

East Central University
Assessment Report

Department of Family and Consumer Sciences
2010-2011

Submitted by
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PROGRAM: FAMILY AND CONSUMER SCIENCES

PROGRAM DESCRIPTION:

The mission of the Family and Consumer Sciences program at East Central University is to prepare students for career and personal success in empowering individuals, strengthening families, and building communities. This program mission contributes to the overall mission of East Central University by offering a Bachelor of Science Degree in Family and Consumer Sciences. The program prepares students for careers in business, industry, governmental agencies, education, and extension programs. The department also provides a course that serves as an option on the university's general education requirements and provides continuing education opportunities that meet the professional needs of graduates, including the renewal of teaching certificates and alternative certification.

The Family and Consumer Sciences Program mission corresponds with that of the College of Mathematics and Sciences. The Family and Consumer Sciences program accomplishes this by (1) offering three distinct degree options for undergraduates, (2) continuing to have creative and dedicated faculty, and (3) encouraging service efforts by students through course-specific activities and student association service projects. This assessment report will show that students participate in certification testing, knowledge-based activities, and lab/internship experiences.

The key program stakeholders for outcomes assessment purposes are the currently enrolled students; alumni; the supervisors of internships, practicums, student teaching, and child development lab experiences; the employers of the program's graduates; and the program faculty. Data are being collected which reflect input from all stakeholder groups. Assessment results will be communicated to stakeholders by newsletter format to the FCS advisory committee, alumni, and supervisors/employers of Family and Consumer Sciences majors. An annual departmental meeting of upper-level students will be held to discuss results and new methods to implement data.

Instructional methods used in the Family and Consumer Sciences program include lecture, discussion, field trips, guest speakers, technology, lab activities, student internships and practicums. Student participation in the classroom includes conducting research and making presentations based on the research, preparing bulletin boards/showcases, writing article reviews, developing a portfolio, and completing lab and classroom assignments.

The Family and Consumer Sciences Department conducts program assessment annually in response to requirements of the Oklahoma State Regents for Higher Education and to obtain the data necessary to identify program strengths and concerns. This information is useful in making recommendations for program improvement. Areas identified as concerns are analyzed for correction, such as course alterations, course additions, changes in class format/procedures/assignments, strengthening student/faculty knowledge base, and tutoring.

MAJOR PROGRAM GOAL:

To provide graduates with the skills and knowledge base essential for entry-level positions in Family and Consumer Sciences.

STUDENT OUTCOME 1 (MOST IMPORTANT) ASSOCIATED WITH MAJOR PROGRAM GOAL

Possess knowledge and skills from the major content areas in Family and Consumer Sciences.

CRITERION 1A FOR STUDENT OUTCOME 1

The opinions of employers

INSTRUMENT 1 FOR CRITERION 1A

Employer survey questions #1, 2, 3, and 5

Family & Consumer Sciences Employer Questionnaire

	2006-07	2007-08	2008-09	2009-10	2010-11
<u>ITEM</u>	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)
Possess specialized knowledge and skills relevant to Family and Consumer Sciences as a Profession.	4	4.2	4.5	4	4
Ability to conceptualize, plan, and implement solutions to problems.	4.2	4.2	4.5	3.6	4
Demonstrate ability to use professional language in oral and written communications.	3.5	4.5	4.5	4	4
Ability to work well with others.	4.5	4.5	4.8	4.6	5
Number responding	6	6	6	5	2
Number of employers sent questionnaire (new for 2010-2011)	--	--	--	--	4

far above average-5, above average-4, average-3, below average-2, far below average-1

PERFORMANCE GOAL:

The average of all responses should equal 4 or higher on a scale of 1 to 5.

JUDGEMENT:

Appropriate changes will be recommended if indicated by employer responses.

Summary of results:

Questionnaires are distributed to employers of Family and Consumer Sciences graduates ten months after students have graduated and secured a job. Responses over the period were consistently above average. Items that were between average and above average one year were improved (above average) the next year. In all areas evaluated on the questionnaire, 2010-2011 graduates received the same or higher scores than in the previous year. This meets the performance goal. Curricular updates will include faculty integrating in core courses more opportunities for students to gain knowledge and abilities in all areas. In an analysis of employers, it was also found that many FCS graduates were employed by agencies not reflective of their major.

