MEMORANDUM

**To:** Mark St. Andre, Assistant Dean of Undergraduate Studies

**From**: Russ Isabella, FCS Undergraduate Director

**Re:** FCS Learning Outcome Assessments – Draft Summary Report

Family and Consumer Studies – Learning Outcome Assessments

Spring 2017 Summary **Draft** Report

During the Spring 2017 semester, the FCS department conducted its first assessment of learning outcomes for core courses required of all students majoring in our department. This included the following courses: FCS 1500 – Lifespan Human Development, FCS 2400 – Modern Family, FCS 3200 – Research Methods, FCS 3450 – Family Economic Issues, and FCS 3500 – Financial Skills. In all cases, multiple-choice questions developed by instructors for the individual courses were used to assess students’ learning. Overall, student performance indicated that our learning outcomes are being met, with the vast majority of the assessment items answered correctly by 80-100% of students completing the items. There were a few outlier items for which fewer students responded correctly. Item-by-item outcomes for assessments for all relevant Spring 2017 courses are included (below) in this document.

As part of our FCS plan for assessing department learning outcomes, we proposed that following assessments each year, a committee would meet to review these assessments and determine whether adjustments to the assessments themselves, course content, instruction, and/or our learning outcomes would be appropriate. We have not yet had this meeting.

August 23, 2017

**To: Russ Isabella, FCS Undergraduate Director**

**From: Rob Mayer**

**Re: 3450/3500 ELO Questions**

There are six questions designed to measure mastery of key content covered in both FCS 3450 and 3500. Coverage of these topics and, therefore, use of the evaluation questions may vary a bit among the approximately five instructors who offer one of these courses. In my case, I was able to include all six questions (or close approximations). See the questions at the end of this document. Here, I present a table of results. (The results are remarkably similar across the two semesters.)

|  |  |  |
| --- | --- | --- |
| *Question* | *Spring 2017 % Correct* | *Summer 2017 % Correct* |
| 1. Liquid asset (F) | 87 | 87 |
| 2. Opportunity cost (M) | 98 | 97 |
| 3. Future value of annuity (F) | 86 | 86 |
| 4. CPI definition (M) | 55 | 49 |
| 5. Investment risks (F) | 90 | 91 |
| 6. FICO factors (Q) | 91 | 91 |
|  | N=107 | N= 70 |

Note: M = midterm; F = final; Q = quiz

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*Question 1: Many people put aside money to take care of unexpected expenses. If Charlie and Skyler have put aside money for emergencies, in which of the following forms would it be least “liquid”?*

A. Stocks

B. Savings account

C. Real estate owned

D. Checking account

E. Cash under their mattress

*Question 2: What is the name of the economic concept that describes the value of second-best item or activity when the best item or activity is chosen?*

A. Free Rider Problem

B. Externality

C. Opportunity Cost

D. Transaction Cost

E. Cognitive Dissonance

*Question 3: Suppose that you put $10,000 into a tax-sheltered, employer-sponsored retirement account at the end of the year for each of the next forty years. Suppose as well that you can earn 8% interest on your money over that time period. To figure out how much money you would have at the end of forty years, which of the following time value of money concepts would you use:*

A. Future value of a single amount/future value factor

B. Present value of a single amount/present value factor

C. Future value of an annuity/future value factor sum

D. Present value of an annuity/present value factor sum

E. Past value of an annuity/past factor factor sum

*4. The consumer price index measures:*

A. The level of U.S. prices of goods and services

B. The level of Canadian prices of goods and services

C. The level of global prices of goods and services

D. The change in U.S. prices of goods and services

E. The change in global prices of goods and services

*5. All of the following are considered important types of investment risk EXCEPT:*

A. Exclusion risk

B. Inflation risk

C. Business failure risk

D. Market risk

E. Interest rate risk

*6. The FICO score is the most commonly used method of determining your credit worthiness, that is, how likely you are to use credit responsibility and therefore how much credit you should be extended.  In determining your FICO score, the most important factor is your:*

A. Age

B. Income

C. Percentage of available credit currently being used

D. History of paying back debts

E. Dollar amount of current credit card balances

Beth Hunsaker Garn  
FCS 3450-002  
Spring 2017

Many people put aside money to take care of unexpected expenses. If Charlie and Skyler have put aside money for emergencies, in which of the following forms would it be least LIQUID?

*71% correct*

*29% incorrect*

What is the name of the economic concept that describes the value of second-best item or activity when the best item or activity is chosen?

