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*

Master of Arts, Family Studies, Family Relations Concentration

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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<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 show research skills including research and design and methodology, data analysis, and data interpretation.</td>
<td>U, P / K, S, R</td>
<td>Every Fall and Spring</td>
<td>Maintain a cumulative GPA of a 3.0 (B average) or higher.</td>
<td>Indirect</td>
<td>0-4.0 (F-A)</td>
<td>3.0 (B average)</td>
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<td>U, P, I/K S</td>
<td>Every Fall and Spring</td>
<td>Maintain a cumulative GPA of a 3.0 (B average) or higher.</td>
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<td>M. A. Comprehensive Exam, or Thesis</td>
<td>Indirect</td>
<td></td>
<td>0-5</td>
<td>3.0</td>
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</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 Master of Arts in Family Studies who have designated the Family Relations concentration.

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).**

Family Studies program coordinator will be responsible for assembling student data that will be gathered from student record for assessing cumulative GPA. Faculty advisor who chairs Master Comprehensive exams and Master Thesis defense will report information to Program Coordinator. All program faculty will review student performance each fall and spring semester. Interpretation of the results will result in

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 with 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.