CRITERION 1B FOR STUDENT OUTCOME 1

Performance on the Oklahoma Teacher Certification Exam (Family and Consumer Sciences Education Majors only)

INSTRUMENT 1 FOR CRITERION 1B**Oklahoma Teacher Certification Exam—Family & Consumer Sciences**

Academic Year	Number of Examinees	Sub Area 1	Sub Area 2	Sub Area 3	Sub Area 4	Sub Area 5	Sub Area 6	Sub Area 7	Percent Passing Examinees ECU	Percent Passing Examinees STATE
06-07	4	272	226	225	263	258	228	241	75%	70%
07-08	4	245	170	230	233	234	228	255	50%	43%
08-09	3	273	220	253	250	268	220	252	67%	48%
09-10	2	270	300	250	255	252	180	264	100%	32%
10-11	1	260	180	280	180	276	276	276	100%	33%

Sub Area 1-Child Development and Care, Sub Area 2-Food Science and Nutrition, Sub Area 3-Consumer Economics & Personal Resource Management, Sub Area 4-Housing and Interior Design, Sub Area 5-Interpersonal and Family Relations, Sub Area 6-Clothing and Textiles, and Sub Area 7-Career and Leadership Skills

PERFORMANCE GOALS:

One hundred percent of students taking the exam should pass.

JUDGEMENT:

An analysis of past performance through 2010-2011 will be studied. Any indications of curricular weaknesses will be addressed.

Summary of results:

Subarea scores in the Family and Consumer Sciences OCTP test that provided difficulty for

students will be aligned to Family and Consumer Sciences courses. During the past five years, fewer ECU students are taking the OCTP test. However, all of the seven subareas of the test have passing scores and ECU students consistently exceeded the statewide passing percentage. Scores on the Food Science and Nutrition and Housing and Interior Design subareas were identified as having a significantly lower passing rate within examinees' results during 2010-2011. As a result, an emphasis will continue to be made in courses that encompass this content to aid future examinees.

CRITERION 1C FOR STUDENT OUTCOME 1

Retail Merchandising Internship Portfolio Criteria evaluated by a scored rubric to include internship hours completed (25 points), resume (10 points), letters (15 points), reflection (10 points), fashion assignments (20 points), 3-minute introduction (10 points), and portfolio organization (10 points). Total scored rubric points possible: 100.

INSTRUMENT 1 FOR CRITERION 1C

Student percent scores on portfolio

Retail Merchandising Internship Portfolio Evaluation

	Student Score	Student Score	Student Score	Student Score	Points Possible
	2007-2008	2008-2009	2009-2010	2010-2011	
Student 1	90.0	100.0	88	98	100
Student 2	81.0	90.0	99	99	100
Student 3	91.0	100.0	98	95	100
Student 4	72.0	100.0	94	--	100
Student 5	92.0	96.0	93	--	100
Student 6	80.5	90.0	--	--	100
Student 7	93.0	100.0	--	--	100
Student 8	87.0	--	--	--	100
Student 9	80.0	--	--	--	100

PERFORMANCE GOALS:

Students must score at least 75 out of 100 points on the internship portfolio evaluation.

JUDGEMENT:

Retail merchandising internship portfolio evaluations are collected after students complete the FCS internship course (when offered). Appropriate changes will be recommended if indicated by student scores.

Summary of results:

Only one student out of 24 students did not meet the performance goal over the past four-year period. These results indicate that students continue to understand the evaluation criteria as a part

of the internship coursework. Instructors will continue to place emphasis on portfolio guidelines during the internship seminar. (The 2010-2011 academic year was only the fourth year a portfolio was used for assessment of retail merchandising students.)

CRITERION 1D FOR STUDENT OUTCOME 1

Completion of a General Family and Consumer Sciences major portfolio evaluated by a scored rubric to include resume (20 points), written project (20 points), letters (20 points), reflection assignments (20 points), and organization (20 points). Total scored rubric points possible: 100.

INSTRUMENT 1 FOR CRITERION 1D

Student percent scores on portfolio

General FCS Portfolio Evaluation

	Student Scores	Student Scores	Student Scores	Student Scores	Points Possible
	2007-2008	2008-2009	2009-2010	2010-2011	
Student 1	91	92	90	98	100
Student 2	80	90	94	93	100
Student 3	87	95	85	85	100
Student 4	90	88	82	82	100
Student 5	97	85	97	--	100
Student 6	90	--	--	--	100

PERFORMANCE GOALS:

Students must score 75 out of 100 points on the portfolio.

