

Certificate Assessment Plan: Family Life Education 2012- 2013

Institutional Assessment
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Office of the Provost

University of Florida

Institutional Assessment

*Continuous Quality
Enhancement Series*

Family Life Education

College of Agricultural
and Life Sciences

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Family Life Education

College of Agricultural and Life Sciences

2012-13 Certificate Assessment Plan

A. Rationale

The certificate program was adopted to provide in-depth, focused education for those interested in working with families and obtaining eligibility for a national certification that would make students more competitive in the job market. Specifically: (1) Most students enter the Family, Youth and Community Sciences major with an interest in offering programs and services to improve people's lives. The certificate provides higher level knowledge and skills for working with families in prevention-oriented educational programs. (2) By completing the certificate program in Family Life Education, approved by the National Council on Family Relations, students are prepared to apply for a nationally recognized credential (CFLE) while completing requirements for the major. (3) In today's competitive job market, the certification demonstrates to employers (and the graduate and professional schools) the student's ability to complete a set of rigorous requirements, and provides in-depth knowledge and skills relevant to a variety of professional settings.

B. Mission

The Family Life Education undergraduate certificate program supports the missions of the college and university to serve the nation's and state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce. The program also supports the mission of the Department of Family, Youth and Community Sciences to build student competencies for successful careers in human services and community resource development that enable students to contribute to improving the quality of life in a global society.

C. Student Learning Outcomes (SLOs)

1. Identify and interpret fundamental concepts and theories of family life education.
2. Develop, implement, and evaluate family life education programs for diverse audiences.
3. Analyze and critique policies and laws influencing the well-being of families in diverse contexts.

D. Assessment Timeline for Certificates

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SLOs	Courses	Comprehensive Exam	Program Design Project	Family Impact Analysis	Policy Brief	Practicum Supervisor Evaluation	Student Self-Assessment
#1		X					X
#2			X			X	
#3				X	X		X

E. Assessment Cycle Chart for Certificates

Family Life Education

College of Agricultural and Life Sciences

Analysis and Interpretation:

May – June annually

Improvement Actions:

Completed by August 1 of each year

Dissemination:

Completed by September 1 of each year

SLOs	Year	12-13	13-14	14-15	15-16
Identify and interpret fundamental concepts and theories of family life education		X	X	X	X
Develop, implement, and evaluate family life education programs for diverse audiences		X	X	X	X
Analyze and critique policies and laws influencing the well-being of families in diverse contexts		X	X	X	X

F. Methods and Procedures

SLOs	Assessments	Procedures
Identify and interpret fundamental concepts and theories of family life education	<ul style="list-style-type: none"> FYCS Comprehensive Exam FYCS Student Self-Assessment 	<ul style="list-style-type: none"> The instructor of FYC 4931 will administer the FYCS Comprehensive Exam and the FYCS Student Self-Assessment in each semester the course is taught and report her/his findings to the undergraduate coordinator.
Develop, implement, and evaluate family life education programs for diverse audiences.	<ul style="list-style-type: none"> Family Life Education Program Design Project in FYCS 4503 Practicum site supervisor evaluation of FYCS student performance 	<ul style="list-style-type: none"> The instructor of FYC 4503 will assess the FLE Program Design Project using a rubric approved by the CFLE faculty. The instructor will report the outcomes of the assessment to the undergraduate coordinator. At the completion of the practicum experience, the practicum site supervisor will complete the student assessment and return to the practicum coordinator. The practicum coordinator will compile the results and report the findings to the undergraduate coordinator.
Analyze and critique policies and laws influencing the well-being of families in diverse contexts	<ul style="list-style-type: none"> Family Impact Analysis assignment in FYC 4660 Policy Brief assignment in FYC 4660 FYCS Student Self-Assessment 	<ul style="list-style-type: none"> The instructor of FYC 4660 will assess the Family Impact Analysis and the Policy Brief assignments using a rubric approved by the CFLE faculty. The instructor will report the outcomes of the assessment to the undergraduate coordinator. The instructor of FYC 4931 will administer the FYCS Student Self-Assessment in each semester the course is taught and report her/his findings to the undergraduate coordinator.

G. Assessment Oversight

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H. Sample Rubric

Family Life Education Design Project	Satisfactory	Unsatisfactory
<p style="text-align: center;">Preparation</p> <ol style="list-style-type: none"> 1. Student Needs Assessment 2. Content 3. Target skills identified 4. Objectives mapped to target skills 5. Overall goal mapped to target skills and objectives 	<ol style="list-style-type: none"> 1. Identified at least 3 needs 2. Content is concise 3. At least 1 cognitive, 1 emotional and 1 behavioral 4. Well defined objectives 5. Linking target skills and objectives 	<ol style="list-style-type: none"> 1. Not identified or failure to list more than two. 2. Content is muddled 3. Only one/two domain skills identified 4. No objectives listed 5. Did not link skills and objectives
<p style="text-align: center;">Delivery Strategies</p> <ol style="list-style-type: none"> 6. Role 7. What the instructor will do mapped to target skills, objectives, and overall goal 8. What the learner will do mapped to target skills, objectives, overall goal, and what the instructor will do. 9. Content identified 10. Mental processes identified 11. Methods identified 	<ol style="list-style-type: none"> 6. Facilitator, expert and consultant identified 7. Clear and concise goals for the instructor 8. Clear and concise goals for the learner 9. Any and all content for the program identified 10. At least 3 processes identified 11. Any and all methods identified 	<ol style="list-style-type: none"> 6. Roles not clearly defined 7. Goals for the instructor not clearly defined 8. Goals for the learner not clearly defined 9. Lack of content for the program identified 10. Fewer than 3 processes identified 11. No methods identified
<p style="text-align: center;">Use of Attention, Interact, Apply, Target Skills, Invite Methodology</p> <ol style="list-style-type: none"> 12. Attention idea 13. Interact idea 14. Apply idea 15. Practice activity identified 16. Invite idea 	<ol style="list-style-type: none"> 12. Clear and concise 13. Clear and concise 14. Clear and concise 15. This should be mapped to the target skills and learner outcomes 16. Clear and concise 	<ol style="list-style-type: none"> 12. Missing 13. Missing 14. Missing 15. Did not map back to the target skills or learner outcomes 16. Missing
<p style="text-align: center;">Use of Fact, Think, Feel, Do Questioning Techniques</p> <ol style="list-style-type: none"> 17. Fact questions identified 18. Think questions identified 19. Feel questions identified 20. Do questions identified 21. Evaluation 	<ol style="list-style-type: none"> 17. Clear and concise 18. Clear and concise 19. Clear and concise 20. At least 6 identified 21. This should be mapped to the target skills and learner outcomes 	<ol style="list-style-type: none"> 17. Missing 18. Missing 19. Missing 20. Fewer than 6 identified

