Assessment Activity Report Due November 15, 2016
Office of Academic Planning, ADM 450

Assessment Findings template
** Please see resources at the Academic Planning website

Department: Consumer & Family Studies/Dietetics

Department Contact: Connie Ulasewicz – cbu@sfsu.edu - Assessment completed by Prior Chair, Nancy Rabolt

College: College of Health and Social Sciences

Please list your program learning goals.

Each of our four undergraduate programs have different program learning goals. It was agreed upon to have each program add a common PLO relating to writing. For this assessment activity, programs were asked to assess the effectiveness of the writing assignments in the GWAR classes taught in Spring 2016. Under a Teagle grant, the Apparel Design & Merchandising program added the PLO below, used as a guide for this activity.

Which program goal did you choose to assess this semester?

1. Students will be able to express their ideas in oral, written and visual formats to varied audiences.

For this assessment report, each program assessed the written part of the above ADM PLO.

How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)?

The Association of American Colleges & Universities (AAC&U), Written Communication Value Rubric (see page 3) was used to evaluate 5 written essays from students in the early part of our GWAR classes and written essays from the same students in the latter part of the GWAR classes in Spring 2016 in the following programs:

- ADM 360GW (apparel design & merchandising)
- CFS 312GW (family & consumer sciences)
- DFM 353GW (dietetics)

The instructor of the class evaluated each paper using the rubric assigning a number from 1 (benchmark/lowest) to 4 (capstone/highest) on five categories (purpose, content development, disciplinary conventions, sources, mechanics). There was a range of 5-20 possible points per person or 25-100 possible points for the group of 5 papers. Faculty submitted scores to the department chair who calculated the overall average scores for the final papers, differences between beginning and final papers, and an average difference for each program.
What did you find? Is the learning goal being met?

ADM 360GW: average score=3.64; overall 106.8% increase in scores (44 to 91 points)
CFS 312GW: average score=3.44; overall 72% increase in scores (50 to 86 points)
DFM 353GW: average score=3.24; overall 39.6% increase in scores (58 to 81 points)

Each program showed an average increase in quality of writing based on the AAC&U rubric over the length of their course. The vast majority of student scores increased in each category with a few decreasing or staying the same. There was a disparity of the percentage of increase across courses. The ADM scores often went from 1s to 4s while the DFM grades generally went from 3s to 4s (and one student actually made no progress at all which affected the overall percentage of increase.)

We understand that there could be a bias in comparing increases since there were 3 different instructors, one for each class. One person evaluating each of the 15 papers could have reduced bias.

The learning goal of expressing ideas in a written format was met using a standard of 3 out of 4 on the AAC&U rubric as acceptable. We do know, however, that our students’ writing skills in classes taken after the GWAR class are still not at the level faculty would like.

What assessment activities do you plan to undertake next academic year? Will you work on steps to take to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)? Are there other assessment findings that you’d like to address? In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program goals next year? Will you move on to assess a different learning goal?

1. Based on descriptive feedback received from the 2015 Assessment report of our Department Mission Statement, our Assessment Plan due in November 2017 will focus on a reassessment of our mission statement.

2. Based on the requested approval and implementation of a new department name, we will further assess our mission statement based on revised department name.

3. The 4 individual programs will reexamine and possibly revise their mission statements.

The above 1-3 review will begin at our Department Spring Faculty Retreat in January.
CFS/D GWAR Assessment Reporting Spring 2016
Class: (circle one) ADM 360, CFS 312, DFM 353, ID 340.1, ID 340.2
Faculty member_________________________________

PRE-TEST: Place a 1,2,3,or 4 in each block as the assessment of the end-of-semester paper.

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<th>Student #</th>
<th>Context/ Purpose</th>
<th>Content Development</th>
<th>Disciplinary Conventions</th>
<th>Sources/ Evidence</th>
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1=benchmark, 2, 3=milestone; 4=capstone (refer to AAC&U written communication Value rubric for details)  [https://ilearn.sfsu.edu/collab/mod/folder/view.php?id=37318](https://ilearn.sfsu.edu/collab/mod/folder/view.php?id=37318)

POST-TEST: Place a 1,2,3,or 4 in each block as the assessment of the end-of-semester paper.

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