

**Family and Consumer Science  
Written Communication Core Competency Assessment  
2014-2015**

**Learning Outcome:**

5. Identify career paths and faith integration within the Family and Consumer Sciences professions (Child & Adolescent Development, Dietetics, Food Service Management, Nutrition & Health).

**Outcome Measure:**

Preparation of a personal professional ePortfolio focused on professional philosophy and code of ethics in Senior Seminar course.

**Criteria for Success (if applicable):**

Minimum average of 80% for each criteria of the rubric

**Aligned with DQP Learning Areas (highlight one or more):**

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

This is the first academic year that FCS has utilized the AAC&U Written Communication rubric to assess a core competency.

**Written Communication Value Rubric - Average Student Scores:**

Course	Semester	N	Context and Purpose	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Total
FCS 497	Spring 2015	25	87%	81%	76%	80%	82%	81%
FCS 497	Fall 2014	17	84%	79%	79%	81%	79%	81%

**Conclusions Drawn from Data:**

Criteria for success was met both in spring 2015 and fall 2014 in all categories with the exception of Genre and Disciplinary Conventions. This area focuses on writing tasks including organization, content, presentation, formatting and stylistic choices (spring 2015 76%, fall 2014 79%). Content and purpose exceeded the 80% criteria (87% spring 2015, 84% fall 2014). The students demonstrated a thorough understanding of content, audience and purpose. The LiveText portfolio tool has been an effective process for students to develop their professional brand and voice.

**Changes to be Made Based on Data:**

An additional step will be included in the instruction of helping students create a professional philosophy and code of ethics. Not only have it peer-reviewed, but to have it reviewed by an additional faculty member before final submission. Additional rubrics have been added to help both the genre and disciplinary conventions and control of syntax and mechanics for added feedback before final submission.

**Rubric Used:**

AAC&U Written Communication Rubric

**Family and Consumer Science  
Oral Communication Core Competency Assessment  
2014-2015**

**Learning Outcome:**

5. Identify career paths and faith integration within the Family and Consumer Sciences professions (Child & Adolescent Development, Dietetics, Food Service Management, Nutrition & Health).

**Outcome Measure:**

Presentation of personal professional ePortfolio in Senior Seminar course to faculty, peers, administration and staff.

**Criteria for Success (if applicable):**

Minimum average of 80% for each criteria of the rubric

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

This is the first academic year that FCS has utilized the AAC&U Written Communication rubric to assess a core competency.

**Oral Communication Value Rubric - Average Student Scores:**

Course	Semester	N	Organization	Language	Delivery	Supporting Material	Central Message	Total
FCS 497	Spring 2015	25	87%	76%	84%	86%	86%	84%
FCS 497	Fall 2014	17	82%	75%	81%	84%	79%	80%

**Conclusions Drawn from Data:**

The senior students in both seminar courses, spring 2015 and fall 2014, met criteria with a minimum average of 80% in each area with the exception of Language, both spring 2015 with 76% and fall 2014 with 75%. Central Message dropped to 79% fall 2014. Supporting Material was the strength with 86% spring 2015 and 84% fall 2014. Supporting Material includes a variety of types of materials, explanations, examples, illustrations from relevant authorities; reference to information that establishes the presenter's credibility on the topic. Organization was another strength with 87% spring 2015 and 82% fall 2014. Organization includes organizational patterns with introduction, conclusion, and sequenced information within the body and using transitions appropriately, creating a cohesive presentation.

**Changes to be Made Based on Data:**

Due to the lower numbers in Language both spring and fall, a focus in preparation for the oral presentation will entail professional language to be implemented in presentations. Students appear to be expectedly nervous in oral presentation to faculty and peers. A practice taped presentation will be encouraged before the final presentation focusing on implementing imaginative, memorable and compelling language.

**Rubric Used:**

AAC&U Oral Communication Rubric

## Rubric Used

## WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



**Definition:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

# ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



**Definition:** Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.