

**Family Sciences 2003**  
**Diversity in Contemporary Families**  
**Matrix Showing How Course Objectives Address Competencies and Perspectives**

	<u>Perspectives</u>								
	<i>Diversity/Global Perspectives</i>	<i>Responsible Citizenship</i>	<i>Health and Wellness</i>	<i>Use of Science and Technology</i>	<i>Ethical Behavior</i>	<i>Aesthetic Judgment</i>	<i>Logical Reasoning</i>	<i>Integrated Knowledge</i>	
<b><u>Competencies</u></b>									
<b><i>Reading</i></b>	1,2,3,5,6,7,8	3			2	3	7	2,3	<b><i>Reading</i></b>
<b><i>Writing</i></b>	2,5,6,7,8,9,10				2		7,9	2,9	<b><i>Writing</i></b>
<b><i>Speaking</i></b>	3,4	3				3		3	<b><i>Speaking</i></b>
<b><i>Listening</i></b>	1,2,4				2			2	<b><i>Listening</i></b>
<b><i>Critical Thinking</i></b>	2,3,5,7,8,9,10	3,10			2,10	3	7,9	2,3,9	<b><i>Critical Thinking</i></b>
<b><i>Computer Literacy</i></b>	5,6,7,8						7		<b><i>Computer Literacy</i></b>
<b><i>Quantitative Literacy</i></b>							6,8		<b><i>Quantitative Literacy</i></b>

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## Diversity in Contemporary Families

### Summary Reporting Matrix

No.	Course Objective	Competency	Perspectives	Total in Class	Did not Complete/ Understand (F)	Below Acceptable Standards (D Level)	Performed Acceptably (C level)	Better than Acceptable Adequate (B level)	Outstanding (A level)	Explanation
1	Examine diverse definitions of family and culture through comparative study.	R,L	D	25	2	3	18	1	1	< 60% correct F, 60% D, 70% C, 80% B, 90% or higher A
2	Explain basic values, beliefs, and practices related to culture and the family.	R W CT	D,I	25	6	5	13	1	0	5 point rubric: 1 unacceptable, 2 marginal, 3 acceptable, 4 better than acceptable, 5 outstanding
	Understanding of Topic	R	D,I	25	1	4	18	1	1	
	Writing Ability	W		25	10	6	9	0	0	
	Organization	CT	I	25	5	8	7	4	1	
	Completeness of Coverage	R	D	25	5	6	6	8	0	
3	Analyze the influence of culture and language on individuals and the family.	R S CT	D,R A,I	25	0	4	15	3	3	
4	Develop basic multicultural understanding, empathy, and communication skills.			25						
5	Identify varied family forms found in contemporary society.			25						
6	Articulate demographic trends affecting the family.			25						
7	Outline the impact of historical influences on contemporary family life.			25						

R=Reading, W=Writing, S=Speaking, L=Listening, CT=Critical Thinking, CL=Computer Literacy, QL=Quantitative Literacy

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### Summary Reporting Matrix

8	<i>Discuss the influence of religion, socioeconomic status, age, and gender on diverse families.</i>			25						
9	<i>Analyze underlying unity (differences and similarities) in families with respect to family composition, cultural expression, and ethnicity.</i>			25						
10	<i>Identify one's own values around diversity issues and articulate personal responsibility for cultural competence.</i>			25						

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Course Objective <i>Examine diverse definitions of family and culture through comparative study.</i>		Perspectives Addressed (In Order of Primacy)
Assessment Tool	Ten questions on exam to assess knowledge gained through assigned reading and lecture attendance.	Diversity/Global Perspective
Assessment Design	All students, pretest and posttest. Gain score from pretest to posttest and final score reported as two separate measures.	
Competency	Mark with "X" as many as apply:	
<i>Reading</i>	X	
<i>Writing</i>		
<i>Speaking</i>		
<i>Listening</i>	X	
<i>Critical Thinking</i>		
<i>Computer Literacy</i>		
<i>Quantitative Literacy</i>		

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<b>Course Objective</b> <i>Explain basic values, beliefs, and practices related to culture and the family.</i>		<b>Perspectives Addressed (In Order of Primacy)</b>
<b>Assessment Tool</b>	Reflection paper on ethnographic experience receiving overall score and scores based upon understanding of assignment, writing ability, organization of topic, and completeness of coverage according to 5 point rubric	Diversity/Global Perspective  Integrated Knowledge  Ethical Behavior
<b>Assessment Design</b>	All students complete paper.	
<b>Competency:</b>	Mark with "X" as many as apply:	
<i>Reading</i>	X	
<i>Writing</i>	X	
<i>Speaking</i>		
<i>Listening</i>	X	
<i>Critical Thinking</i>	X	
<i>Computer Literacy</i>		
<i>Quantitative Literacy</i>		

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## Diversity in Contemporary Families

