:

- relationship building
- empathy
- listening
- information giving, delivery of information to audiences
- problem solving
- ethical decision making
- assessment
- managing group process
- information gathering
- using community resources

Objective 5. The Family resources graduate will demonstrate basic research skills. These skills include:

- Scientific method: developing hypothesis, research questions, collecting data, analyzing and reporting findings
- Mining information - finding, processing, using, saving info, identifying sources
- Distinguishing between objective vs. subjective evidence
- Distinguishing primary vs. secondary vs. tertiary
- Observation skills - observing, recording
- Interview skills - question asking/ developing questions
- Research report writing
- Identifying implications for future research
- Ethics, politics, procedures, institutional
- Why research is important- history, ethics, trends, applications to life, motivations, rewards, barriers, partnering with families

Goal5. Apply knowledge and professional skills to address issues encountered in professional settings

Objective 1. The Family Resources graduate will demonstrate critical thinking skills and problem solving abilities.

Objective 2. The Family Resources graduate will demonstrate commitment to professional values and ethical behavior.

Objective 3. The Family Resources graduate will demonstrate a satisfactory level of preparation for the world of work and responsibility for continued professional growth.

Goal of the Assessment Study

The Family Resources Program in the Department of Family and Consumer Sciences is currently implementing the first phase of its plan for assessing the effectiveness of its undergraduate degree program. The plan involves developing and using of course-embedded assessment tools for all required courses in the program. Collectively, these assessment tools will provide data on students' performance with respect to their achievement of the program's goals and learning objectives

The focus of our assessment efforts in the Fall 2002 semester was the development and testing of assessment tools to measure Goals 1 and 2 and their respective objectives in our first-level required courses: FamR 230 Human Development, FamR 340 Family Development, and FamR 360 Family Resource Management, and Goal 5 and its respective objectives in one of our capstone courses, FamR 492 Internship.

Populations

The populations studied are summarized in Table 1.

Table 1. Populations Studied, Fall 2002

Population	Study	Participants	Representative	Group	Selection	Method
FamR 230	373	303	Yes	All class members in 2 large sections of the 4 sections of course		
FamR 340	51	49	Yes	All class members in all sections (2) of course		
FamR 360	27	27	Yes	All class members in course		
FamR 492	35	35	Yes	All class members in all sections (2) of course		

Data Gathering Approach and Results

A variety of course-embedded assessment tools were developed and used in the first round of data collection. These tools, the assessment criteria used, and the results for Fall 2002 are summarized in Table 2. Preliminary analysis suggests that student outcomes are exceeding the established standards for success.

Interpretation of Results

At the time this report is being prepared, the data from Fall 2002 has not been completely analyzed. Therefore, no conclusions have been reached. When the analysis is complete, the results will be shared with the FamR faculty, the Department Chair, and the CTAHR Associate Dean for Academic and Student Affairs.

Use of Results/Next Steps

After all of the data for Fall 2002 has been analyzed, we will review the results and determine whether modifications in the data collection tools and/or process are needed. Changes will be implemented in Spring 2003. Data from both the Fall 2002 and Spring 2003 assessment studies will be used to determine whether there are any changes needed to improve student performance in particular first-level required courses and/or the capstone internship course. Also during Spring 2003, we will begin development and implementation of assessment tools for the other required courses in the FamR program.

Lessons Learned/Tips for Colleagues

The course-embedded assessment strategy appears to be a good way to encourage a larger number of faculty to assume responsibility for and be involved in the assessment process. Assessment of knowledge-based student outcomes is timelier using this approach, as it is conducted during the semester in which the student is acquiring the knowledge.

There are many challenges using this course-embedded assessment approach.

- Several of our courses are taught in multiple sections by different instructors. Coordination of the assessment effort, using the same assessment tools across these courses requires an added investment of time and effort by the team of instructors.
- The first-level of courses required in the Family Resources Program are often taken by students before they declare their majors. Because of the large enrollment in some of these courses and the fact that we do not know which of these students will become FamR majors, data collection and analysis become time consuming and complex.
- With the course-embedded approach, student performance in all courses required in the major will be assessed. The large number of courses for which data will be collected, using different tools, also adds to the complexity of the process.

Table 2. Approaches Used and Results Obtained

Course Approach/Tool Administered By When Administered Type of Data Collected Criterion Results: Did the results fall short, meet, or exceed the standards set for success?

FamR 230 Three sets of common exam questions used in 2 large sections of course Instructor: Caulfield Fall 2002 Individual and class averages for each set of exam questions 80% of students will receive a passing score on common exam questions at level 1 (fact based, procedural, based directly on text) and level 2 (relational/comparative, inferential, applied) Results pending-data

are being analyzed

FamR 340 Set of common exam questions used in all sections of course Instructor: Whittington, Yamashita Fall 2002 Individual and class averages for each set of exam questions 80% of student completing the post test will achieve a satisfactory score Results pending-data are being analyzed

FamR 360 Portfolio(Tool changed from what was previously described in Assessment Plan)

Instructor: Wong Fall 2002 Individual and class averages for ratings on portfolio assessment matrix 80% of students will receive ratings of "good" or better on each of the components of the portfolio evaluation matrix. Exceed-92% of students received ratings of "good" or better

FamR 492 a. Supervisor evaluation of student performanceb. Assessment of critical thinking skills based on student performance on Case Study Analysis assignment a. Internship site supervisor for each studentb. Instructor: Fong Fall 2002 a. Individual and average ratings of students' performance with respect to ethics, work with clients, interaction with professional and support staff, professional development and improvement, problem solving and critical thinking skills, communication skills, and general work performanceb. Individual and average rating of students' performance with respect to critical thinking and analysis skills a. At least 80% of the mean scores of the items on the final evaluations by the internship supervisors are rated 3 or better on a 4-point scale.b. At least 80 % of the mean scores for each of the 3 items on the Case Study Scoring matrix related to critical thinking will be 4 or higher on a 5 point scale a. Exceed-means for all items are 3 or better, with 88% of the items rated 3.5 or higherb. Exceed-means for all items are 4 or better