**STUDENT LEARNING ASSESSMENT PROGRAM**  
**SUMMARY FORM  AY 2004-2005**

<table>
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<tr>
<th>Degree and Program Name:</th>
<th>Bachelor of Science in Family and Consumer Sciences: Core Curriculum</th>
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<td>Submitted By:</td>
<td>Lucy Campanis</td>
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**PART ONE**

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<th>What are the learning objectives?</th>
<th>How, where, and when are they assessed?</th>
<th>What are the expectations?</th>
<th>What are the results?</th>
<th>Committee/person responsible? How are results shared?</th>
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</table>
| 1. Articulate the historical foundation of family and consumer sciences, its evolution over time, its mission, and its integrative focus. | The objective is assessed through:  
  - FCS Timeline/Decade Trends assignment (FCS 1000 instructor)  
  - The Core Portfolio of Student Achievement which will include:  
    - A Statement of Understanding of FCS from FCS 1000  
    - Student-selected documentation from core or other FCS courses | Satisfactory as determined by course instructor  
  - It is expected that students will achieve competency as defined by the Portfolio rubric. | FCS Timeline/Decade Trends assignment – The Satisfactory completion rate was 92.5%  
  - Statement of Understanding of FCS - The Satisfactory completion rate was 92%  
  - The Core Portfolio of Student Achievement – The Competency achievement rate was 100% | The Timeline/Decades Assignment and the Statement of Understanding of FCS are assessed in FCS 1000. The Portfolio is assessed in FCS 4000. The instructors will report the results to the Assessment and Core Curriculum Coordinating Committees |
| 2. Analyze family structures and apply major theoretical perspectives to understand individuals and family behavior, culture, and dynamics. | The objective is assessed through the Core Portfolio of Student Achievement which will include:  
  - The Theoretical Application Paper from FCS 2000  
  - Student-selected documentation from core or other FCS | It is expected that students will achieve competency as defined by the Portfolio rubric. | Theoretical Application Paper - The Satisfactory completion rate was 95.8%  
  - The Core Portfolio of Student Achievement – The Competency achievement rate was 100% | The Portfolio is assessed in FCS 4000. The instructor will report the results to the Assessment and Core Curriculum Coordinating Committees |

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 1. Worksheets should be sent electronically to cskjs@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.
| 3. Apply the systems approach to family and consumer decision-making as related to the management of family resources, such as nutrition, environments, and textiles. | The objective is assessed through the Core Portfolio of Student Achievement which will include:
- A management Application Paper from FCS 3000
- Student-selected documentation from core or other FCS courses. | It is expected that students will achieve competency as defined by the Portfolio rubric | Management Application Paper - The Satisfactory completion rate was 96.9%
The Core Portfolio of Student Achievement – The Competency achievement rate was 100% | The Portfolio is assessed in FCS 4000. The instructor will report the results to the Assessment and Core Curriculum Coordinating Committees |
| 4. Discuss the impact of current issues and trends facing individuals, families, and communities. | The objective is assessed through the Core Portfolio of Student Achievement which is submitted in the aggregate in FCS 4000 and will include:
Student-selected documentation from core or other FCS courses. | It is expected that students will achieve competency as defined by the Portfolio rubric | The Core Portfolio of Student Achievement – The Competency achievement rate was 100% | The Portfolio is assessed in FCS 4000. The instructor will report the results to the Assessment and Core Curriculum Coordinating Committees |
| 5. Reflectively engage in professional development activities. | The objective is assessed through the Core Portfolio of Student Achievement which is submitted in the aggregate in FCS 4000 and will include:
- Student-selected documentation from core or other FCS courses. | It is expected that students will achieve competency as defined by the Portfolio rubric | The Core Portfolio of Student Achievement – The Competency achievement rate was 100% | The Portfolio is assessed in FCS 4000. The instructor will report the results to the Assessment and Core Curriculum Coordinating Committees |
| 6. Demonstrate critical thinking, problem solving skills, and an understanding of ethical practice. | The objective is assessed through:
- Internship
- The Core Portfolio of Student Achievement which is submitted in the aggregate in FCS 4000 and will include:
  o Student-selected documentation from core or other FCS courses. | Satisfactory completion of reflective logs as determined by faculty supervisor
Satisfactory assessment by site supervisor
It is expected that students will achieve competency as defined by the Portfolio rubric. | Internship:
Reflective Logs - Satisfactory completion rate was 100%
Site Supervisor Assessment - Satisfactory assessment rate was 100%
The Core Portfolio of Student Achievement – The Competency achievement rate was 100% | The Internship assessment is provided by the Internship Coordinator. The Portfolio is assessed in FCS 4000. The instructor will report the results to the Assessment and Core Curriculum Coordinating Committees |
PART TWO
Describe what 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.

Since the assessment report for AY 2003-2004 was filed, the first group of students to completely cycle through the FCS Core courses completed FS 4000, the final core course. This group, therefore, was the first one to submit portfolios according to the portfolio guidelines and assessed by the portfolio rubric. At the present time, a traditional paper portfolio is submitted, although there is interest in the possibility of an electronic format.

In addition to assessment measures indicated in Part One, a Senior Exit Survey containing ten items related to Core Learning Objectives was conducted Fall 2004 and Spring 2005. The items were calculated according to individual options/concentrations on a scale of 1 to 5, with 5 as the highest score. The mean scores for individual items across the options ranged from 3.6 to 4.8.

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?

Full implementation of the FCS Core has provided data for the first group of students to have taken all core classes. Assessment data that have been collected indicates a high rate of achievement of the core learning objectives. These data will continue to be used to provide input for continuation and revision of core curriculum. The assessment measures used to determine achievement of learning objectives will also be examined to determine the possibility of increased effectiveness.