Family and Consumer Sciences
Core Competencies
2016-2017

Family and Consumer Science
Information Literacy Core Competency Assessment
2016-2017

Learning Outcome:

Student will be able to identify, locate, evaluate and effectively and responsibly use and cite information for the task at hand (Information Literacy).

Outcome Measure:

Individual literature review from group research project.

Criteria for Success:

85% of students will score a three or higher on each criteria of a four-point 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:

2015/2016 was the first academic year that FCS utilized the AAC&U Information Literacy rubric to assess a core competency.

Information Literacy Value Rubric - Percentage of students scoring 3 or higher:

Course	Semester	N	Determine Extent of Information Needed	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally
FCS 497	Fall 2015	6	100%	100%	100%	100%	100%
	Spring 2016	25	100%	92%	96%	100%	100%
	Spring 2017	19	95%	89%	100%	95%	74%

Conclusions Drawn from Data:

The criteria for success of 85% was achieved in all categories with the exception of Access/Use Ethically & Legally. Senior students spring 2017 performed over all at a lower rate than fall 2016 with the exception of Evaluate Information & Sources.

Changes to be Made Based on Data:

This is the second year that information literacy core competency had been assessed at the senior year. The original criteria for success was set at 80%. Due to the fact that by senior year, students have had numerous experiences assessing and evaluating research in all of the FCS program, it had been determined by FCS Faculty that the original bar was set too low. 2017-2018 changes will be

made as to when this assignment is introduced to the students and when the individual literature review is due. It has been traditionally due the last day of class senior year. It now will be due mid semester with assistance from the Department Librarian in reviewing use of citation and references.

Rubric Used:
AAC&U Information Literacy Rubric

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U
Association of
American
Colleges and
Universities

Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy (*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 (2)	Benchmark (1)
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically* *Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Family and Consumer Science
Oral Communication Core Competency Assessment
2016-2017

Learning Outcome:
Student will be able to speak about their work with precision, clarity and organization (Oral Communication).

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

Criteria for Success:
80% of students will score a three or higher on each criteria of a four-point rubric

Aligned with DQP Learning Areas (circle one or more):
6. Specialized Knowledge
7. Broad and Integrative Knowledge
8. Intellectual Skills/Core Competencies
9. Applied and Collaborative Learning
10. Civic and Global Learning

Longitudinal Data:
2014/2015 was the first academic year that FCS utilized the AAC&U Oral Communication rubric to assess a core competency.

Oral Communication Value Rubric - Percentage of students scoring 3 or higher:

Course	Semester	N	Organization	Language	Delivery	Supporting Material	Central Message
FCS 497	Fall 2014	17	94%	82%	76%	94%	94%
	Spring 2015	25	84%	88%	92%	92%	100%
	Fall 2015	26	96%	96%	88%	100%	96%
	Spring 2016	34	97%	100%	97%	97%	97%
	Fall 2016	12	100%	100%	100%	100%	100%
	Spring 2017	33	91%	88%	85%	97%	97%

Conclusions Drawn from Data:
The senior student in both seminar course Fall 2016 and Spring 2017 met the 80%. The Fall 2016 students hit 100% on all categories. Oral Presentations both Fall 2016 and Spring 2017 were assessed by three different assessors.

Changes to be Made Based on Data:
There was a significant difference in Fall 2016 and Spring 2017 senior seminar in class size. Fall 2016 had 12 students and Spring 2017 had 33 students. Fall 2016 students had more individual scaffolding by the professor in creating their personal philosophy and code of ethics; thus creating more confidence in presenting their professional voice. Changes made will be to cap FCS 497 at 15 for both fall and spring.

Rubric Used:
AAC&U Oral Communication Rubric

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

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)
Organization	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.
Language	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.
Delivery	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.
Supporting Material	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.
Central Message	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.

Family and Consumer Science
Written Communication Core Competency Assessment
2016-2017

Learning Outcome:
Students will be able to write about their work with precision, clarity and organization (Written Communication)

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

Criteria for Success (if applicable):
80% of students will score a three or higher on each criteria of a four-point 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:
AY 2014/2015 was the first academic year that FCS utilized the AAC&U Written Communication rubric to assess a core competency.

Written Communication Value Rubric – Percentage of students scoring 3 or higher:

Course	Semester	N	Context and Purpose	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
FCS 497	Fall 2014	17	94%	94%	94%	94%	94%
	Spring 2015	25	88%	96%	88%	92%	92%
	Fall 2015	26	100%	92%	92%	100%	100%
	Spring 2016	34	100%	97%	97%	100%	96%
	Fall 2016	12	100%	92%	92%	92%	83%
	Spring 2017	33	100%	88%	97%	94%	94%

Conclusions Drawn from Data:
Criteria for success was met Fall 2016 and Spring 2017 in all categories.

Changes to be Made Based on Data:
An additional step was included in the Fall 2016 and Spring 2017 instruction of helping students create a professional philosophy and code of ethics. It is not only peer-reviewed, but 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. This will be continued for Fall 2017 and Spring 2018. The course will be capped at 15 to insure that each student will get the individual scaffolding by the professor.

Rubric Used:
AAC&U Written Communication Rubric

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

AA C&U Association of American Colleges and Universities

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	Milestones 3	2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	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).
Content Development	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.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	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.
Sources and Evidence	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.
Control of Syntax and Mechanics	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.

FAMILY & CONSUMER SCIENCES
Core Competencies

Learning Outcome:
Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
75% of the students will be marginal or proficient at Level 2 Writing.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
ETS Proficiency Profile Level 2 Writing	**80.0%**	**72.7%**	**71.4%**	**84.7%**	**75.6%**

Conclusions Drawn from Data:
The criteria was met of 75%. However, the score was significantly lower than 2015-2016.

Changes to be Made Based on Data:
A continued focus on writing will be implemented throughout all programs from introductory level to mastery level. The department is in program review and a core research course is being recommended that will focus on scholarly writing.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

FAMILY & CONSUMER SCIENCES
Core Competencies

Learning Outcome:
Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
ETS Proficiency Profile Level 2 Critical Thinking	**70.0%**	**78.8%**	**73.8%**	**79.7%**	**66.7%**

Conclusions Drawn from Data:
This is the lowest score in Reading/Critical Thinking that FCS has had to date. The criterion of 70% was not met.

Changes to be Made Based on Data:
The FCS faculty will meet in the beginning of fall semester, and discuss strategies that will be implemented in the 2016-2017 academic year. This will likely include guided group critique and synthesis of case studies.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

FAMILY & CONSUMER SCIENCES
Core Competencies

Learning Outcome:
Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:
ETS Proficiency Profile Exam

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Math.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
ETS Proficiency Profile Level 2 Math	**60.0%**	**75.8%**	**66.7%**	**76.3%**	**77.8%**

Conclusions Drawn from Data:
The 70% criteria was met. This is the highest score to date for FCS.

Changes to be Made Based on Data:
To continue to focus the practical application of quantitative reasoning throughout the programs. Problem solving scenarios in each field will be implemented.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.