

Program-Level Continuous Improvement Process (CI-Process) Basics

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| Program Basics | <p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs. Department of Family & Consumer Sciences Bachelor of Science in FACS General</p> |
| | <p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The primary purpose of the Bachelor of Science in Family & Consumer Sciences General degree is to provide knowledge and application of the core concepts of the Family & Consumer Sciences profession as it relates to the well-being of individuals, families, and communities. Graduates will be prepared for successful admission to graduate school and employment in the field of Family & Consumer Sciences and related disciplines.</p> |
| Program Goals (Typically programs have 2-4 goals) | <p>Goal 1: Program goals state the faculty’s broad expectations of the knowledge, skills, or abilities held by program completers. Family & Consumer Sciences majors will have a broad knowledge of content areas related to the Family & Consumer Sciences profession.</p> |
| | <p>Goal 2: Family & Consumer Sciences majors will be able to think critically and apply content knowledge to the social and economic issues facing individuals, families, and communities.</p> |
| | <p>Goal 3:</p> |
| | <p>Goal 4:</p> |
| | <p>Goal 5:</p> |
| | <p>Goal 6:</p> |
| | <p>Goal 7:</p> |
| | <p>Goal 8:</p> |

Program-Level Continuous Improvement Process (CI-Process) Plan

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| Closing the Loop Process | Data Collection | <p>Who & How: Indicate who will collect the data and how data will be collected.</p> <p>Faculty will collect the data for their courses and give a digital copy to the department Assessment Committee Chair</p> |
| | | <p>Timeline: Indicate when the data will be collected.</p> <p>Compiled data will be given to the department Assessment Committee Chair by 5pm on the day grades are due each semester.</p> |
| | Data Analysis | <p>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</p> <p>The department Assessment Committee Chair</p> |
| | | <p>Timeline: Indicate when the data will be analyzed.</p> <p>By June 1.</p> |
| | Data Dissemination | <p>Who & How: Indicate who will share data will relevant faculty and how data will be shared.</p> <p>The department Assessment Committee Chair sends the results to the department chair. The department chair distributes the results to the faculty and will charge appropriate department committees to discuss possible curricular and/or pedagogical changes.</p> |
| | | <p>Timeline: Indicate when the data will be shared.</p> <p>Data will be shared at the first department meeting in the Fall semester.</p> |
| | Resulting Actions | <p>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority</p> <p>The department Assessment Committee Chair collates faculty and committee responses and considers them at a subsequent meetings. Changes recommended by the department Assessment Committee based on the above responses will be forwarded to the faculty for approval and implementation.</p> |
| | | <p>Timeline: Indicate when the data and faculty feedback will be shared.</p> <p>By the end of November.</p> |
| | Re-assessment/ Evaluation | <p>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</p> <p>The impact of these changes will be assessed in the first semester following the implementation of these changes. The data related to these changes will then be disseminated and analyzed according to the procedure outlined above.</p> |
| | | <p>Timeline: Indicate when the data will be collected following these changes.</p> <p>The data will be collected the following year after the data has been collected and analyzed.</p> |

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

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|---------------------------------|--|--|
| Student Learning Outcome | Student Learning Outcome | A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). FACS general majors will demonstrate broad knowledge of content areas necessary for the Family & Consumer Sciences program. |
| | Related Program Goal(s) | State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal #1 |
| | Assessment Activity/Artifact/Output | State the activity that will be directly assessed for the above Student Learning Outcome. FACS general majors will take an exit exam in the senior seminar course (FACS 4130) which tests general knowledge of Family & Consumer Sciences content areas. |
| | Assessment Method | Explain how the quality of the above activity will be assessed. Exams will be scored by the course instructor. |
| | Benchmark | State the performance expectation for the above activity, and some justification for that expectation. Students will be expected to score at the 80% mark or higher. Students will be required to re-take the exit exam until the 80% passage rate is achieved. |
| | Academic Course of Assessment | State who will be assessed using the above activity AND in which academic course the assessment will occur. All general Family & Consumer Sciences majors will take the exam in the senior seminar course (FACS 4130) |
| | Frequency | State when AND how frequently the above activity will be assessed. Each semester during the seminar course the exit exam will be given. |
| Observations | Data Summary | Provide a short summary of the results of the above activity AND the date these results were compiled. No data has been collected because the assessment has not been implemented. |
| | Result | <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above). |
| | Responsible Authority Analysis | Authority Responsible for Analysis: Provide the position of the person responsible for the program. Assessment Committee Chair Date of Analysis: Provide the date on which Responsible Authority reviewed data The Assessment Committee will have reviewed the data by June 1. Comments: Provide comments about data from Responsible Authority The data has yet to be collected and the test is being developed. |
| Analysis | Department/Area/Program Faculty | Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Assessment Committee Chair Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> The presentation to faculty will be conducted by October 1 each fall. Comments: Provide comments about the data from the relevant faculty <i>Example:</i> No comments because the data has yet to be collected. |
| | Conclusion | <input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again:) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____ |
| Closing the Loop | Assessment Data-Driven Change | Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. The changes will be made by September 1. |
| | Acknowledgement | Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div> |
| | Acknowledgement | Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div> |

