

Family and Consumer Sciences BA/BS  
Assessment Plan Summary

Family and Consumer Sciences BA/BS

Positive Employer/Supervisor Feedback

Goal Description:

The Department of Family and Consumer Sciences will graduate general Family and Consumer Sciences majors who perform well in employment positions within the field

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Demonstration Of Applied Professional Competence

Learning Objective Description:

The student will demonstrate professional competence and the ability to apply what they have learned (e.g., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of family-and-consumer-sciences-related positions.

RELATED ITEM LEVEL 2

Employer/Supervisor Evaluation

Indicator Description:

The supervisor evaluation form for general family and consumer sciences interns evaluates three skill areas (personal skills, interpersonal skills, and professional characteristics including appropriate use of knowledge from the program content). Both questions from this form used as indicators are overall supervisor ratings of the intern. One of them rates the interns on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other is a "yes-yes, hire with reservations-no" indicator of whether the employer would hire the intern in the company for an entry-level management position. Internship is a requirement for degree completion in this program, so all family and consumer sciences students are evaluated in this way except for the teacher certification students who are evaluated by the teachers supervising their methods courses. The instrument, which includes the supervisor rating of the intern that will be extracted and reported, was developed by the department faculty as a whole. Instruments used by other family and consumer sciences colleges and departments were reviewed in the development of the instrument. The attached instrument was designed to be generic for all programs in the Department of Family and Consumer Sciences that require this type of internship and is published in the Internship Handbook which serves as the textbook for the internship course (FACS 4369). The other programs that use this same form are interior design, fashion merchandising, and food service management.

Attached Files

 [FACS Internship Form E](#)

Criterion Description:

80% of business supervisors of family and consumer sciences interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level management position in the company.

Findings Description:

Eight general family and consumer sciences students completed internships in the reporting cycle. The overall rating for all students was 4.625 out of 5. These students are meeting the performance we desire with 100 percent of employers rating them at 3.5 or above.

RELATED ITEM LEVEL 3

Positive Employer/Supervisor Feedback

Action Description:

The department of Family and Consumer Science will continue to use this goal and survey tool to measure student success at the internship sites.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

In recent years, we have struggled with how to evaluate the Exit Survey data, so during the 2014-2015 assessment cycle, a rubric was developed whereby we could assess students' logs during the internship process to determine effectiveness of course content as students applied it to the internship activities and problems. Although we tried using this new rubric for the current assessment cycle (2014-2015), the results were disappointing. For this program, there is tremendous variety in the types of internship positions students may hold, making it extremely difficult to develop a "one-size-fits-all" rubric. The plan for improvement based on 2014-2015 cycle findings involves finding a better way to assess student knowledge and skills as they enter the workplace as beginning professionals.

Update of Progress to the Previous Cycle's PCI:

Faculty in the program areas requiring student internships will meet to discuss alternative models for measuring student outcomes related to their internships.

**Plan for Continuous Improvement for 2016-17**

**Closing Summary:**

New key assessments will be identified to reflect student outcomes in capstone courses. Rubrics related to these assessments will be collected and data analyzed to determine the success of student learning. We will continue to use the FACS 4369 Internship Final Evaluation to garner student opinion related to strengths and weaknesses of the FCS program.