APPENDIX B: Master's in FCS assessment plan

STUDENT LEARNED ASSESSMENT PROGRAM SUMMARY FORM AY 2011-2012

Degree and program name: Master of Science in Family and Consumer Sciences
Submitted by: Lisa Taylor, Graduate Coordinator

PART ONE:

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/person responsible? How will the results be shared?
1. Demonstrate effective oral and written communication skills	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well, 2 = very well, 3 = somewhat well, 4 = not at all; – see Appendix A) on exit survey	Item 8 mean 1.75	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. Passing written and oral comprehensive exams; passing thesis defense	Minimum of 80% pass rate on first attempt (without remediation) for comp exams and minimum of 80% pass on thesis defense first attempt	2. 89% pass rate without remediation for first attempt on comp exams and 100% pass rate on thesis defenses	Responsible person: Graduate faculty
	3. Professional presentation: Program requirement (effective fall 08) for successful completion of thesis, internship, or independent study	100% pass rate for students registering for thesis, independent study, and/or internship hours	3. 97% pass rate	Responsible person: Graduate faculty

	focused on synthesis and application of content knowledge with use of appropriate technologies.			
	3. Writing – performance on comprehensive exams	Mean score of 2 or higher (out of 3 when 3 = highly competent) on rubric used to assess student performance at oral comprehensive exams (see Appendix B and Appendix C)	Mean = 2.06	Responsible person: Graduate faculty
	4.			
2. Articulate the relationship of program development, implementation, and evaluation in professional work environments	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 10 mean 1.25	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
3. Synergistically integrate FCS knowledge, apply the research process, and scientifically solve problems	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 11 mean 1.25 Item 12 mean 1.25 Item 20 mean 1.0	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. Required Research Methods (FCS 5900) and Statistics (FCS 5901) core courses	An overall average of 85% on final projects	Average score on research projects for research methods (FCS 5900) 86% scored at least 80% Average	Responsible person: FCS 5900 and FCS 5901 faculty

			score on research projects for statistics (FCS 5901) 92% scored at least 80%	
	3. Professional presentation – performance at oral comprehensive exams or thesis defense	Mean score of 2 or higher (out of 3) on rubric used to assess student performance at oral comprehensive exams	Mean = 2.18	Responsible person: Graduate faculty
4. Identify and relate public policy to FCS, noting relevant global implications	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 13 mean 1.50	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
5. Articulate the relationship of professional ethics to professional practice in the discipline	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 14 mean 1.67	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. Thesis process – applying for Institutional Review Board approval	Minimum of 100% approval rate from IRB for theses	100% approval rate	Responsible person: Thesis advisors
	3. Completion of "Online Training Tutorial for Certification Protecting Human Subjects in Research" required in FCS 5900 Research Methods	Minimum of 100% of students enrolled in FCS 5900 complete the tutorial	100% compliance	Responsible person: FCS 5900 faculty
6. Demonstrate an ability to select	1. MS in FCS graduate exit	Mean of 2.0 or lower (out of 4	Item 15	Responsible person:

and use appropriate computer and other current technologies in professionally related assignments	survey administered by the graduate coordinator at the end of their program	with 1 = extremely well – see Appendix A) on exit survey	mean 1.75	Graduate Coordinator Results are shared with the graduate faculty
	2. FCS 5901 (Statistics) course requires students to master a statistical software (SPSS) and be able to integrate charts/graphs into PowerPoint presentations	100% students compliance with learning SPSS as demonstrated in class activities	100% compliance	Responsible person: FCS 5901 faculty
7. Demonstrate effective critical thinking skills	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 9 Mean 1.5	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
8. Demonstrate effective problem solving skills	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 7 Mean 1.25	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
9. Obtain sufficient depth in content knowledge	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 6 Mean 1.50	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
10. Were encouraged to conduct research and/or present research at professional meetings	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 4.0 or higher (out of 5 with 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree – see Appendix A) on exit survey	Item 4 Mean 4.25	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. MS in FCS graduate exit survey administered by the graduate coordinator	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see	Item 20 Mean 1.00	Responsible person: Graduate Coordinator

	at the end of the program	Appendix A) on exit survey		Results are shared with the graduate faculty

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.

Most of the assessment work from previous years was continued. Some methods of measurement were revisited and revised to ensure that the data is actually assessing what it is attempting to assess (validity). We continue to utilize the exit survey as the main source of data for assessment of the program, but this year the exit survey was revised. We also include rubrics for the comprehensive exams and the projects and activities of two of the core courses: FCS 5900 (Research Methods) and FCS 5901 (Statistics in FCS). The data from these sources has allowed us a comprehensive view of the program's success in reaching its goals.

