

Family and Consumer Sciences BA/BS
Assessment Plan Summary

Family and Consumer Sciences BA/BS

Feedback - 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

Feedback - 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

Feedback - 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:

100% of employers rated the student's performance at 4 or higher and 100% indicated they would hire the student given the opportunity.

RELATED ITEM LEVEL 3

Feedback - Employer/Supervisor Evaluation

Action Description:

We will consider the rating scales and questions asked of the employers to be certain the instrument is capturing what we intend.

Research - Reading and Understanding Quantitative Research in Periodical Literature

Goal Description:

The Department of Family and Consumer Sciences (FACS) will graduate general FACS majors who have demonstrated the ability to glean essential research information from the extant peer-reviewed quantitative periodical literature such as the *Journal of Marriage and Family* and *Child Development*.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Research - Demonstration of Ability to Glean Essential Quantitative Research Findings

Learning Objective Description:

Students will demonstrate the ability to select a quantitative research article and provide key information and findings from the article using the 12 step process.

RELATED ITEM LEVEL 2

Research - 12 Step Template for Quantitative Research

Indicator Description:

The 12 Step Template provides 12 distinct pieces of information family and consumer sciences students need as students and as future consumers of the extant research literature. Regardless of FACS focus (e.g., nutrition, textile science, marriage and family relationships, child development and parenting), students are exposed to the current scientific findings applicable to the field and are expected to be able to read appropriate periodical literature and to succinctly gather essential information from the article reviewed. The instrument, “12 Steps to Understanding a Quantitative Research Report” (pp. 111-112) is from Locke, Silverman, and Spirduso’s (2010) *Reading and Understanding Research* (3rd ed.). The authors explain and provide an example of a completed 12 step template. The attached instrument or 12 Step Template is employed in addition to a handout derived from the American Psychological Association and The Writing Center at the University of Wisconsin – Madison, titled, “Acknowledging, Paraphrasing, and Quoting Sources.” Students in FACS 3369, Family Relationships, and FACS 4333, Child Development and Guidance, complete multiple 12 Steps. Assignments are submitted via TurnItIn on Blackboard.

Attached Files

 [12 Steps to Understanding a Quantitative Research Report](#)

 [Plagiarism](#)

Criterion Description:

100% of general FACS majors will complete at least two 12 Step Templates with a similarity report of less than 40% (they are allowed to list the steps each time for clarity) but little to no similarity within the text they provide for each step.

Findings Description:

Students completed at least one 12 step due to class variations over time. Each had allowable similarities or were asked to redo the assignment. For FACS majors (N=17), scores ranged from 0 to 50 (Note: 0 and 50 were the minimum and maximum possible scores) with an average score of 35.65 and a SD of 18.5.

RELATED ITEM LEVEL 3

Quantitative Research

Action Description:

Three students chose to not do the assignment at all (scoring 0). If those are deleted from the dataset then the average score is 43. One option for improving future performance would be to make this the enhanced writing assignment that allows students to redo the assignment for full credit.

Update to Previous Cycle's Plan for Continuous Improvement

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

New key assessments will be identified to better 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.

Update of Progress to the Previous Cycle's PCI:

Students are learning to glean pertinent information from the research literature. However, some choose to not do the assignment at all. The courses are Writing Enhanced and as such the assignment could be made the allowable redo so all students would complete this. In addition, rather than use similarity as a measure, total score could be used. A new criterion for student learning would be at 70% or a score of 35 on the assignment with no issues of similarity at all.

Plan for Continuous Improvement

Closing Summary:

One of the important assignments in FACS 3369 has been revised based on the instructor’s week at SHSU PACE conference: Writing in the Disciplines. Instead of a one-me writing assignment, it is now broken down into three major components due throughout the semester. Scores from the components 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.