JUDGEMENT:

The General Family and Consumer Sciences Portfolio evaluation is conducted at the end of each Spring semester. Portfolio content is collected from majors enrolled in the Careers in Family and Consumer Sciences course and from General Family and Consumer Sciences majors.

Appropriate changes will be recommended if indicated by student scores.

Summary of results:

Over the four-year period, all students met the performance goal. This indicates that all students understood the requirements of the portfolio. However, scores have ranged from 80 to 98 over the period. This indicates a need to more clearly explain the portfolio evaluation criteria to General Family and Consumer Sciences majors. The faculty recognized a need to generate a guideline document and portfolio preparation session for students. Faculty will continue to emphasize all areas that comprise the portfolio. (The 2010-2011 academic year was only the fourth year that portfolio data was generated from General Family and Consumer Science students.)

STUDENT OUTCOME 2 (SECOND MOST IMPORTANT) ASSOCIATED WITH MAJOR PROGRAM GOAL

Be prepared to enter the workforce having the knowledge underlying successful skill development in the student's chosen area of concentration—Retail Merchandising, General Family and Consumer Sciences, or Family and Consumer Sciences Education—encompassing instructional strategies, career responsibilities, needs and characteristics of learners, assessment methods, and the importance of attitudes and teamwork.

CRITERION 2A FOR STUDENT OUTCOME 2

Employer survey question #8

INSTRUMENT 1 FOR CRITERION 2A

Employer survey instrument

Family & Consumer Sciences Employer Questionnaire Item	2007-2008	2008-2009	2009-2010	2010-2011
Possess specialized knowledge relevant to the employee's career field	4.5	4.7	3.9	4
Number responding	6	6	5	2
Number sent to employers (new for 2010-2011)	--	--	--	4

Far above average -5, above average-4, average-3, below average-2, far below average-1

PERFORMANCE GOAL:

The average of all responses should equal 4 or more on a scale of 1 to 5.

JUDGEMENT:

Appropriate changes will be recommended if indicated by employer responses.

Summary of results:

Questionnaires are distributed to employers of Family and Consumer Sciences graduates ten months after they have graduated and secured a job. In comparing the four-year data provided, responses have remained fairly consistent. Employers rated ECU Family and Consumer Sciences graduates as above average employees in possessing specialized knowledge relevant to the employee's career field. The performance goal was met. In an analysis of employers, it was found the majority of FCS graduates were employed by agencies not reflective of the graduates' major. Within key courses in the curricula, faculty will place renewed emphasis on the specialized knowledge relevant to the employee's career field and will continue to monitor trend changes across the discipline.

INSTRUMENT 2 FOR CRITERION 2A

Faculty, student, and alumni evaluation forms

Family & Consumer Sciences Faculty, Student & Alumni Questionnaire

Item	2009-10 Faculty Response (Mean Score)	2009-10 Student Response (Mean Score)	2009-10 Alumni Response (Mean Score)	2010-11 Faculty Response (Mean Score)	2010-11 Student Response (Mean Score)	2010-11 Alumni Response (Mean Score)
Possess specialized knowledge and skills relevant to FCS as a profession	4.5	4.3	4.8	4.4	4.7	4.5
Possess basic knowledge and skills from supporting disciplines in business and consumer education, marketing and general education.	4.5	4.1	4.8	4.3	4.3	4.5
Knowledge of the needs and characteristics of learners, effective instructional strategies and appropriate assessment methods.	4.7	4.4	4	4.4	4.3	4.5
Ability to conceptualize, plan, and implement solutions to problems.	4.4	4.6	4.3	4.2	4.1	4.5
Knowledge of general responsibilities of career field.	4.5	4.6	5	4.3	4.6	4.8
Demonstrate ability to use professional language in oral and written communications.	4.3	4.6	4.1	4	4.6	4.8
Ability to work well with others.	4.5	4.9	5	4.5	4.9	5
Number responding	2	7	3	2	11	4
Number of surveys sent	2	7	5	2	11	4

far above average-5, above average-4, average-3, below average-2, far below average-1

PERFORMANCE GOALS:

The average of all faculty, alumni and student responses should equal 4 or higher on a scale of 1 to 5.