In his memo regarding the MS in FCS 2010-2011 Assessment Report, Dean Augustine noted that the learning goals that were established by the Council on Graduate Studies were not incorporated into the MS in FCS assessment process. These included critical thinking, problem solving, depth of content knowledge, and research. To address this, four new learning goals were added to the assessment plan: goals #7-#10. The data was taken from the exit survey to evaluate these goals, but the MS in FCS graduate faculty will discuss additional ways to gather data to assess these goals in the future in both a direct and indirect manner.

The open-ended written response section, (COMMENTS AND SUGGESTIONS) of the exit interview process yielded the following results during the assessment period:

> The Faculty have really made the program enjoyable to me and I appreciate all the information I learned.
> ---
> I love the faculty! For the most part the faculty members treated students with a great deal of respect. I appreciate the way Dr.Laumann really encouraged professional development and networking. I appreciate Dr. Taylor's teaching style.
> ---
> I am so glad that I was able to come into this program. I feel like I have gained so much more knowledge and confidence for when I enter the work force. Thank you!
> ---
> This program was a blessing for me in so many ways!
> ---
> Drs. Taylor, Laumann, Frank, Simpson, & O'Rourke are spectacular.
> ---

> I think that each fall there should be a faculty/graduate student meet and greet. So many graduate students only develop relationships with their professors. I never had met Dr. Wilkerson [sic] or Dr. Slavik for example. The FCS website needs to be updated to include the faculty members CV and research interest. Students should be more involved with faculty research projects as well, especially the students who want to pursue a doctoral degree. I do not feel that Dr. Painter and Dr. Kennedy-Hagan were invested in the Family Services students. I think their time was spent developing and nurturing the Dietetic students. Many Family Service students felt this way.
> ---
> 1.Specific training for those who are seeking certification. 2.An additional option for those interested in writing a thesis. For example, a series of classes that will keep students with the same instructor for several semesters. Each student can work on their individual topics however as a cohort they will produce, work, and achieve individual goals together. If 20 pages per semester is the goal, and a controlled research project (e.g., meta analysis) the cohort will each have 60 pages that they have workshopped [sic] with scheduled, focused guidance from the instructor.

The majority of the open-ended feedback was positive. I noted the comment about a "meet and greet" and will try to arrange an event at the beginning of the semester that allows students to do so. There is an orientation required of all new MS in FCS graduate students, but maybe this is not enough. I think the socialization that occurs during a graduate program is critical to professional growth and take this critique seriously.

The assessment data that was collected for the 11-12 AY indicated that the MS in FCS has achieved almost all of its assessment goals, with the exception of the professional presentation (item #1 – assessment method #3 – one student failed their independent study as they did not submit anything). We are pleased with these results, but we know that continued adaptation and growth will add to the quality of the program so we will revisit the assessment plan every year.

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?

We have "raised the bar" in order to raise our expectations of students' performance. This was a recommendation that was made by Dr. Sanders and was echoed by Dr. Augustine. As such, we have changed some of numbers in the "what are the expectations" columns. For example, the comprehensive exam expectations were raised to 80% pass rate without remediation, up from 75% the year before. We also raised the expectation for at least 85% of the class earning a B or better, up from 80% the year before, for the required courses FCS 5901 and FCS 5900.

As noted above in Part Two – four new learning goals were added to the MS in FCS assessment plan in order to be consistent with CGS's learning goals.

Another important change concerns the manner in which the exit interview data is collected. When I started in this position the exit interviews were done in person by the Graduate Coordinator. The Graduate Coordinator would ask students questions and then fill in their response on the computer. I changed this process and emailed a copy of the exit interview to students so that they could type in their own responses – increasing accuracy and honesty in answers. This past year, our exit survey has gone online so that students can submit their feedback in a completely anonymous format. This will allow students to indicate what they liked and disliked about the program, without fear of their answers being linked back to their name.

The MS in FCS graduate faculty have added rubrics to evaluate student performance on the comprehensive exams. The rubrics help to streamline the evaluation/assessment process and provide students with a framework for their exam preparation. In addition, graduate faculty have mentored students that indicate that they need or want mentoring prior to the exam process. This is accomplished by providing the students with “practice exams” and feedback so that the students are clear about what the expectations are for the exam. This has been a helpful process and has improved passing rates.

Another important component to the assessment efforts for the MS in FCS graduate program concerns students’ writing ability. I indicated on last year’s assessment report that this was an area that we continue to struggle with. We have advised students into additional writing courses, which has helped, but during this year’s graduate faculty meetings we will specifically address this issue in more detail and take under consideration the suggestions that Dean Augustine made to us in his report on the MS in FCS program assessment.

Overall, I would like to note that I continue to enjoy serving as the Graduate Coordinator for the MS in FCS program. I am now going into my fifth year as the Coordinator and I have helped to implement a lot of positive changes in the program, including in the areas of assessment. There is always room for growth and this year I plan on addressing these specific goals:

1. Continue developing methods that help prepare students for the comprehensive exams
2. Identify additional methods for assessing all of the program goals, specifically the four new learning goals (items #7-#10 on the report)
3. Respond to the feedback regarding the socialization of graduate students as some report feeling disconnected

In addition, the program is applying for a First Choice program designation during the 2012-2013 AY. It is my belief that the process in applying for First Choice has already been beneficial and helped us to identify areas of improvement. I anticipate that the consultation feedback from the Review Board for CGS will help us to improve the program even more.

Thank you for the opportunity to submit this assessment report, it has been informative and rewarding. I look forward to the next academic year with hope and optimism for continued improvement for assessment.

Respectfully submitted on June 25, 2012 by Lisa Taylor, Graduate Coordinator for the MS in FCS Graduate Program

STUDENT LEARNED ASSESSMENT PROGRAM

SUMMARY FORM AY 2012-2013

Degree and program name: Master of Science in Family and Consumer Sciences
Submitted by: Lisa Moyer, Graduate Coordinator

PART ONE:

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/person responsible? How will the results be shared?
1. Demonstrate effective oral and written communication skills	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well, 2 = very well, 3 = somewhat well, 4 = not at all; – see Appendix A) on exit survey	Item 8 mean 1.5	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. Passing written and oral comprehensive exams; passing thesis defense	Minimum of 80% pass rate on first attempt (without remediation) for comp exams and 100% pass on thesis defense first attempt	2. 75% pass rate without remediation for first attempt on comp exams and 100% pass rate on thesis defenses	Responsible person: Graduate faculty
	3. Professional presentation: Program requirement (effective fall 08) for successful completion of thesis, internship, or independent study	100% pass rate for students registering for thesis, independent study, and/or internship hours	3. 100% pass rate	Responsible person: Graduate faculty

	focused on synthesis and application of content knowledge with use of appropriate technologies.			
	3. Writing – performance on comprehensive exams	Mean score of 2 or higher (out of 3 when 3 = highly competent) on rubric used to assess student performance at written comprehensive exams (see Appendix B and Appendix C)	Mean = 2.25	Responsible person: Graduate faculty
	4. Oral communication – performance on oral comprehensive exams	Mean score of 2 or higher (out of 3 when 3 = highly competent) on rubric used to assess student performance at oral comprehensive exams (see Appendix B and Appendix C)	Mean = 2.13	Responsible person: Graduate faculty
2. Articulate the relationship of program development, implementation, and evaluation in professional work environments	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 10 mean 1.25	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
3. Synergistically integrate FCS knowledge, apply the research process, and scientifically solve problems	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 11 mean 1.17 Item 12 mean 1.25 Item 20 mean 1.33	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. Required Research Methods (FCS 5900) and Statistics (FCS 5901) core courses	All students score at least 80% on their research projects	Average score on research projects for research	Responsible person: FCS 5900 and FCS 5901 faculty

			methods (FCS 5900) 63% scored at least 80% Average score on research projects for statistics (FCS 5901) 89% scored at least 80%	
	3. Professional presentation – performance at oral comprehensive exams or thesis defense	Mean score of 2 or higher (out of 3) on rubric used to assess student performance at oral comprehensive exams	Mean = 2.13	Responsible person: Graduate faculty
4. Identify and relate public policy to FCS, noting relevant global implications	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 13 mean 1.55	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
5. Articulate the relationship of professional ethics to professional practice in the discipline	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 14 mean 1.08	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. Thesis process – applying for Institutional Review Board approval	Minimum of 100% approval rate from IRB for theses	100% approval rate	Responsible person: Thesis advisors
	3. Completion of “Online	Minimum of 100% of students	100%	Responsible person:

	Training Tutorial for Certification Protecting Human Subjects in Research" required in FCS 5900 Research Methods	enrolled in FCS 5900 complete the tutorial	compliance	FCS 5900 faculty
6. Demonstrate an ability to select and use appropriate computer and other current technologies in professionally related assignments	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 15 mean 1.50	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. FCS 5901 (Statistics) course requires students to master a statistical software (SPSS) and be able to integrate charts/graphs into PowerPoint presentations	100% students compliance with learning SPSS as demonstrated in class activities	100% compliance	Responsible person: FCS 5901 faculty
7. Demonstrate effective critical thinking skills	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 9 Mean 1.42	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
8. Demonstrate effective problem solving skills	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 7 Mean 1.36	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
9. Obtain sufficient depth in content knowledge	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 6 Mean 1.42	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
10. Were encouraged to conduct research and/or present research	1. MS in FCS graduate exit survey administered by	Mean of 4.0 or higher (out of 5 with 5 = strongly agree, 4 =	Item 4 Mean 3.92	Responsible person: Graduate Coordinator

at professional meetings	the graduate coordinator at the end of the program	agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree – see Appendix A) on exit survey		Results are shared with the graduate faculty
	2. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 20 Mean 1.33	Responsible person: Graduate Coordinator Results are shared with the graduate faculty

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.

The assessment work from previous years was continued. Some methods of measurement were revisited and revised to ensure that the data is actually assessing what it is attempting to assess (validity). We continue to utilize the exit survey as the main source of data for assessment of the program. We also include rubrics for the comprehensive exams and the projects and activities of two of the core courses: FCS 5900 (Research Methods) and FCS 5901 (Statistics in FCS). The data from these sources has allowed us a comprehensive view of the program's success in reaching its goals.

In his memo regarding the MS in FCS 2011-2012 Assessment Report, Dean Augustine that the program should continue *"to advance the quality of the assessment plan as outlined by the CASA Director and providing continued evidence that the assessment data is driving curricular changes are ways to further strengthen this program."* This is our plan.

The open-ended written response section, (COMMENTS AND SUGGESTIONS) of the exit interview process yielded the following results during the assessment period:

> The best part of the MS in FCS graduate program was the opportunity to increase knowledge in human services that was not taught in undergrad. MS in FCS went in a different direction to ensure that students have the capacity to function in various fields of study, including research, administration, human resources, etc. The professors displayed a care and concern for students and taught everything in an understandable manner. The professors were in the MS program are highly energetic and knowledgeable.
> ---
> most faculty were very approachable and knowledgeable about current topics
> ---
> I enjoyed the committee that I had during my time at Eastern. My professors were extremely helpful and encouraged nearly everything I

pursued.

The staff, the advisory board was extremely approachable.

The opportunity to take national test to get certifications such as CFLE, etc.

Just like merchandising undergraduate majors, I wish FCS also provide concentration and specialized graduate programs in textile and merchandizing. I am a graphic textile artist. Designing and creativity in my opinion is a great way for expression in every part of life, overall I wish if we could soon pursue with the master's in textile and merchandising program. I also wish if our department can organize and provide career guidance seminars and help students achieve their career objective.

More online capacity.

A more varied option of times that classes were available.

Opting for FCS Degree program is one of the most rewarding and encouraging things in my life that I attempted in my career-wise. The body of scientific knowledge, research based activities, satisfaction and confidence is what I learned, and looking forward to a more rewarding career.

Thank you very much!

I really had a great experience at EIU and have referred many to the program. Everyone held themselves to high standards and encouraged the students to do so as well.

I am so grateful for my time at Eastern. I learned so much and am glad to have experienced the classes that I did.

Great Job Team

My committee members are the best!! Thanks Dr. Moyer, Dr. O'Rourke, and Dr. Frank!

Keep up the good work!

The majority of the open-ended feedback was positive. One student indicated that they would like more textiles/merchandising coursework available. This is something that I would like to pursue next year – perhaps the development of another course, or allowing courses in other programs to count towards the MS in FCS degree. While there has not been a huge complaint about this issue, there are many undergraduate merchandising FCS students that would make excellent candidates for the MS in FCS program and enhancing the merchandising/textiles curriculum would only improve the program overall.

The assessment data that was collected for the 12-13 AY indicated that the MS in FCS has achieved almost all of its assessment goals, with the exception of the learning objectives number 1 (oral and written communication skills) and number 10 (encouraged to conduct and present research). Only 75% of our students were able to pass the comprehensive exams without remediation. We raised the bar last year to the expectation that at least 80% of our students would be able to pass the comprehensive exams without remediation. We have made several changes over the past few years in regards to how we prepare the MS in FCS students for the comprehensive exams, and we have seen improvement, but we are committed to assisting students in the comprehensive exam process by offering remediation. We will continue to revise our preparation planning to try and reach our goal next year of 80%.

The second learning objective where we did not meet the goal was with objective number #10, which dealt with encouraging students to conduct and present research. In my honest opinion, I think that this is an area that we struggle with because we do not have as many Unit A faculty that we did in the past. We have lost four of our tenured and/or tenure-track faculty members over the past two years and we have only received permission to replace one. This stretches the remaining Unit A faculty members' time very thin. Encouraging students to conduct and present research requires faculty to mentor students which can take up a lot of time. Quite frankly, we are doing what we can. There is already an overload of graduate students to advise due to the loss of Unit A faculty and many are teaching as many courses as possible. I agree that encouraging students to conduct and present research is important, and I personally have tried to make a strong effort to do so, but without additional resources, we are stretched very thin and it is difficult to do more in this area without help. This is one of the main reasons we are hoping to achieve a First Choice status. We believe we are a First Choice program (and our initial consultation supported this belief) and we need the designation so we can take advantage of the resources that come with that designation. For example, with additional GA assistance, faculty would have more time to devote to mentoring student research.

Overall, we are pleased with this year's assessment results, but we know that continued adaptation and growth will add to the quality of the program so we will revisit the assessment plan every year.

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?

We have "raised the bar" in order to raise our expectations of students' performance. This was a recommendation that was made by Dr. Sanders and was echoed by Dr. Augustine. As such, we have again changed some of numbers in the "what are the expectations" columns this year. For example, the comprehensive exam expectations were raised to an 80% pass rate without remediation, up from 75% the year

before. We also raised the expectation that ALL thesis defenses would be successful. While the thesis defense expectation was met, the pass rate without remediation was not. This is an area that we continue to make improvements on and this past year we developed a "comprehensive exam toolkit" to help students prepare for their comps. The toolkit contains sample comprehensive exam questions which allow students to have a better idea of how to prepare for the exam and to practice with their advisor, if they choose to do so. We expect that over time the toolkit will help raise the percentage of students that pass their comprehensive exams without remediation.

We also raised the expectation for at least 90% of the class earning a B or better, up from 85% the year before, for the major projects required in the FCS 5901 and FCS 5900 courses. The graduate faculty members feel that during the thesis process the student receives a lot of mentoring and guidance; as such, by the time they get to the defense, they should be able to successfully defend their thesis. This expectation was met this year (as it has in the past years). We also feel that the majority of our graduate students should be able to earn at least a "B" on their final projects in FCS 5900 (Research methods) and FCS 5901 (Statistics) as these are core courses. Unfortunately, this expectation was not met for the research methods course during this assessment period. We have revamped the content of both courses this year so that they do not overlap in content and focus more on the parts needed to complete the final project successfully and expect that this will help us to reach our goal of 90% next year.

One of the suggestions for last year was a "meet and greet" event for the new MS in FCS graduate students. I have revised the orientation that is required for all new MS in FCS graduate students. In addition to introducing themselves, we now spend more time on an icebreaker activity designed to help the students interact with one another. We also encourage students to join professional organizations so that they can start to develop a professional identity and meet other students and faculty within the discipline. This has been a successful addition, but I am still trying to develop other ways to make sure the students feel connected to the program and to each other.

There is still concern expressed by many of our faculty members about the graduate students' writing ability. I noted in the previous two years that this is an ongoing concern and that we continue to try and remedy the issue. Students have been referred to additional writing classes when they show difficulties in writing, and this has helped some, but we find that the majority of the students do struggle with professional writing skills, particularly in the beginning. Editing and mentoring has helped, but a lot of the graduate faculty members have expressed frustration with having to "teach" students how to write. This is especially worrisome given the fact that we will be down three Unit A faculty this year, even though we are maintaining or even improving enrollment numbers. In spite of the challenges, we will continue to address this issue.

Overall, I would like to note that I continue to enjoy serving as the Graduate Coordinator for the MS in FCS program. I am now going into my sixth year as the Coordinator and I have helped to implement a lot of positive changes in the program, including in the areas of assessment. There is always room for growth and this year I plan on addressing these specific goals:

1. Continue developing methods that help prepare students for the comprehensive exams
2. Identify additional methods for assessing all of the program goals
3. Help the program achieve a "First Choice" status so that we can take advantage of the many resources offered to First Choice programs, which will help us to recruit the most promising students more effectively

We are also in the process of developing a new online Master's in FCS program for current FCS high school teachers. The support for the program has been positive and we anticipate enrolling students in the program for the fall 2014 semester.

Thank you for the opportunity to submit this assessment report, it has been informative and rewarding. I look forward to the next academic year with hope and optimism for continued improvement for assessment.

Respectfully submitted on June 17, 2013 by Lisa Moyer, Graduate Coordinator for the MS in FCS Graduate Program

STUDENT LEARNED ASSESSMENT PROGRAM

SUMMARY FORM AY 2013-2014

Degree and program name: Master of Science in Family and Consumer Sciences
Submitted by: Lisa Moyer, Graduate Coordinator

PART ONE:

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/person responsible? How will the results be shared?
1. Demonstrate effective oral and written communication skills	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well, 2 = very well, 3 = somewhat well, 4 = not at all; – see Appendix A) on exit survey	Item 8 mean 1.5	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. Passing written and oral comprehensive exams; passing thesis defense	Minimum of 80% pass rate on first attempt (without remediation) for comp exams and 100% pass on thesis defense first attempt	2. 75% pass rate without remediation for first attempt on comp exams and 100% pass rate on thesis defenses	Responsible person: Graduate faculty
	3. Professional presentation: Program requirement (effective fall 08) for successful completion of thesis, internship, or independent study	100% pass rate for students registering for thesis, independent study, and/or internship hours	3. 100% pass rate	Responsible person: Graduate faculty

	focused on synthesis and application of content knowledge with use of appropriate technologies.			
	3. Writing – performance on comprehensive exams	Mean score of 2 or higher (out of 3 when 3 = highly competent) on rubric used to assess student performance at written comprehensive exams (see Appendix B and Appendix C)	Mean = 2.25	Responsible person: Graduate faculty
	4. Oral communication – performance on oral comprehensive exams	Mean score of 2 or higher (out of 3 when 3 = highly competent) on rubric used to assess student performance at oral comprehensive exams (see Appendix B and Appendix C)	Mean = 2.13	Responsible person: Graduate faculty
2. Articulate the relationship of program development, implementation, and evaluation in professional work environments	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 10 mean 1.25	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
3. Synergistically integrate FCS knowledge, apply the research process, and scientifically solve problems	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 11 mean 1.17 Item 12 mean 1.25 Item 20 mean 1.33	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. Required Research Methods (FCS 5900) and Statistics (FCS 5901) core courses	All students score at least 80% on their research projects	Average score on research projects for research	Responsible person: FCS 5900 and FCS 5901 faculty

			methods (FCS 5900) 63% scored at least 80% Average score on research projects for statistics (FCS 5901) 89% scored at least 80%	
	3. Professional presentation – performance at oral comprehensive exams or thesis defense	Mean score of 2 or higher (out of 3) on rubric used to assess student performance at oral comprehensive exams	Mean = 2.13	Responsible person: Graduate faculty
4. Identify and relate public policy to FCS, noting relevant global implications	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 13 mean 1.55	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
5. Articulate the relationship of professional ethics to professional practice in the discipline	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 14 mean 1.08	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. Thesis process – applying for Institutional Review Board approval	Minimum of 100% approval rate from IRB for theses	100% approval rate	Responsible person: Thesis advisors
	3. Completion of “Online	Minimum of 100% of students	100%	Responsible person:

	Training Tutorial for Certification Protecting Human Subjects in Research" required in FCS 5900 Research Methods	enrolled in FCS 5900 complete the tutorial	compliance	FCS 5900 faculty
6. Demonstrate an ability to select and use appropriate computer and other current technologies in professionally related assignments	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of their program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 15 mean 1.50	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
	2. FCS 5901 (Statistics) course requires students to master a statistical software (SPSS) and be able to integrate charts/graphs into PowerPoint presentations	100% students compliance with learning SPSS as demonstrated in class activities	100% compliance	Responsible person: FCS 5901 faculty
7. Demonstrate effective critical thinking skills	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 9 Mean 1.42	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
8. Demonstrate effective problem solving skills	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 7 Mean 1.36	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
9. Obtain sufficient depth in content knowledge	1. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 6 Mean 1.42	Responsible person: Graduate Coordinator Results are shared with the graduate faculty
10. Were encouraged to conduct research and/or present research	1. MS in FCS graduate exit survey administered by	Mean of 4.0 or higher (out of 5 with 5 = strongly agree, 4 =	Item 4 Mean 3.92	Responsible person: Graduate Coordinator

at professional meetings	the graduate coordinator at the end of the program	agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree – see Appendix A) on exit survey		Results are shared with the graduate faculty
	2. MS in FCS graduate exit survey administered by the graduate coordinator at the end of the program	Mean of 2.0 or lower (out of 4 with 1 = extremely well – see Appendix A) on exit survey	Item 20 Mean 1.33	Responsible person: Graduate Coordinator Results are shared with the graduate faculty

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.

The assessment work from previous years was continued. Some methods of measurement were revisited and revised to ensure that the data is actually assessing what it is attempting to assess (validity). We continue to utilize the exit survey as the main source of data for assessment of the program. We also include rubrics for the comprehensive exams and the projects and activities of two of the core courses: FCS 5900 (Research Methods) and FCS 5901 (Statistics in FCS). The data from these sources has allowed us a comprehensive view of the program's success in reaching its goals.

In his memo regarding the MS in FCS 2011-2012 Assessment Report, Dean Augustine that the program should continue *"to advance the quality of the assessment plan as outlined by the CASA Director and providing continued evidence that the assessment data is driving curricular changes are ways to further strengthen this program."* This is our plan.

The open-ended written response section, (COMMENTS AND SUGGESTIONS) of the exit interview process yielded the following results during the assessment period:

> The best part of the MS in FCS graduate program was the opportunity to increase knowledge in human services that was not taught in undergrad. MS in FCS went in a different direction to ensure that students have the capacity to function in various fields of study, including research, administration, human resources, etc. The professors displayed a care and concern for students and taught everything in an understandable manner. The professors were in the MS program are highly energetic and knowledgeable.
> ---
> most faculty were very approachable and knowledgeable about current topics
> ---
> I enjoyed the committee that I had during my time at Eastern. My professors were extremely helpful and encouraged nearly everything I

pursued.

The staff, the advisory board was extremely approachable.

The opportunity to take national test to get certifications such as CFLE, etc.

Just like merchandising undergraduate majors, I wish FCS also provide concentration and specialized graduate programs in textile and merchandizing. I am a graphic textile artist. Designing and creativity in my opinion is a great way for expression in every part of life, overall I wish if we could soon pursue with the master's in textile and merchandising program. I also wish if our department can organize and provide career guidance seminars and help students achieve their career objective.

More online capacity.

A more varied option of times that classes were available.

Opting for FCS Degree program is one of the most rewarding and encouraging things in my life that I attempted in my career-wise. The body of scientific knowledge, research based activities, satisfaction and confidence is what I learned, and looking forward to a more rewarding career.

Thank you very much!

I really had a great experience at EIU and have referred many to the program. Everyone held themselves to high standards and encouraged the students to do so as well.

I am so grateful for my time at Eastern. I learned so much and am glad to have experienced the classes that I did.

Great Job Team

My committee members are the best!! Thanks Dr. Moyer, Dr. O'Rourke, and Dr. Frank!

Keep up the good work!

The majority of the open-ended feedback was positive. One student indicated that they would like more textiles/merchandising coursework available. This is something that I would like to pursue next year – perhaps the development of another course, or allowing courses in other programs to count towards the MS in FCS degree. While there has not been a huge complaint about this issue, there are many undergraduate merchandising FCS students that would make excellent candidates for the MS in FCS program and enhancing the merchandising/textiles curriculum would only improve the program overall.

The assessment data that was collected for the 12-13 AY indicated that the MS in FCS has achieved almost all of its assessment goals, with the exception of the learning objectives number 1 (oral and written communication skills) and number 10 (encouraged to conduct and present research). Only 75% of our students were able to pass the comprehensive exams without remediation. We raised the bar last year to the expectation that at least 80% of our students would be able to pass the comprehensive exams without remediation. We have made several changes over the past few years in regards to how we prepare the MS in FCS students for the comprehensive exams, and we have seen improvement, but we are committed to assisting students in the comprehensive exam process by offering remediation. We will continue to revise our preparation planning to try and reach our goal next year of 80%.