*93% correct  
7% incorrect*

The consumer price index measures:

73% correct  
27% incorrect

All of the following are considered important types of investment risk EXCEPT:

*90% correct  
10% incorrect*

Suppose that you put $10,000 into a tax-sheltered, employer-sponsored retirement account at the end of the year for each of the next forty years.  Suppose as well that you can earn 8% interest on your money over that time period.  To figure out how much money you would have at the end of forty years, which of the following time value of money formulas would you use:

*73% correct  
27% incorrect*

The FICO score is the most commonly used method of determining your credit worthiness, that is, how likely you are to use credit responsibility and therefore how much credit you should be extended.  In determining your FICO score, the most important factor is your:

*88% correct  
12% incorrect*

**FCS 3200 Learning Outcome Assessment Report – Spring 2017**

Six questions were designed to measure mastery of key content covered in FCS 3200 – Research Methods. These questions were spread across the three exams given during the semester; one of the questions was included in both the first and second exams. A table of results is presented along with the assessment questions:

|  |  |
| --- | --- |
| *Assessment Question Topic* | *Spring 2017 % Correct (n=45)* |
| 1. Place of Values in Research (E1) | 82 |
| 2. Primary Design Concern (E1) | 33 |
| 3. Idiographic vs Nomothetic (E1) | 100 |
| 4. Primary Design Concern\* (E2) | 76 |
| 5. Reliability (E2) | 96 |
| 6. Correlation (E2) | 58 |
| 7. Central Tendency (E3) | 91 |

Note: E1=Exam 1; E2=Exam 2; E3=Exam 3

\* This question was offered on Exam 1 and repeated on Exam 2

1. Ken wants to use social science to help him decide if Christianity is a better religion than Buddhism. As a social scientist, your best response would be:

a) It depends on what you mean by "Christianity" and "Buddhism."

b) Sorry, science cannot settle debates about values.

c) It depends on whether you are a Buddhist or a Christian.

d) The best thing to do would be to interview a Buddhist and a Christian.

2. The major concern in designing a study is:

a) the elimination of plausible rival hypotheses

b) reduction of the complexity of the statistical analysis

c) selection of available subject groups

3. Pregnant at age 15, Tammy decided to have her baby. Her parents were upset with her decision and threatened to “cut her off” if she did not complete high school. A difficult pregnancy and embarrassment resulted in Tammy’s dropping out of school. After the baby was born her parents said that they would raise the baby but that Tammy would have to leave the house. At age 16 Tammy was on her own and without any money or job market skills. She began to work as a prostitute. This explanation of Tammy’s prostitution is:

a. idiographic

b. nomothetic

c. probabilistic

d. quantitative

4. The major concern in designing a study is:

a) the elimination of plausible rival hypotheses

b) reduction of the complexity of the statistical analysis

c) selection of available subject groups

5. When questions are raised concerning the **consistency** or **reproducibility** of measurements of the same phenomena, the concern is with:

a) longitudinal data.

b) validity.

c) reliability.

6. The **correlation** between subjects' scores on measures A and B is

**r =[ -.80]**. On the basis of this information, we can say that:

a) A causes B.

b) It is highly likely that a subject who received a low score on measure A also would have received a high score on measure B.

c) It is highly likely that a subject who received a high score on measure A would have also received a high score on measure B.

7. Which of the following measures of **central tendency** represents the most frequently observed score in the distribution?

a) mean b) median c) mode d) modicum

**FCS 1500 Learning Outcome Assessment Report – Spring 2017**

Five questions were designed to measure mastery of key content covered in FCS 1500 – Lifespan Human Development. These questions were spread across the four exams given during the semester. A table of results is presented along with the assessment questions:

|  |  |
| --- | --- |
| *Assessment Question Topic* | *Spring 2017 % Correct (n=66)* |
| 1. Developmental Theory (E1) | 83 |
| 2. Parenting (E2) | 92 |
| 3. Adolescent Development (E3) | 84 |
| 4. Early Adulthood (E3) | 89 |
| 5. Late Adult (E4) | 68 |

Note: E1=Exam 1; E2=Exam 2; E3=Exam 3; E4=Exam 4

Overall percentage correct = 83%

1. Each stage in Erikson's theory presents a crisis that must be resolved. These crises serve as

A. opportunities to repair relations with significant others in one's life.

B. opportunities to further the healthy development of one's personality.

C. negative events that serve best to toughen the person to future crises.

2. When Matt gets into trouble, his parents use strict discipline and do not allow him to tell his side of the story. Matt's parents use

A. authoritarian parenting.

B. neglectful parenting.

C. authoritative parenting.

3. Contrary to Piaget's views, the development of formal operational thought is

A. universal.

B. significantly affected by one's education and culture.

C. only minimally affected by the type of education one receives.

4. The textbook refers to "emerging adulthood" as a new developmental phase where

A. the transtion to adult roles is prolonged.

B. kids grow up too quickly and become adults.

C. new parents finally understand what it takes to be unselfish.

5. Erik Erikson believed that people who experience isolation and stagnation in earlier adulthood are more likely to experience \_\_\_\_\_\_\_\_\_ in later adulthood.