JUDGEMENT:

Questionnaires are distributed to current FCS faculty, recent alumni, and the current graduating seniors during the Spring semester. Curricular changes/departmental requirements will be evaluated if performance goals are not met.

Summary of results:

Comparing trends in data over the past two years, mean scores increased in five instances while holding steady or declining slightly in the others. However, mean scores remained above average or higher. The performance goal was met. For the 2011-2012 academic year, faculty will look for opportunities to reinforce students' progress in all of the areas evaluated, focusing on knowledge of the needs and characteristics of learners, effective instructional strategies and appropriate

assessment methods; these were areas in which mean scores declined from the previous year.

CRITERION 2B FOR STUDENT OUTCOME 2

Student performance on the Family and Consumer Sciences Core Curriculum Exam

INSTRUMENT 1 FOR CRITERION 2B

Family & Consumer Sciences Core Curriculum Examination

	2007-08 Score	2008-09 Score	2009-10 Score	2010-11 Score	Points Possible
Student 1	70	76	73	81	100
Student 2	66	70	83	80	100
Student 3	70	78	82	75	100
Student 4	72	77	83	80	100
Student 5	78	73	83	84	100
Student 6	74	74	78	81	100
Student 7	75	70	84	79	100
Student 8	70	73	--	72	100
Student 9	73	68	--	74	100
Student 10	68	70	--	76	100
Student 11	71	--	--	82	100
Student 12	72	--	--	--	100
Student 13	69	--	--	--	100
Student 14	70	--	--	--	100
Student 15	70	--	--	--	100

PERFORMANCE GOALS:

Students must score at least 70 out of 100 points on the test.

JUDGEMENT:

Test will be administered to students completing their senior year. Students are evaluated only once during assessment term. Curricular changes/departmental requirements will be evaluated if performance goals are not met.

Summary of results:

Four out of 43 students failed to pass the core curriculum examination over the most recent four-year period. All students who took the examination during the past two years passed, and the average score during this period increased. The exam covers content from the family and consumer sciences core courses. A review of curriculum covered in core courses is suggested as a means of better preparing majors for the exam. An exam study outline will continue to be distributed to departmental examinees and the exam will be revisited for clarity. Results indicate

the need for greater emphasis on four areas tested: History of Family and Consumer Sciences, textiles, family relationships, and nutrition. Faculty will continue to embed assessment questions in core courses so majors can be evaluated throughout their Family and Consumer Sciences career at East Central University. Senior students who complete the curriculum examination also completed the student questionnaire and workplace scenario.

STUDENT OUTCOME 3 (THIRD MOST IMPORTANT) ASSOCIATED WITH MAJOR PROGRAM GOAL:

Be prepared to enter the workforce having the skills essential for successful performance in the student's chosen area of concentration—Retail Merchandising, General Family and Consumer Sciences, or Family and Consumer Sciences Education—including demonstrating the ability to work effectively with others; planning and delivering lessons; planning and implementing solutions to problem scenarios; managing the classroom; using oral and written communications strategies; demonstrating customer service and interpersonal relations skills with students, supervisors, and parents; and maintaining a professional appearance and demeanor.

CRITERION 3A FOR STUDENT OUTCOME 3

Opinions of employers

INSTRUMENT 1 FOR CRITERION 3A

Employer survey questions # 2, 3, 4, 7, 8, and 10

Family & Consumer Sciences Employer Questionnaire

	2006-07	2007-08	2008-09	2009-10	2010-11
<u>ITEM</u>	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)
Possess specialized skills relevant to employees' career field.	4	4.2	4.5	3.9	4
Ability to conceptualize, plan, and implement solutions to problems.	4.2	4.2	4.5	3.6	4
Knowledge of general responsibilities of career field.	4	4.5	4.7	4	4
Demonstrate ability to use professional language in oral and written communications.	3.5	4.5	4.5	4	4
Ability to work well with others.	4.5	4.5	4.8	4.6	5
Overall assessment of occupational preparation.	4	4.5	4.5	4	4
Number responding	6	6	6	5	2
Number employer evaluations sent	--	--	--	--	4

far above average-5, above average-4, average-3, below average-2, far below average-1

PERFORMANCE GOALS:

The average of all responses should equal 4 or higher on a scale of 1 to 5.

JUDGEMENT:

Data collection for the most recent academic year began Fall 2010. Appropriate changes will be recommended if so indicated by the survey results.

