***STUDENT LEARNING ASSESSMENT PROGRAM***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2018**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

***SUMMARY FORM AY 2017-2018***

BS in Family and Consumer Sciences

**Degree and**

**Program Name:**

# Submitted By:

Dr. Nichole Hugo

FCS Academic Assessment Chair

**PART ONE**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| Demonstrate an understanding of the family and consumer sciences body of knowledge | Students will be assessed through the:  **1.** Statement of Understanding assignment in FCS 2500, at least once per academic year  **2.** Cross-Cutting Themes Paper in FCS 3500, at least once per academic year  **3**. Internship supervisor site supervisor final evaluation of intern (Q1), for both semesters in the academic year | **1-2.** Average of 85% or higher on assignment  **3**. 85% of students will be rated as Average or Above Average for ‘Exhibits knowledge of subject matter’ | **1.** Average of 91% in FA17 (n=88)  Average of 92% in SP18 (n=36)  **2.** Average of 77.3% in SP18 Section 1: (n=30)  Average of 86.7% in SP18 Section 2: (n=30)  **3**. Average of 100% in FA17: (n=17)  Average of 100% in SP18: (n=19) | The FCS Assessment Committee Chair discusses the assessment report during a fall semester faculty meeting. This includes having faculty members determining the courses and assignments they believe would best measure the learning objectives. |
| Question, examine, evaluate, and respond to problems or arguments | Students will be assessed through the:  **1.** (Family Services): Child Development Practicum assignment through the Professional Credentialing Module in FCS 3853, at least once per academic year  **2**. (Dietetics): Case Studies in FCS 4749, at least once per academic year  **3.** (Apparel/Merchandising): Final Presentation/Assignment in FCS 4926, at least once per academic year  **4.** (Hospitality): Inventory Assignment in FCS 3786, at least once per academic year  **5.** Internship supervisor final evaluation of intern (Q16), for both semesters in the academic year | **1.** 85% will earn an 85% or higher on assignment  **2-4.** Average of 85% or higher on assignment  **5.** 85% of students will be rated as Average or Above Average for ‘Demonstrates a willingness to listen to and accept new ideas, alternatives and perspectives’ | **1.** 100% of students scored an 85 or above (n=72)  **2.** Average of 79% FA17 (n=19)  **3.** Average of 95.7% FA17 (n=8)  **4**. Average 78% SP17 (n=11)  **5.** Average of FA17: 100% (n=17)  SP18: 100% (n=19) | Same as above |
| Write critically and evaluate varied sources | Students will be assessed through the:  **1.** (Family Services): Family Stress and Resiliency major paper in FCS 4845, at least once per academic year  **2.** (Dietetics): Ethics Paper in FCS 4749, at least once per academic year  **3.**(Apparel/Merchandising): Research Paper in FCS 3245, at least once per academic year  **4a**. (Hospitality): Business Report in FCS 2740, at least once per academic year  **4b**. (Hospitality): Business Concept assignment in FCS 4940, at least once per academic year  **5.** Internship supervisor site supervisor final evaluation of intern (Q3)  **6**. EWP submission, at least once per academic year | **1.** 85% will earn an 85% or higher on assignment  **2-4.** Average of 85% or higher on assignment  **5.** 85% of students will be rated as Average or Above Average for ‘Displays effective written communication skills’  **6.** Overall mean score for all FCS majors of 3.00 on a 4.00 scale | **1.** 96% of students scored an 85 or above (n=79)  **2.** Average of 100% FA17 (n=19)  **3.** Course was not taught FA17/SP18- No data  **4a.** Average of 86% SP18 (n=12)  **4b.** Average of 81% FA17 (n=21)  **5**. Average of 94% FA17: (n=17)  Average of 100 % SP18: (n=16 completed, n=3 N/A)  **6.** FA17 – 3.33 average  SP 18 –3.37 average  SU 17 – 3.13 average | Same as above |
| Prepare, deliver, and critically evaluate presentations and other formal speaking activities | Students will be assessed through the:  **1.** (Family Services): Family Life Sex Ed webinar, at least once per academic year assignment in FCS 3800  **2**. (Dietetics): Health Fair Poster Presentation in FCS 3756, at least once per academic year  **3.** (Apparel/Merchandising): Company Proposal for a retail strategy mix and oral presentation of business in FCS 2233, at least once per academic year  **4**. (Hospitality): Debates in FCS 2600G, at least once per academic year  **5.** Internship supervisor assessment of Experiential Learning Activity in FCS 4275, for both semesters in the academic year  **6.** Senior SAC, at least once per academic year | **1.** 85% will earn an 85% or higher on assignment  **2-4.** Average of 85% or higher on assignment  **5.** 90% will receive “meets expectations”  **6**. Overall mean score of 3/4 for all FCS seniors as reported by CASA | **1.** 83% of students scored an 85 or above (n=64)  **2.** Average of 100% FA17 (n=19)  **3.** Average of 93.7% FA17 (n=14)  **4.** Average of 87% FA17 (n=17)  **5.** FA17: 97% “meet expectations” (n=17)  SP19: 89% “meet expectations” (n=19)  6. 3.5/4.00 (n=81) | Same as above |