A. despair

B. inferiority

C. shame and doubt

**FCS 2400 Learning Outcome Assessment Report – Spring 2017**

Six questions were designed to measure mastery of key content covered in FCS 2400 – Modern Family. These questions were spread across the three exams given during the semester. A table of results is presented along with the assessment questions:

|  |  |
| --- | --- |
| *Assessment Question Topic* | *Spring 2017 % Correct (n=29)* |
| 1. Second Demographic Transition (E1) | 93.1 |
| 2. Modern Family Conventions (E1) | 96.6 |
| 3. Race/ethnic Family Differences (E2) | 75.9 |
| 4. Work and Family (E2) | 100 |
| 5. Non-marital Fertility (E2) | 65.5 |
| 6. Parenting (E3) | 86.2 |
| 7. Family Policy (E3) | 93.1 |

Note: E1=Exam 1; E2=Exam 2; E3=Exam 3

1. Which of the following aspects of family life have not changed since the 1970’s

a. Average age at marriage

b. Rates of cohabitation

c. Acceptance of interracial marriage

d. Nonmarital childbearing

e. Divorce rates

f. All have changed

1. The breadwinner-homemaker family refers to:

a. wives working both in the home and outside the home

b. families that are involved in the labor market.

c. husbands who work for pay and wives who work unpaid in the home.

d. family members jointly producing many of the goods they consume or sell.

1. The decline in marriage over the past 40 years among African Americans cannot be explained by the following phenomenon:

a. The lack of suitable marriage partners for women due to job losses.

b. Increasing intermarriage between the different ethnic groups.

c. Cultural reasons that de-emphasize marriage and make extended family more central to family life.

d. Imbalanced sex-ratios due to male incarceration and homicide

1. Women's increased labor force participation, and greater personal earnings has had the effect, overall, of\_\_\_\_\_\_\_\_\_\_\_\_\_

a. Reducing the likelihood of divorce.

b. Keeping the divorce rate stable.

c. Making divorce more likely.

d. Not affecting the divorce rate.

1. Which of the following is not a factor related to increases in non-marital childbearing:

a. Marriage delay

b. Relaxing of social norms against pre-marital sex

c. Relaxing of social norms against extra-marital sex

d. All of the above are factors related to increases in non-marital childbearing

1. Which of the following is not a barrier to effective parenting?

a. Parents’ inability to spend time with children

b. Remarriage/Stepfamilies

c. Single-parenting

d. Poverty

e. All of the above are risk factors

1. The program of financial assistance to low-income families that has become commonly known as “welfare” was modified in 1996 from \_\_\_\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. the Job Training Program (JTP) to Medicaid.

b. Aid to Families with Dependent Children (AFDC) to Temporary Assistance to Needy Families (TANF).

c. Temporary Assistance to Needy Families (TANF) to Aid to Families with Dependent Children (AFDC).

d. Social Security Supplemental Income (SSI) to Medicaid.

Learning Outcome Assessment: FCS 3500, Spring 2017 - Poulson

**Learning Outcome Question  88%**

[Edit this Question](https://www.umail.utah.edu/owa/redir.aspx?C=f3cfE_1vle6rjH-Xm7v6h4hqUAmGDoQwbdVcn_wqfftO8txwNATVCA..&URL=https%3a%2f%2futah.instructure.com%2fcourses%2f428576%2fquestion_banks%2f970542%23) [Delete this Question](https://www.umail.utah.edu/owa/redir.aspx?C=f3cfE_1vle6rjH-Xm7v6h4hqUAmGDoQwbdVcn_wqfftO8txwNATVCA..&URL=https%3a%2f%2futah.instructure.com%2fcourses%2f428576%2fquestion_banks%2f970542%23)

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**Learning Outcome Question  78%**

[Edit this Question](https://www.umail.utah.edu/owa/redir.aspx?C=NJKuKCjk5FNCzlBlJm4L9OhxjA0Ur3mu0wNs2HN8WVhzGN1wNATVCA..&URL=https%3a%2f%2futah.instructure.com%2fcourses%2f428576%2fquestion_banks%2f970542%23) [Delete this Question](https://www.umail.utah.edu/owa/redir.aspx?C=NJKuKCjk5FNCzlBlJm4L9OhxjA0Ur3mu0wNs2HN8WVhzGN1wNATVCA..&URL=https%3a%2f%2futah.instructure.com%2fcourses%2f428576%2fquestion_banks%2f970542%23)

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The consumer price index measures:

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**Learning Outcome Question  100%**

[Edit this Question](https://www.umail.utah.edu/owa/redir.aspx?C=-rCeqKt0MtkkU4tT1pUb2OkXbj-DCcQyHzvc49tJ9D3iit1wNATVCA..&URL=https%3a%2f%2futah.instructure.com%2fcourses%2f428576%2fquestion_banks%2f970542%23) [Delete this Question](https://www.umail.utah.edu/owa/redir.aspx?C=-rCeqKt0MtkkU4tT1pUb2OkXbj-DCcQyHzvc49tJ9D3iit1wNATVCA..&URL=https%3a%2f%2futah.instructure.com%2fcourses%2f428576%2fquestion_banks%2f970542%23)

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**3450/3500 ELO Questions**

(These questions were given to students as a pre-test at the beginning of the semester, then again as a post-test towards the end of the semester. Average score on the pre-test was 3.8; average on the post-test was 4.7.)

*Question 1: Many people put aside money to take care of unexpected expenses. If Charlie and Skyler have put aside money for emergencies, in which of the following forms would it be least “liquid”?*

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