<b>Course Objective</b>	<i>Analyze the influence of culture and language on individuals and the family.</i>	<b>Perspectives Addressed (In Order of Primacy)</b> Diversity/Global Perspective  Integrated Knowledge  Aesthetic Judgment
<b>Assessment Tool</b>	Group Project Scored According to Rubric	
<b>Assessment Design</b>	All students participate in groups of 5-6. Group score applies to all.	
<b>Competency:</b>	Mark with "X" as many as apply:	
<i>Reading</i>	X	
<i>Writing</i>		
<i>Speaking</i>	X	
<i>Listening</i>		
<i>Critical Thinking</i>	X	
<i>Computer Literacy</i>		
<i>Quantitative Literacy</i>		

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Course Objective		Perspectives Addressed (In Order of Primacy)
	<i>Develop basic multicultural understanding, empathy, and communication skills.</i>	
Assessment Tool	Instructor ratings of speaking, listening, empathy, and multicultural awareness as evidenced by in-class participation scored on five point scale on these four variables.	Diversity/Global Perspective
Assessment Design	All students are evaluated at beginning, mid-term, and end of semester.	
Competency:	Mark with "X" as many as apply:	
Reading		
Writing		
Speaking	X	
Listening	X	
Critical Thinking		
Computer Literacy		
Quantitative Literacy		

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Course Objective <i>Identify varied family forms found in contemporary society.</i>		Perspectives Addressed (In Order of Primacy) Diversity/Global Perspective
Assessment Tool	Evaluation of 10 Internet research assignments on four point rubric.	
Assessment Design	All students complete assignments spread out through course term.	
Competency:	Mark with "X" as many as apply:	
<i>Reading</i>	X	
<i>Writing</i>	X	
<i>Speaking</i>		
<i>Listening</i>		
<i>Critical Thinking</i>	X	
<i>Computer Literacy</i>	X	
<i>Quantitative Literacy</i>		



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Course Objective	<i>Articulate demographic trends affecting the family.</i>	Perspectives Addressed (In Order of Primacy)  Diversity/Global Perspective
Assessment Tool	One Internet essay scored according to five point rubric for writing skills and comprehensiveness of coverage of topic	
Assessment Design	All students complete assignment approximately mid-semester	
Competency:	Mark with "X" as many as apply:	
<i>Reading</i>	X	
<i>Writing</i>	X	
<i>Speaking</i>		
<i>Listening</i>		
<i>Critical Thinking</i>	X	
<i>Computer Literacy</i>	X	
<i>Quantitative Literacy</i>		

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<b>Course Objective</b>	<i>Outline the impact of historical influences on contemporary family life.</i>	<b>Perspectives Addressed (In Order of Primacy)</b>
<b>Assessment Tool</b>	One Internet essay assignment scores on writing skills, comprehensiveness of coverage, and logical reasoning	Diversity/Global Perspective
<b>Assessment Design</b>	All students complete assignment during latter half of course term.	Logical Reasoning
<b>Competency:</b>	Mark with "X" as many as apply:	
<i>Reading</i>	X	
<i>Writing</i>	X	
<i>Speaking</i>		
<i>Listening</i>		
<i>Critical Thinking</i>	X	
<i>Computer Literacy</i>	X	
<i>Quantitative Literacy</i>		

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## Diversity in Contemporary Families

Course Objective		Perspectives Addressed (In Order of Primacy)
Discuss the influence of religion, socioeconomic status, age, and gender on diverse families.		
Assessment Tool	Three Internet assignments evaluated according to four point rubric for qulaity of research, writing, and ciritical thinking.	
Assessment Design	All students complete assignments spread out through semester.	
Competency	Mark with "X" as many as apply:	
Reading	X	
Writing	X	
Speaking		
Listening		
Critical Thinking	X	
Computer Literacy	X	
Quantitative Literacy		

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<b>Course Objective</b>	<i>Analyze underlying unity (differences and similarities) in families with respect to family composition, cultural expression, and ethnicity.</i>	<b>Perspectives Addressed (In Order of Primacy)</b>  Diversity/Global Perspective Integrated Knowledge       Logical Reasoning
<b>Assessment Tool</b>	Short essay on final exam evaluated for writing ability, breadth of understanding, integration of knowledge, and logical reasoning according to four point rubric.	
<b>Assessment Design</b>	All students write essays as part of final exam.	
<b>Competency:</b>	Mark with "X" as many as apply:	
<i>Reading</i>		
<i>Writing</i>		
<i>Speaking</i>		
<i>Listening</i>		
<i>Critical Thinking</i>	X	
<i>Computer Literacy</i>		
<i>Quantitative Literacy</i>		

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## Diversity in Contemporary Families

<b>Course Objective</b>	<i>Identify one's own values around diversity issues and articulate personal responsibility for cultural competence.</i>	<b>Perspectives Addressed (In Order of Primacy)</b>  Diversity/Global Perspective Responsible Citizenship  Ethical Behavior
<b>Assessment Tool</b>	Short essay on final exam evaluated for writing ability, understanding of responsibility, and understanding of ethics in relationship to diversity.	
<b>Assessment Design</b>	All students write essays as part of final exam.	
<b>Competency:</b>	Mark with "X" as many as apply:	
<i>Reading</i>		
<i>Writing</i>	X	
<i>Speaking</i>		
<i>Listening</i>		
<i>Critical Thinking</i>	X	
<i>Computer Literacy</i>		
<i>Quantitative Literacy</i>		