

Family and Consumer Sciences

Use of the Evidence of Student Learning

Data, findings and analysis from a variety of collected assessments for the seven programs offered within the Department of Family and Consumer Sciences (FCS) are housed in the FCS Department Chair's office. The documents entitled 1) Outcomes Assessment Exam: Ten Year Average Score by Percentage and 2) FCS Department Status Reports are available upon request.

Discussions continue to take place during the FCS department fall workshop, monthly FCS department meetings, as well as meetings between individual FCS faculty members and the Department Chair. Discussions for making improvements in each FCS program are concerned with but not limited to 1) institutional, department and program student learning outcomes alignment, 2) methods of assessment, 3) course assessment signature assignments, 4) student evaluations of faculty, 5) findings of the yearly assessments and 6) core competencies.

Four questions that must be continually in the forefront of the FCS discussions are:

1. How do we know students are learning?
2. To what degree have we been successful in achieving a high level of student learning?
3. What improvements must be made to better serve our students in their learning?
4. Are we focused on the FCS Department's mission and FCS Department's student learning outcomes (DSLO) when reviewing course requirements, course curriculum, and signature assignments?

Changes Made to Curriculum Fall 2015 Based on Evidence of Student Learning

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 | Average |
|---------------|-----------------|----------|----------------------------|----------------------------|---|-----------------------------|--|----------------|
| FCS 497 | Fall 2014 | 17 | 94% | 94% | 94% | 94% | 94% | 94% |
| | Spring 2015 | 25 | 88% | 96% | 88% | 92% | 92% | 91% |
| | Fall 2015 | 26 | 100% | 92% | 92% | 100% | 100% | 97% |

Changes Made Based on Data:

After Spring 2015, the FCS faculty determined improvements were needed in the semester-long development of students' professional and personal statements. Implemented changes incorporated student peer-review of first drafts using the Written Communication VALUE Rubric. Then, the instructor used the same rubric to evaluate their second drafts, scaffolding each student to develop both statements at a higher level. At semester's end, students submitted their final professional and personal statements in their professional ePortfolios. This change in curriculum pedagogy resulted in a positive increase in "Context and Purpose" from 88% to 100%.

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

| Course | Semester | N | Organization | Language | Delivery | Supporting Material | Central Message | Average |
|----------------|-------------|----|--------------|----------|----------|---------------------|-----------------|---------|
| FCS 497 | Fall 2014 | 17 | 84% | 82% | 76% | 94% | 94% | 88% |
| | Spring 2015 | 25 | 84% | 88% | 92% | 92% | 100% | 91% |
| | Fall 2015 | 26 | 96% | 96% | 88% | 100% | 96% | 95% |

Changes Made Based on Data:

Based on results from Fall 2014 and Spring 2015, changes for Fall 2015 included giving students clear prompts and a 3-minute limit for their oral presentation. The Rubric used by evaluators was given to students as a reference to prepare their presentation. Students were advised of the components necessary for a "Level 4" rating, including imaginative language choices, delivery techniques, and organization of a cohesive presentation.

Effectiveness of the Instructional Program

The Family and Consumer Sciences Department's mission is to provide students with knowledge and skills in one specialization in the field of Family and Consumer Sciences. The FCS faculty developed a comprehensive multiple choice examination covering the content of the five core courses to which all of our majors are exposed, as well as the program specific core knowledge. Each student at the end of his or her senior year participates in taking this examination entitled, FCS Outcomes Assessment Exam (OAE), as well as the Senior Exit Survey (SES). The SES is given the last week of the semester in the FCS Senior Seminar class.

Providing a quality educational experience in each program is critical for leading students toward success in their academic pursuits and living out the FCS mission in their careers. The assessing of student's learning through evaluation of the FCS Department's Student Learning Outcomes and Program's Student Learning Outcomes (PSLO) provides an opportunity to reflect on the level of effectiveness in teaching approaches and student learning. The continuous review and revision will provide the quality education every student in the FCS Department deserves.

Assessment results are classified for each academic year and for each program within the FCS Department. The following results were identified for the 2014-2015 academic year.

All graduating senior students within the Department of Family and Consumer Sciences completed the four required yearly assessments, including:

- The Outcomes Assessment Exam – The OAE student score goal is 70%, it was met; the students' mean score was 77%.
- Professional Portfolio – Each student's professional portfolio was reviewed by the student's major professor and evaluated by the FCS Department chair at the end of the FCS 497 Senior Seminar course. The students' mean score was
- FCS 497 Senior Seminar Original Research Projects – All graduating senior students within the Department of Family and Consumer Sciences completed research projects.