**Academic Programs**
**Assessment Plan**
The University of New Mexico
College of Education

### A. College, Department and Date

1. **College:** College of Education
2. **Department:** Individual, Family, & Community Education
3. **Date:** December 8, 2015

### B. Academic Program of Study*

*Bachelor Arts, Family Studies*

### C. Contact Person(s) for the Assessment Plan

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcomes</th>
<th>COE C.F./ Univ. Goal</th>
<th>When Assessed **</th>
<th>Assessment/ Course if applicable</th>
<th>Direct/ Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
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</thead>
<tbody>
<tr>
<td>To prepare family studies professional who have the understanding of human development and family interaction theories and the ability to apply these theories in working with diverse families.</td>
<td>Students will demonstrate: 1. Knowledge of the family studies content areas; 2. Ability to compare different Family Studies theories; 3. Professional competence in working with diverse families; 4. Ability to seek out and critique appropriate information sources, and show understanding and an ability to apply them to relevant family issues (critical thinking and writing skills); 5. Ability to seek out and critique appropriate information sources, and show understanding and an ability to apply them to relevant family issues (critical thinking and writing skills).</td>
<td>U, P / K, S, R</td>
<td>Every Fall and Spring</td>
<td>Grade in FS undergraduate core courses: FS 213 &amp; FS 281</td>
<td>Indirect</td>
<td>0-4.0</td>
<td>2.0 (C average)</td>
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<tr>
<td></td>
<td></td>
<td>U, P, I/K S</td>
<td>Every Fall and Spring</td>
<td>Grade in FS undergraduate core courses: FS 213 &amp; FS 281</td>
<td>Indirect</td>
<td>Indirect</td>
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<tr>
<td></td>
<td></td>
<td>U, P / K S</td>
<td>Every Fall and Spring</td>
<td>Grade in FS undergraduate core courses: FS 312m FS 343m &amp; FS 481</td>
<td>Indirect</td>
<td>Indirect</td>
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<tr>
<td></td>
<td></td>
<td>U, P/KS</td>
<td>Every Fall and Spring</td>
<td>Grade in FS undergraduate core courses: FS 395</td>
<td>Direct</td>
<td>0-5</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

1. **Who:**
   All students enrolled in the Bachelor of Arts in Family Studies.

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**
   *Briefly describe:*
1. **who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).**

All FS undergraduate instructors who teach core courses will be required to report grade information to Program Coordinator. All program faculty will review student performance each fall and spring semester. Interpretation of the results will result in recommended changes to core courses required for all undergraduate majors.

2. **what is the process for considering the implications of assessment/data for change:**
   - a. to assessment mechanisms themselves,
   - b. to curriculum design,
   - c. to pedagogy
   
   ...in the interest of improving student learning.

The process for understanding and acting on A-C above will be through mindful dialogue among the stewards of the program. All faculty in the program work daily to discern the implications of the program’s continual commitment to quality. The information analyzed will inform any decisions program faculty make in modifying core requirements for this graduate concentration and for making revisions within individual courses in terms of class requirements.

3. **How, when, and to whom will recommendations be communicated?**

Written correspondence to college, university, state and community representatives will be communicated upon request. Annual reports as mandated by college, university and accreditation bodies will be articulated at least annually.