Summary of results:

Employer questionnaires are distributed to employers of Family and Consumer Sciences previous year graduates ten months after they have graduated and secured a job. No graduates were rated below average during the five-year period. The performance goal was also met for the most recent academic year. Faculty will continue to emphasize these questionnaire items for 2011-2012: possess specialized skills relevant to employee's career field; and ability to conceptualize, plan, and implement solutions to problems; knowledge of general responsibilities

of career field; demonstrate ability to use professional language in oral and written communications and occupational preparation.

CRITERION 3B FOR STUDENT OUTCOME 3

Opinions of supervisors of practicums, internships, student teaching, and lab activities

INSTRUMENT 1 FOR CRITERION 3B

Evaluation forms completed by supervisors of practicum's and internships

Retail Merchandising Practicum/Internships

	2006-07	2007-08	2008-09	2009-10	2010-11
<u>Item</u>	<u>Response</u> (Mean score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)
Attributes	3.9	4	3.6	4.8	3.7
Attitude	4.1	4.1	3.8	5	3.9
Appearance/Manners	4.3	4.3	3.7	5	3.9
Customer Service	3.9	3.9	3.5	4.8	3.7
Quality of Work	3.9	4.2	3.7	4.8	3.7
Interpersonal Relations	3.9	4.7	3.7	4.9	3.8
Number of Students	18	11	16	5	20

far above average-5, above average-4, average-3, below average-2, far below average-1

PERFORMANCE GOALS:

The average of all responses should equal 4 or higher on a scale of 1 to 5.

JUDGEMENT:

Data obtained through 2010-2011 will be analyzed. Evaluation instruments were distributed to evaluators at the end of the Fall 2010 and Spring 2011 semesters. Appropriate changes will be recommended if survey results so indicate.

Summary of results:

Supervisors of Retail Merchandising practicums and internships rated Family and Consumer Sciences majors average or higher on all evaluation items. Data collected showed a decrease in

all areas evaluated similar to the 2008-09 mean scores, when a higher number of students were taking practicum/internships. This provides insight that the program needs to strengthen all areas of the Retail Merchandising practicum/internship preparation and to improve monitoring of student progress, especially when higher enrollments exist.

INSTRUMENT 2 FOR CRITERION 3B

Evaluation forms completed by supervisors of laboratory activities

Child Development Laboratory Supervisor Evaluation

	2006-07	2007-08	2008-09	2009-10	2010-11
<u>ITEM</u>	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)
Possess a good working knowledge of Early Childhood Education principles.	4	4	3.8	5	5
Possess the occupational competencies necessary for entry-level positions in a child care setting.	4	4	4	5	4.5
Demonstrate skills necessary to work in the profession of child care.	4	4	3.8	5	5
Ability to conceptualize, plan, and implement those plans appropriately in a lab setting.	4	4	4	5	4.7
Ability to work with supervisors.	4	4	4.1	5	5
Applied supervision methods and techniques which supported the child's growth and development.	4	4	4	5	5
Ability to get along with co-workers.	4	4	4.2	5	5
Ability to follow center guidelines/policies.	4	4	4	5	5
Uses professional language and behavior when in the center.	4	4	4.2	5	4.7
Overall assessment of this individual.	4	4	4	5	5
Number of students	19	18	2	11	19

far above average-5, above average-4, average-3, below average-2, far below average-1

PERFORMANCE GOALS:

The average of all responses should equal 4 or higher on a scale of 1 to 5.

JUDGEMENT:

Evaluation instruments are distributed to evaluators at the ECU Child Development Laboratory at the end of the semester students are conducting the lab experience. Appropriate changes will be recommended if survey results so indicate.

Summary of results:

Supervisors of the ECU Child Development Laboratory experiences rated Family and Consumer Sciences majors above average or higher on all evaluation items. Scores for the most recent academic year were the same as during the previous year, except in three areas. Faculty will place greater emphasis on these three areas during the next academic year. An increase in ratings during the two most recent academic years was due to a new structure used in scheduling lab activities. This new structure gave students and supervisors a more positive experience. Faculty will also continue to align the curriculum with changes in Childhood Development courses and to needs identified on supervisor evaluations.