The second learning objective where we did not meet the goal was with objective number #10, which dealt with encouraging students to conduct and present research. In my honest opinion, I think that this is an area that we struggle with because we do not have as many Unit A faculty that we did in the past. We have lost four of our tenured and/or tenure-track faculty members over the past two years and we have only received permission to replace one. This stretches the remaining Unit A faculty members' time very thin. Encouraging students to conduct and present research requires faculty to mentor students which can take up a lot of time. Quite frankly, we are doing what we can. There is already an overload of graduate students to advise due to the loss of Unit A faculty and many are teaching as many courses as possible. I agree that encouraging students to conduct and present research is important, and I personally have tried to make a strong effort to do so, but without additional resources, we are stretched very thin and it is difficult to do more in this area without help. This is one of the main reasons we are hoping to achieve a First Choice status. We believe we are a First Choice program (and our initial consultation supported this belief) and we need the designation so we can take advantage of the resources that come with that designation. For example, with additional GA assistance, faculty would have more time to devote to mentoring student research.

Overall, we are pleased with this year's assessment results, but we know that continued adaptation and growth will add to the quality of the program so we will revisit the assessment plan every year.

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?

We have "raised the bar" in order to raise our expectations of students' performance. This was a recommendation that was made by Dr. Sanders and was echoed by Dr. Augustine. As such, we have again changed some of numbers in the "what are the expectations" columns this year. For example, the comprehensive exam expectations were raised to an 80% pass rate without remediation, up from 75% the year

before. We also raised the expectation that ALL thesis defenses would be successful. While the thesis defense expectation was met, the pass rate without remediation was not. This is an area that we continue to make improvements on and this past year we developed a "comprehensive exam toolkit" to help students prepare for their comps. The toolkit contains sample comprehensive exam questions which allow students to have a better idea of how to prepare for the exam and to practice with their advisor, if they choose to do so. We expect that over time the toolkit will help raise the percentage of students that pass their comprehensive exams without remediation.

We also raised the expectation for at least 90% of the class earning a B or better, up from 85% the year before, for the major projects required in the FCS 5901 and FCS 5900 courses. The graduate faculty members feel that during the thesis process the student receives a lot of mentoring and guidance; as such, by the time they get to the defense, they should be able to successfully defend their thesis. This expectation was met this year (as it has in the past years). We also feel that the majority of our graduate students should be able to earn at least a "B" on their final projects in FCS 5900 (Research methods) and FCS 5901 (Statistics) as these are core courses. Unfortunately, this expectation was not met for the research methods course during this assessment period. We have revamped the content of both courses this year so that they do not overlap in content and focus more on the parts needed to complete the final project successfully and expect that this will help us to reach our goal of 90% next year.

One of the suggestions for last year was a "meet and greet" event for the new MS in FCS graduate students. I have revised the orientation that is required for all new MS in FCS graduate students. In addition to introducing themselves, we now spend more time on an icebreaker activity designed to help the students interact with one another. We also encourage students to join professional organizations so that they can start to develop a professional identity and meet other students and faculty within the discipline. This has been a successful addition, but I am still trying to develop other ways to make sure the students feel connected to the program and to each other.

There is still concern expressed by many of our faculty members about the graduate students' writing ability. I noted in the previous two years that this is an ongoing concern and that we continue to try and remedy the issue. Students have been referred to additional writing classes when they show difficulties in writing, and this has helped some, but we find that the majority of the students do struggle with professional writing skills, particularly in the beginning. Editing and mentoring has helped, but a lot of the graduate faculty members have expressed frustration with having to "teach" students how to write. This is especially worrisome given the fact that we will be down three Unit A faculty this year, even though we are maintaining or even improving enrollment numbers. In spite of the challenges, we will continue to address this issue.

Overall, I would like to note that I continue to enjoy serving as the Graduate Coordinator for the MS in FCS program. I am now going into my sixth year as the Coordinator and I have helped to implement a lot of positive changes in the program, including in the areas of assessment. There is always room for growth and this year I plan on addressing these specific goals:

1. Continue developing methods that help prepare students for the comprehensive exams
2. Identify additional methods for assessing all of the program goals
3. Help the program achieve a "First Choice" status so that we can take advantage of the many resources offered to First Choice programs, which will help us to recruit the most promising students more effectively

We are also in the process of developing a new online Master's in FCS program for current FCS high school teachers. The support for the program has been positive and we anticipate enrolling students in the program for the fall 2014 semester.

Thank you for the opportunity to submit this assessment report, it has been informative and rewarding. I look forward to the next academic year with hope and optimism for continued improvement for assessment.

Respectfully submitted on June 16, 2014 by Lisa Moyer, Graduate Coordinator for the MS in FCS Graduate Program