

Program: BA Family & Consumer Sciences

Department: CFS/D

College: CHHS

Date: June 2011

Program Mission: 1. To meet the national standards for Family and Consumer Sciences (FCS) Accreditation; and 2. develop competencies requisite for employment in human services, services for victims of family violence, and family support services, child care, preschool, secondary, adults or community college level education, cooperative extension, foodservice, nutrition support services and restaurants, government, business, and industry.

Measurable learning outcome	Place in curriculum where outcome is addressed	Academic year outcome was/ will be assessed	Assessment/procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
1. Graduating seniors will satisfactorily complete a field experience in a career area related to Family & Consumer Sciences.	CFS 600 Professional Development (M)	2011-2012	The instructors of CFS 600, will check the written evaluations of field experience supervisors to determine if the internships of FCS majors have been completed satisfactorily.		
2. FCS students will exhibit professional FCS skills.	CFS 600 Professional Development (M)	2010-2011	The 600 class instructors evaluated portfolios according to the rubric of requirements for FCS majors. Instructors in CFS 312 devoted class time to improve content for portfolios finalized in CFS 600.	The majority of FCS student portfolios (78%) were rated as excellent, followed by 19% above average, and 3% (one student) poor.	The assessment rubrics for portfolios were revised in 2011. Since all student portfolios, with the exception of one, were rated as excellent or above average, changes are not needed at this time.

3. Students will exhibit good oral presentation skills.	CFS 600 Professional Development (M)	2010-2011	In Spring 2011, CFS 600 class instructors evaluated the oral presentation skills of family & consumer sciences majors based on the Oral Presentation Rubric developed for all majors in the Department.	The majority of FCS students (54%) measured excellent, followed by 23% above average, 4% average and 19% (five students) poor. The Oral Presentation Rubric assessment tool was given to the students to assist them in developing their presentations.	Public speaking videos illustrating correct and incorrect public speaking examples will be used. Students will be provided with examples of what to do and not to do when presenting their oral presentations. The rubrics for the oral reports will continue to be refined and improved.
4. Students will exhibit critical thinking skills.	All the classes listed below CFS 320 Children and Families (D) CFS 321 Adolescents and Families (D)	2011-2012 2010-2011	Written assignments requiring critical thinking skills in the following CFS classes: Rating scale for the following classes: 90% or above = excellent; 80-89% = good; 70-79% = satisfactory; 69% or below = unsatisfactory. The CFS 321 Instructor uses the Case Interpretation Rubric to evaluate student interpretations of case studies that utilize research, theory and knowledge from texts and	CFS 321 In Fall, 2010 FCS majors in were rated as follows: 0% excellent, 58% good, 14% satisfactory, and 28% unsatisfactory.	Student assignments requiring critical thinking skills continue to improve. The instructors continue to make appropriate changes in class assignments to more adequately assist students in using critical thinking. CFS 321 Appropriate changes in teaching strategies, directions and Rubrics will be made to assist students in improving their critical thinking skills. Examples of case interpretations will continue to be read to each class

	CFS 322 ECE Curriculum	2011-2012	lectures. CFS 322 During 2011-2012 the lecturer will develop assessment Rubrics with mentoring from the Prof. in the subject matter area.		for clarification of expectations. Direction guidelines and the Case Interpretation Evaluation Rubric will be reviewed and refined.
	CFS 323 Infant/Toddler Development (D)	2010-2011	The CFS 323 Instructor used the Infant Observation Rubric and the Parent-Toddler Observation Rubric to evaluate student application of research, theory and knowledge.	CFS 323 In Spring 2011 on Infant Observations, 11% rated excellent, 56% rated good, 33% rated satisfactory, and 0% rated unsatisfactory. On the Parent-Toddler Observation, 67% rated excellent, 22% rated good, 11% satisfactory, and 0% unsatisfactory.	CFS 323 The 2009 changes in teaching strategies, directions and rubrics resulted in significant improvement by students requiring no changes at this time.
	CFS 325 Transitions in the Family Life Cycle (D)	2011-2012	CFS 325 The Instructor evaluates the students' ten page Library Research Paper of scholarly, peer reviewed journals on an assigned topic using the CFS 325 Paper Rubric.		
5. Students understand synergistic, integrative	CFS 312 Families, Individuals, and Environments	2009-2010	CFS 312 Instructor evaluated student FCS philosophy and mission assignments, written	CFS 312 In Fall 2010, 35% (n=7) of the students demonstrated an excellent understanding of the FCS	CFS 312 Instructors will emphasize integration of content so that more students understand the content at a higher level.

nature of family and consumer sciences.	(I) and (D)		exams, and multiple choice exams.	mission & philosophy, while 55% (n=11) rated good, 5% (n=1) rated satisfactory, 5% (n=1) rated un-satisfactory. An understanding of the synergistic/integrative nature of the FCS field was demonstrated in the final research paper by 5% (n=1) rated excellent, 40% (n=8) rated good, 50% (n=10) rated satisfactory, 5% (n=1) rated un-satisfactory. A written and multiple choice exam assessed mission, synergistic, and career knowledge of the FCS field with 65% (n=13) rated excellent, 10% (n=2) rated good, 20% (n=4) rated satisfactory, 5% (n=1) rated unsatisfactory.	
6.Students will exhibit satisfaction with their Family & Consumer Sciences program.	FCS major survey at time of application for graduation (M)	2010-2011	Upon submitting graduation applications to the department, FCS graduating seniors complete an exit survey consisting of 29 items to evaluate their undergraduate program. A scale of 1-5 is used where 1 =	Outcomes assessed as very or moderately satisfied were: <ul style="list-style-type: none"> • Project a positive image as a professional person • Take leadership roles • Think independently • Assume responsibility • Quality of communi- 	The FCS Exit Survey has been updated. With the exception of the item, "...Availability of Extra Curricular Activities providing enrichment..." the remaining 28 items on the FCS Exit Survey received mean scores in the 1 (very satisfied) and 2 (moderately satisfied)

			<p>very satisfied and 5 = very dissatisfied.</p>	<p>cations with instructors</p> <ul style="list-style-type: none"> • Ability to adopt appropriate professional behaviors for the needs, values, & cultural uniqueness of families & consumers • Aware of the consumer & family needs, values, & cultural uniqueness • Use communication techniques appropriate to the audience and situation • Recognize factors that contribute to success or difficulty in a pro. role • Evaluate research • Identify problems which require data to propose and/or arrive at a solution • Predict effects of changes in societal conditions on the quality of life • Interact effectively with others in varied circumstances • Faculty guidance and support for your program • Recognize changes in societal conditions • Exhibit appreciation for the interdisciplinary nature and scope of your program • Know subject matter to the extent you feel pre- 	<p>ranges. The use of the exit survey continues to give the faculty good feedback on the program. The availability of Extra Curricular Activities was ranked as "neutral." Due to the fact that most FCS majors are carrying heavy academic and job loads, it has been difficult to get a sufficient number of students together at the same time to develop an FCS Association to facilitate extra-curricular activities. This also may not change due to budgetary constraints.</p>
--	--	--	--	---	---

				<p>pared to seek employment</p> <ul style="list-style-type: none"> • Variety of major course offerings available to you • Extent to which your undergrad. experiences informed you about responsibilities as an FCS prof. • Extent to which the learning experiences provided were challenging • Balance between requirements and electives • Quality of lecture classroom facilities • Quality of instruction • Quality of texts, references and instructional materials • Quality of eval procedures • Quality of lab facilities • Know phil, goals, & obj of related professional assoc. 	
--	--	--	--	---	--