| Produce, analyze, interpret, and evaluate quantitative material | **1.** (Family Services): Public Policy/Addiction Education and Prevention Programs assignment in FCS 4860, at least once per academic year  **2.** (Dietetics): Research Article Critique in FCS 3120, at least once per academic year  **3.** (Apparel/Merchandising): Exams (2 total) include quantitative data and application of course information in FCS 2233, at least once per academic year  **4.** (Hospitality): Menu Engineering assignment in FCS 3786, at least once per academic year | **1.** 85% will earn an 85% or higher on assignment  **2-4**. Average of 85% or higher on assignment | **1.** 92% of students scored an 85 or above (n=51)  **2.** Average of 100% FA17 (n=15)  **3.** Average of 75% FA17 (n=14)  **4.** Average of 81% FA17 (n=11) | Same as above |
| Make informed decisions based on knowledge of the physical and natural world and human history and culture | **1.** (Family Services): Presentation assignment in FCS 4846, at least once per academic year  **2.** (Dietetics): Nutrition Education Initial Plan in FCS 3756, at least once per academic year  **3.** (Apparel/Merchandising): Trend Reports in FCS 2233, at least once per academic year  **4.** (Hospitality):Sustainability Final Paper in FCS 2600G, at least once per academic year  **5.** Internship supervisor site supervisor final evaluation of intern (Q10 & 18 ) | **1.** 85% will earn an 85% or higher on assignment  **2-4.** Average of 85% or higher on assignment  **5.** 85% of students will be rated as Average or Above Average on’ Displays ability to make decisions’ and ‘Ability to communicate well with diverse individuals, groups and cultures’ | **1.** Not available- No data  **2.** Average of 63% FA17 (n=19)  **3.** Average of 85% FA17 (n=14)  **4.** Average of 91% FA17 (n=17)  **5.** FA17: 94%, 94% (n=17)  SP18: 100%, 89% (n=19) | Same as above |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Based on comments presented in AY17 for the learning objectives, the format and organization of the information in the learning assessment was altered to collect and analyze data in a clear and concise manner. We have clarified the points at which we are assessing the data (end of each semester, academic year, or throughout the students’ academic career). Additionally, in each concentration area, faculty will discuss the objectives and whether or not students are meeting the standards at which we are assessing. Thus, modifications to the objectives will be formulated and discussed at faculty meetings for additional ideas or modifications. To ensure we were adequately assessing the first objective, we created an assignment in FCS 3500 and also revised the evaluations in our FCS 4275 internship experience to track student’s progress throughout their academic career. We have a combination of formative and summative data collection methods to ensure students are progressing in each concentration within FCS, which we have incorporated in each objective. We have removed the Watson-Glasser report and instead used EWP and end of program survey to address the critical skills students should have when graduating from our school. Due to university constraints concerning budget and allotment of faculty and staff, indirect data, such as reaching out to alumni advisory groups or creating focus groups with students in order to obtain data outside of the course assignment measurements, was not feasible this year.

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

This year we improved the data collection process by appointing program leaders within each concentration of FCS to identify courses, assignments and faculty members would be responsible for measuring the learning objectives. This assisted in streamlining our process at the end of the academic year when data was collected. Two concentrations, Hospitality and Apparel/Merchandising, updated their overall program and altered curriculum to assist with matching to the department’s and University’s learning objectives. This included the reorganization of separate (1) Apparel and Textile Design and (2) Merchandising concentrations into one Fashion Merchandising and Design concentration. The Dietetics Option area revised their curriculum based on their Accreditation through the Academy of Nutrition and Dietetics. The objectives within each dietetics course better align with not only the Academy, but also with the University’s undergraduate learning goals. Based on this restructuring, the dietetic faculty members were able to critically evaluate dietetic student’s learning and modifications to be made. For example, in the past dietetic students were limited in their ability to assess clients. Thus, we have implemented “live” patients in which faculty, staff, and graduate students come into a classroom and dietetic students within that class need to assess them by asking questions, measuring them, etc. This has led to students achieving more of the demonstrated/evaluation based learning objectives. With the changes in university structuring and FCS being divided and separated into different colleges, few changes are being made to the curriculum overall until it is clear what those changes will be.