INSTRUMENT 3 FOR CRITERION 3B

Evaluation forms completed by supervisors of student teachers

Family & Consumer Sciences Student Teacher Evaluation

	2006-07	2007-08	2008-09	2009-10	2010-11
<u>ITEM</u>	<u>Response</u> (Mean score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)	<u>Response</u> (Mean Score)
Lesson Preparation/Application	4.1	4	3.9	3.6	4.8
Teaching Ability	4.2	4	4.1	3.9	5
Student Supervision	4.1	3.8	3.7	3.3	4.7
Classroom Management and Environment	4.4	4	4.3	4.5	4.5
Number of Students	3	7	2	1	2

far above average-5, above average-4, average-3, below average-2, far below average-1

PERFORMANCE GOALS:

The average of all responses should equal 4 or higher on a scale of 1 to 5.

JUDGEMENT:

Evaluation instruments were distributed to cooperating teachers in the public school system at the conclusion of the students' student teaching experience. Should results indicate a need for alterations in curricula or instruction, such changes will be recommended.

Summary of results:

Mean scores fluctuated slightly over the previous four-year period, but trended upward during the most recent academic year. The performance goal was met for the most recent academic year. Faculty will continue to ensure alignment between students' curricula and evaluation criteria and will mentor cooperating public school teachers who are evaluating the students.

CRITERION 3C FOR STUDENT OUTCOME 3

Student performance

INSTRUMENT 1 FOR CRITERION 3C

Student research project and presentation evaluations completed by faculty

Student Research Project and Presentation Evaluation

Items	Response (Mean Score)	Response (Mean Score)	Response (Mean Score)	Response (Mean Score)
	2007-2008	2008-2009	2009-2010	2010-2011
Concept	4.5	4.3	4.4	4.8
Organization	4.3	4	4.1	4.4
Word choice	4.1	4.1	4	4.3
Conventions	4.2	4	4.1	4.2
Presentation	4	4	4.3	4.5
Number of students	11	12	11	10

far above average-5, above average-4, average-3, below average-2, far below average-1

PERFORMANCE GOALS:

The average of all evaluations should equal 3 or higher on a scale of 1 to 5.

JUDGEMENT:

Project evaluations and presentations begin in the Fall of the academic year scored. Projects evaluated are from an upper level Family and Consumer Science course. Project evaluation criteria were concept; organization; word choice; conventions; and presentation using a rating of 1 to 5 in each area.

Summary of results:

The performance goal was met for each year in the four-year period. All students submitting research projects and presentations during the evaluation period were rated above average. The data gathered from the past four years has shown an increase in scores in all areas evaluated. Faculty will continue to work with students in developing professional research projects and presentations, but will place greater emphasis on word choice and conventions, since those items received the lower scores.

INSTRUMENT 2 FOR CRITERION 3C

Student responses to workplace scenarios

Workplace Scenario Response Evaluations

Item	Response (Mean Score)	Response (Mean Score)	Response (Mean Score)	Response (Mean Score)
	2007-2008	2008-2009	2009-2010	2010-2011
Organization	3.7	3.6	3.8	3.7
Word choice	3.4	3.2	3.9	3.5
Conventions	3.3	3.2	3.5	3.5
Workplace applications	4.3	4.3	4.4	4.5
Number of students	7	10	7	11

far above average-5, above average-4, average-3, below average-2, far below average-1

PERFORMANCE GOALS:

The average of all evaluations should equal 3 or higher on a scale of 1 to 5.

JUDGEMENT:

Workplace scenario response evaluations are completed at the end of each semester by Family and Consumer Sciences graduating seniors as part of their FCS exit evaluations. Evaluation criteria for student responses were organization; word choice; conventions; and workplace applications. Curricular changes and/or departmental requirements will be evaluated if performance goals are not met.

Summary of results:

Students provide written responses to one of three workplace scenarios. All students were rated average or higher each year during the four-year period. The performance goal was met. Faculty will continue to embed workplace scenarios into core courses to provide students more experiences in developing word choice, organization, and conventions.

