

Family and Consumer Sciences Education (BS) with K-12 Teaching

 Program-137

Annual Assessment Plan

1

2 **4.1 - PLO #6a**

Consumer Economics and Family Resources: Students explain how resources in family and consumer sciences areas (resource management, consumer economics, financial literacy, living environments, and textiles and apparel) address the diverse needs and goals of individuals, families and communities

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HDFS 245: Exams 1, 2 and Final	80 percent of students will score 83% or higher	Annually Fall

4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

73.9% of students received 83% or higher - Target was not met

(Out of 23 students 2 were Below Basic and 4 were Basic)

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

FCS majors met the target. Only assess FCS students in the future.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action: We need to set a new target to be more realistic now that we better understand targets. Otherwise, no change is really necessary since results are positive. Faculty noted that further assistance is needed to reset these targets in AEFIS.

Closure: We made the target change.

3 **4.2 - PLO #2**

Students conduct, analyze and apply empirically based research.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HDFS 272: Survey Research Poster	80 percent of students will score 83% or higher	Annually Fall
TEP 435: Portfolio Rubric	80 percent of students will score 83% or higher	Annually Spring

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

HDFS 272 - 100% of student received 83% or higher

TEP 435 - 100% of students received 83% or higher

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

None necessary.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action: No action steps are necessary since we met the goal, however, we need to modify goal – change target to 80% of students will achieve 83% or above. Note: There is a total of 120 possible points for this project. With Robert’s departure, Erin will be teaching HDF5 272 and will determine ongoing feasibility of this assignment as a best measure for this objective.

Closure: We changed the target for 2021-22. Much better.

4 4.3 A - PLO #1

Career, Community, and Family Connections:

- a. Students analyze family, community, and work interrelationships
- b. Students investigate career paths, including those in family and consumer sciences
- c. Students apply career decision-making and transitioning processes.

Outcome(s)

- 1** Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2** Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3** **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
TEP 435: Messiah University Student Teaching Evaluation	100% Passing	Annually Spring
Praxis II	100% Passing	Annually Spring

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

TEP 435 - Student teaching eval - 3 students passed - 100% - Target was met

Praxis II - 2 students took part 2 (FCS) and passed - Target was met

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

No action necessary.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

5 **4.3 B - PLO #5**

Students demonstrate their awareness and knowledge related to multicultural and diverse individual, couple and family experiences (e.g., socioeconomic, rural-urban, various family structures).

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HDFS 386: Exams 1, 2, 3, 4	80 percent of students will score 83% or higher	Even yrs Fall
HDFS 378: Mid-Term and Final grade	80 percent of students will score 83% or higher	Odd yrs Fall

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

HDFS 386 not assessed fall 21

HDFS 378 not offered and not assessed fall 21. Will be offered and assessed fall 23

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

None; now that we identified necessary adjuncts (with departure of FT faculty Robert Reyes) we should be able to offer these courses during appropriate years and semesters.



- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action: We agreed to monitor use of the 4 exams as a measure. The PLO asks students to demonstrate awareness and knowledge related to multicultural and diverse individual, couple and family experiences. (e.g. SES, rural, urban, various family structures) and believe exams cover entire array of goal.

Closure: We will need to do this next year since we did not collect this year due to use of adjunct and out of sequence.

6 **4.3 C - PLO #6b**

Consumer Economics and Family Resources: Students explain how resources in family and consumer sciences areas (resource management, consumer economics, financial literacy, living environments, and textiles and apparel) address the diverse needs and goals of individuals, families and communities

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Measures	Targets	Timeline
TEP 435: Messiah University Student Teaching Evaluation	100% Passing	Annually Spring

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Target met. See PLO #1

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

None necessary.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

7 **4.3 D - PLO #7**

Family and Human Development: Students apply principles of human development, interpersonal relationships, and family dynamics necessary to strengthen individuals, couples, and families across the lifespan in contexts such as parenting, caregiving, and the workplace.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.