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

| | | |
|---------------------------------|--|---|
| Student Learning Outcome | Student Learning Outcome | <p>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).</p> <p>General Family & Consumer Sciences majors will be able to think critically and apply content knowledge to the social and economic issues facing individuals, families, and communities.</p> |
| | Related Program Goal(s) | <p>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</p> <p>Goal #2</p> |
| | Assessment Activity/Artifact/Output | <p>State the activity that will be directly assessed for the above Student Learning Outcome.</p> <p>Students will create a portfolio in the senior seminar course which demonstrates critical thinking skills and the application of information from their Family & Consumer Sciences courses to current social and economic issues.</p> |
| | Assessment Method | <p>Explain how the quality of the above activity will be assessed.</p> <p>Portfolios will be scored by the course instructor with the portfolio rubric.</p> |
| | Benchmark | <p>State the performance expectation for the above activity, and some justification for that expectation.</p> <p>80 % of students will score at least proficient in all categories on the portfolio evaluation rubric.</p> |
| | Academic Course of Assessment | <p>State who will be assessed using the above activity AND in which academic course the assessment will occur.</p> <p>All general Family & Consumer Sciences majors will complete the portfolio in the senior seminar course (FACS 4130).</p> |
| | Frequency | <p>State when AND how frequently the above activity will be assessed.</p> <p>Each semester during the senior seminar course each student's portfolio will be assessed.</p> |
| Observations | Data Summary | <p>Provide a short summary of the results of the above activity AND the date these results were compiled.</p> <p>No data yet because the assessment has not been implemented at this time.</p> |
| | Result | <p><input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).</p> |
| | Responsible Authority Analysis | <p>Authority Responsible for Analysis: Provide the position of the person responsible for the program. Assessment Committee Chair</p> <p>Date of Analysis: Provide the date on which Responsible Authority reviewed data The presentation to faculty will be conducted by October 1 each fall.</p> <p>Comments: Provide comments about data from Responsible Authority The data has yet to be collected and the test is being developed.</p> |
| Analysis | Department/Area/Program Faculty | <p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i></p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> The presentation to faculty will be conducted by October 1 each fall.</p> <p>Comments: Provide comments about the data from the relevant faculty <i>Example:</i> No comments because the data has yet to be collected.</p> |
| | Conclusion | <p><input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again) <input type="checkbox"/> Curricular change</p> <p><input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____</p> |
| Closing the Loop | Assessment Data-Driven Change | <p>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</p> |
| | Acknowledgement | <p>Provide signature of Department Chair acknowledging above results.</p> |

Semester and/or academic year for which the data applies:

| | | |
|-----------------|---|------|
| | | Date |
| Acknowledgement | Provide signature of College committee chairperson or College Dean acknowledging above results. | Date |

FACS 4130 Competency Exam Record:

Name: _____

Exam Score: _____

Content Categories:

- I. Food & Nutrition (20%)
- II. Housing & Interior Design (20%)
- III. Family Studies & Human Development (20%)
- IV. Consumer & Resource Management (20%)
- V. Clothing & Textiles (10%)
- VI. FACS History & Professional Ethics (10%)

Exams will consist of randomly selected questions from a test bank to protect the integrity of the exam. Students must make an 80% on the exam or retake until they reach this benchmark.

Semester and/or academic year for which the data applies: _____

Family & Consumer Sciences Senior Seminar Portfolio

Instructor Name: _____

Student Name: _____

| CATEGORY | 4 - Excellent | 3 - Proficient | 2 - Fair | 1 - Poor | 0 - Missing |
|--|---|--|---|--|--------------|
| Identified & explained social or economic issue facing individuals, families, and/or communities | The issue is discussed in detail with relevant and accurate data presented. (10 points) | The issue is discussed in less detail, and/or sufficient accurate data is not included. (8 points) | The issue is not well defined and/or data is not included. (4points) | The issue has not been sufficiently identified & explained. (2 points) | Not Included |
| Identified & explained relevant research related to the issue | The writer identifies & summarizes a minimum of four research studies related to the issue. (15 points) | The writer identifies & summarizes a minimum of three research studies related to the issue. <u>Or</u> gives less thorough summary of research (12 points) | The writer identifies & summarizes a minimum of two research studies related to the issue. <u>Or</u> gives poor summary of research(8 points) | The writer identifies & summarizes a minimum of one research studies related to the issue. <u>Or</u> gives no summary of research(4 points). | Not Included |
| Discussion of appropriate actions and recommendations for dealing with social or economic issue | Writer makes exceptionally strong application of all research mentioned to the recommendations made. (15 points) | Writer makes adequate application of all research mentioned to the recommendations made. (12 points) | Writer makes adequate application of some of the research to the recommendations made. (8 points) | Writer makes weak application of research to the recommendations made. (4points) | Not Included |
| Grammar & Spelling | Writer makes no errors in grammar or spelling. Breaks information into appropriate paragraph structure.(5 points) | Writer makes 1-2 small errors in grammar or spelling. (4 points) | Writer makes 3-4 small errors in grammar or spelling, or too few paragraph breaks.(3 points) | Writer makes more than 4 small errors in grammar or spelling, or no paragraph breaks utilized. (1 point) | Not Included |
| Requirements | All of the written requirements (length, organization, font size, margins, etc.)were met. (5 points) | Most of the written requirements (length, organization, font size, margins, etc.)were met. (3 points) | Some of the written requirements (length, organization, font size, margins, etc.)were met. (1points) | Many requirements were not met. (0 points) | Not Included |