**East Central University—Family and Consumer Sciences Program
2010-2011**

Mission Statement	Student Outcomes	Criteria and Performance Goals	Assessment Results	Use of Results
<p>The Family and Consumer Sciences program mission is to prepare students for career and personal success in empowering individuals, strengthening families, and building communities. This contributes to the overall mission of East Central University by offering a Bachelor of Science Degree in Family and Consumer Sciences. The program prepares students for careers in business, industry, governmental agencies, education, and extension programs. The department provides a course for degree requirements in Early Childhood Education, Nursing, and Kinesiology. It also serves as an option on the university's general education requirements. The program also provides continuing educational opportunities that meet the professional needs of graduates, including the renewal of teaching certificates and alternative certification.</p> <p>Goal Statement</p> <p>The primary goal of the Family and Consumer Sciences department is to provide graduates with the skills and knowledge base essential for entry-level positions in Family and Consumer Sciences.</p>	<p>1. Program graduates will possess knowledge and skills from the major content areas in Family and Consumer Sciences.</p>	<p>1A. The opinion of employers obtained from locally developed surveys, question #1, 2, 3, 5. The average of all responses should equal 4 or higher on a scale of 1 to 5.</p> <p>1B. Performance on the Oklahoma Teacher Certification Exam (FCS Education Majors only). One hundred percent of students taking the exam should pass.</p> <p>1C. Retail Merchandising Internship Portfolio criteria evaluation. Students must score at least 75 out of 100 points on the evaluation.</p> <p>1D. General FCS major portfolio evaluation. Students must score 75 out of 100 points on portfolio.</p>	<p>1A. The past 5 years show an above average response. With respect to the ability to work well with others, the mean score was 5 and consistently is rated the highest.</p> <p>1B. Trends show that a higher percent of FCS students pass the OCTP test.</p> <p>1C. During the past 4 years students have met the performance goal.</p> <p>1D. All four years students who completed portfolios met the goal.</p>	<p>1A. Participants scored above average or higher in response items. Faculty will continue to reinforce FCS knowledge, planning and professional knowledge in courses.</p> <p>1B. As a result of subarea scores faculty will place more emphasis in two of the seven areas tested with course preparation that had lower scores. A study session for testing will be continued on a one-on-one basis.</p> <p>1C. As a result faculty will reinforce criteria evaluated in the portfolio as a part of the internship course.</p> <p>1D. Faculty recognized that General FCS majors have an understanding of portfolio content. Faculty will work with majors to generate quality documents for portfolio.</p>
	<p>2. Program graduates will be prepared to enter the work force having the knowledge underlying successful skill development in the student's chosen area of concentration while encompassing instructional strategies, career responsibilities, needs and characteristics of learners, assessment methods, and the importance</p>	<p>2A. Employers survey question #8. The average of all responses should equal 4 or more on a scale of 1 to 5 on faculty, senior students and alumni evaluation forms. The faculty, alumni, and senior student responses should equal 4 or more on a scale of 1 to 5.</p>	<p>2A. The past 4 years the employers' response mean average was 4.3 for possessing specialized knowledge in career field. Data shows that all faculty, alumni, and students rated areas evaluated as above average or higher.</p>	<p>2A. Participants scored above average on area identified. Faculty will place emphasis on content in core FCS courses. Faculty will reinforce student progress in all areas, placing emphasis on knowledge and skills from supporting disciplines and</p>

	of attitudes and teamwork.	2B. Students' performance on an exam over the FCS Core Curriculum (locally developed). Students must score at least 70 out of 100 points on the test.	2B. Trends show that students have met the performance goal, but the scores are not increasing.	assessment methods. 2B. Faculty will continue to analyze the exam. Faculty will continue to conduct a study session for 2011-12 examinees.
	3. Program graduates will be prepared to enter the work force having the skills essential to successful performance in the student's chosen area of concentration to include demonstrating the ability to work effectively with others; planning and delivering lessons; planning and implementing solutions to problem scenarios; managing the classroom; using oral and written communication strategies; demonstrating customer service and interpersonal relations skills with students, supervisors, and parents; and maintaining professional appearance and demeanor.	3A. Opinions of employers questions # 2, 3, 4, 7, 8, and 10. The average of all responses should equal 4 or higher. 3B. Opinions of supervisors of practicums, internships, and lab activities. The average of all responses equal 4 or higher on a scale of 1 to 5. 3C. Student research project and presentation evaluations. The average of all evaluations should equal 3 or higher on a scale of 1 to 5. 3D. Student responses to workplace scenarios. The average of all evaluations should equal 3 or higher on a scale of 1 to 5.	3A. The responses have been consistently above average. With respect to ability to work with others the mean score increased - 5 during 2010-2011. 3B. The mean for practicum and internships for 5 years has been from 3.5 to 5. The average of lab activities has increased with 4.9 representing 2010-2011. The mean for student teacher experiences has increased to 4.8 during the last period. 3C. The evaluation rating was average to above average for all areas. All submissions of projects during years evaluated met the performance goal. 3D. Trends show the mean score for scenario responses was average. With respect to workplace applications the mean score has risen to 4.5.	3A. Participants scored from above average or higher on responses. Faculty will integrate results into career and internship courses. 3B. Faculty will update labs, practicums, and student teacher experiences to keep up with changes in skills/technology within the discipline. All activities were rated average to above average. 3C. Faculty will work with students to continue developing professional projects and presentations. 3D. Faculty will embed workplace scenarios into core courses to provide students more experience in developing responses.

**Family and Consumer Sciences
Stakeholders in Assessment Report
2010-2011**

Data Collection	Number of Unduplicated Participants
Employers of Graduates	2
Family and Consumer Sciences Alumni	4
Faculty Survey	2
Child Development Lab Evaluations	19
Oklahoma Certification Test	1
Graduating Senior FCS Students	11
Retail Merchandising practicums/internships	20
General FCS Portfolio students	4
Totals	63

Faculty Meeting

The Family and Consumer Sciences Department faculty visit periodically on assessment instruments and collection of data. Since the department is made up of two full-time faculty, discussions take place throughout the semester.

Sharing with Stakeholders

1. The key stakeholders of the program for outcomes assessment purposes are the currently enrolled students; alumni; the supervisors of internships, practicums, student teaching, and child development lab experiences; the employers of the program's graduates; and the program faculty. Data are collected which reflect input from all stakeholder groups.
2. Assessment results are communicated to stakeholders by newsletter format to the FCS advisory committee, alumni, and supervisors/employers of Family and Consumer Sciences majors. An annual spring Family and Consumer Sciences advisory committee is held to communicate information to community stakeholders. Family and Consumer Sciences faculty visit periodically to discuss assessment results and collection of data.

Current Actions

- The Family and Consumer Sciences faculty will develop portfolio training content to be embedded into appropriate courses to aid in Retail Merchandising and General FCS students' portfolio development.
- The Family and Consumer Sciences faculty will review the Core Curriculum Examination and make sure content is covered in core courses.
- The Retail Merchandising faculty will strengthen practicum/internship preparation and monitor students' progress during the experience.
- The Family and Consumer Sciences faculty will add workplace scenarios into core courses to provide students more experiences in developing word choice, organization, and conventions in responses.

Summary of Latest UAC Review & Status Update

- Make sure to include an actual Program Mission statement and connect it to the College Mission and the University Mission. Change all references of School to College of Health and Sciences.
 - Status Action 1: A Family and Consumer Sciences program mission statement has been added to the assessment report and the 5-column summary.
 - Status Action 2: The change of School to College of Health and Sciences was made on the first page of the assessment document.
- In your survey chart(s), include the number of surveys sent out.

- Status: The following charts have had the number of surveys sent out stated for the 2011-2012 assessment cycle: Family & Consumer Sciences employer questionnaire, employer questionnaire, and the Family and Consumer Sciences faculty, student and alumni questionnaires.
- Discuss trends in data, not year-to-year data in judgments or the summary.
 - Status: Within the 2010-2011 assessment report, trends in data have been summarized.
- Describe how and when assessments are administered and normed. Please provide a detailed explanation in embedded assessment judgments (rubric/criteria).
 - Under each criteria item, it has been stated how and when each assessment is administered and judged. Criteria have been provided with a point system to show how a rubric was used in evaluation.

Summary of Last 5 Years' Actions/Changes and Update

- An instrument (Retail Merchandising Internship Portfolio) was developed that provides a direct measure for non-teacher certification majors.
- An instrument (General Family and Consumer Sciences Portfolio) was developed that provides a direct measure for non-teacher certification majors.
- An instrument (Senior Workplace Scenarios) was developed to measure student performance.
- An instrument (FCS junior/senior level research project/presentation) was developed to measure student performance.
- To provide results of annual assessment activities, a newsletter to inform stakeholders of departmental activities and evaluation was created. An assessment of Family and Consumer Sciences recent alumni was also added to the report.
- All new assessment activities have been collected since 2007-2008. Results have been reported in the assessment report since that period of time.