There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
TEP 435: Messiah University Student Teaching Evaluation	100% Passing	Annually Spring
Praxis II	100% Passing	Annually Spring

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Targets met. See PLO #1

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

8 4.3 E - PLO #8

Nutrition, Food, and Wellness: Students attain knowledge about nutrition, food, and wellness practices that enhance individual and family well-being across the lifespan and address related concerns in a global society.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
TEP 435: Messiah University Student Teaching Evaluation	100% Passing	Annually Spring
Praxis II	100% Passing	Annually Spring

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Target met. See PLO #1

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

9 **4.4 - PLO #3a**

Students reflect on how their personal attributes and Christian convictions impact their vocational pursuits.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline



Measures	Targets	Timeline
HDFS 404: Self-Inventory	80 percent of students will	Annually Fall

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

78.6% of students received 83% or higher - Target was not met in general, but the one FCS student in the course DID meet the goal.

(Out of 14 students, 2 were below Basic and 1 was Basic)

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

FCS student met goal, so no action necessary.
The 3 students who did not meet the goal suffered from mental health, family issues, and physical health problems.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action: Since Robert Reyes is leaving, Paul Johns will assume this course. His plan is to continue to evaluate 4.4 and 4.5 in HDFS 494. Wil will use the self-inventory, but will do it in 2 rather than 5 sections. One section of the inventory will be linked to 4.4 and the other will be linked to 4.5. This will make the assessment of these two goals a bit clearer.

Closure: Paul Johns did divide the inventory in 2 in order to better align with objectives.

10 4.5 - PLO #3b

Students reflect on how their personal attributes and Christian convictions impact their vocational pursuits.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HDFS 494: Self-Inventory "Choose your own adventure" Faith, Knowledge and Application (Student choice 70 pts)	80 percent of students will score 83% or higher	Annually Fall

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.



78.6% of students received 83% or higher - Target was met by FCS student in class, but not by all students.

(Out of 14 students, 3 were Below Basic)

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

FCS student met goal, so no action necessary.

The 3 students who did not meet the goal suffered from mental health, family issues, and physical health problems.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action: Since Robert Reyes is leaving, Paul Johns will assume this course. His plan is to continue to evaluate 4.4 and 4.5 in HDFS 494. Wil will use the self-inventory, but will do it in 2 rather than 5 sections. One section of the inventory will be linked to 4.4 and the other will be linked to 4.5. This will make the assessment of these two goals a bit clearer.

Closure: Paul Johns did divide the inventory in 2 in order to better align with objectives.

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.



We will continue to target student writing by incorporating APA style instruction in HDFS 272 and the use of Academic Writer in HDFS 272 and at least one other course.

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	<input type="radio"/> Assessment plan is not implemented.	<input type="radio"/> Most aspects of plan are being implemented or all aspects are implemented to some degree.	<input type="radio"/> Assessment plan is fully implemented.	<input checked="" type="radio"/> Plan is faithfully executed and modified/evaluated as needed.

2





Explanations:

3

Engagement

	1	2	3	4




	1	2	3	4
<p>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</p>	<p style="text-align: center;"></p> <p>Limited involvement beyond chair/director</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum are aware of process and results</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p style="text-align: center;"></p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p>

4 Explanations:

Due to loss of a FT faculty member, we are highly dependent on adjuncts (about 50% of total curriculum) and not all adjuncts are as able to be involved with examining the big picture of the curriculum.

5 **Program Learning Objectives**





	1	2	3	4

	1	2	3	4
<p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p>	<p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

6 Explanations:

7 **Measures**

	1	2	3	4

	1	2	3	4
<p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p>	<p style="text-align: center;"></p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p style="text-align: center;"></p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

8 Explanations:





9 **Targets**

	1	2	3	4

	1	2	3	4
<p>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</p>	<p></p> <p>Some targets are missing.</p>	<p></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>





10 Explanations:

11 **Timeline**

	1	2	3	4
<p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p>	<p></p> <p>Not identified clearly for all measures.</p>	<p></p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p></p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

Action Plan

	1	2	3	4
<p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p>	<p></p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p></p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p></p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p></p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

15 **Dissemination**

	1	2	3	4

	1	2	3	4
<p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p>	<p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

We might examine how other programs are publicly disseminating their findings. We don't necessarily think anyone would be interested in the specificity of our measures.

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT

