Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

During the past 4-5 years, four areas were identified as needing improvement and action plans were developed. The first area involved moving more of the measurement to capstone courses in each concentration. When measurements were done in earlier courses we found that success in the course did not give an accurate prediction with regard to student workplace readiness. Moving the measurement to courses usually taken during the senior year has helped faculty to assess workplace readiness more effectively and coach students when there are shortcomings. This change was established in the 2012-2013 cycle and has been used successfully for two academic years.

In the 2011-2012 academic year, faculty realized that the first time students were being graded on presentation skills in oral presentations rather than just presentation content was in the capstone course. This made students very nervous and many did not perform well. A change was made to evaluate presentation skills as well as presentation content in a number of courses prior to the capstone course using the same rubric used in the capstone course. This has proven to be very effective. The quality of the presentations has improved considerably with most students receiving 80% or more of the points allotted to presentation skills in the capstone course. Previously less than 40% of students scored well on the presentation skills portion of the grade.

In 2011-2012, it was determined that we were not adequately measuring a student’s understanding of business ethics for our students in the Consumer Affairs concentration. A new course was introduced (HES 430 - Managing in a High Performance Organization) and required for Consumer Affairs majors. In this new course, one of ten units is devoted totally to ethics. Measurement in this course has occurred for two academic years now, and Consumer Affairs students are scoring higher on the measurements for the ethics related student learning objective. They are now performing as well and the students who are concentrating in Family Financial Planning.

Lastly, some students were demonstrating very poor writing skills on the assignments designated to measure proficiency for this student learning objective. All students have now been referred to the University of Alabama’s Writing Center and the quality of writing has improved dramatically.

Mission / Purpose
It is our mission to provide strong undergraduate and graduate programs in the areas of consumer sciences. Further, the department strives to contribute to the generation of knowledge in the area of consumer sciences including interactive technology and to apply this knowledge to improving the quality of life for individuals, families, and communities in the State of Alabama and the region.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Ability apply the principles of chosen concentration
Students will demonstrate a depth and breadth of subject matter knowledge and the ability to apply the principles of their chosen concentration of either Consumer Affairs or Family Financial Planning.

Connected Documents
Additional Narrative-Consumer Science B.S.,
Curriculum Maps I-Consumer Science B.S.,
Curriculum Maps II-Consumer Science B.S.

Related Measures

M 1: Embedded examination questions
Embedded examination questions will be analyzed in CSM 403, CSM 405, CSM 400, CSM 404, CSM 410, CSM 420, and CSM 454. At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.

Source of Evidence: Standardized test of subject matter knowledge
Target: At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.

Finding (2013-2014) - Target: Partially Met
During Fall semester 2013, subject matter knowledge was measured in three courses using embedded exam questions. At least 70% of students responded correctly on all questions. The success ratios varied between 75% and 100% and there was no noticeable difference between the students in the campus section and students in the online section of a course.

During Spring semester 2014, subject matter knowledge was measured in six courses using embedded exam questions. At least 70% of students responded correctly on all questions except one. The success ratios varied between 72.5% and 100% and there was no noticeable difference between the students in the
campus section and students in the online section of a course. on one question the success rate was 50%.

**M 2: Written assignments, case studies and essay questions**
Written assignments, case studies and essay questions graded with a content knowledge rubric will be used in CSM 403, CSM 405 and CSM 460. At least 70% of students majoring in Consumer Sciences will score 80% or higher on these assignments.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**
At least 70% of students majoring in Consumer Sciences will score 80% or higher on these assignments.

**Finding (2013-2014) - Target: Met**

During fall semester of 2013 in CSM 405, 21 of 21 students scored 80% or higher on the written assignment measuring content knowledge and application. In CSM 460 during Fall 2013, 3 all 3 students scored 80% or higher on the case study that measured comprehensive knowledge. These students were online, and the campus students being measured on these same assignments will be reported following Spring semester 2014.

During Spring 2014, on one assignment a CSM 405 66.7% of students scored 80% or higher. On all other assignments measured in CSM 405, CSM 460 and CSM 403 at least 70% of students scored 80% or higher.

**SLO 2: Ability to communicate clearly and effectively**
Students will demonstrate the ability to communicate clearly and effectively.

**Connected Documents**
- Additional Narrative-Consumer Science B.S.
- Curriculum Maps I-Consumer Science B.S.
- Curriculum Maps II-Consumer Science B.S.

**Related Measures**

**M 3: Oral presentations**
Oral presentations graded using an oral communication rubric will be used in CSM 405, HES 430 and CSM 460. At least 70% of students majoring in Consumer Sciences will score 80% or higher on these assignments.

**Source of Evidence:** Presentation, either individual or group

**Target:**
At least 70% of students majoring in Consumer Sciences will score 80% or higher on oral presentation assignments measured in two courses.

**Finding (2013-2014) - Target: Met**

Both online and campus students participated in oral presentations during Fall 2013. 100% of all students participating in oral presentations in CSM 460 and CSM 459 scored 80% or higher. In HES 430, 96% of all students scored 80% or higher on the oral presentation. The student not scoring 80% scored 74%.

For Spring 2014, in CSM 459, 100% of students scored 80% or higher on the oral presentation. In CSM 460, 85.7% of students scored 80% or higher. In CSM 405, 75.6% of students scored 80% or higher.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Additional Oral Presentation Assignments**
*Established in Cycle: 2011-2012*
Originally we stated that students make oral presentations in courses other than the capstone courses where we measured the oral...

**M 4: Written assignments in CSM 401 and CSM 460**
Written assignments graded using a written communication rubric will be used in CSM 401 and CSM 460. At least 70% of students majoring in Consumer Sciences will score 80% or higher on these assignments. (New measurement course)

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Target:**
At least 70% of the students majoring in Consumer Sciences will score 80% or higher on the designated written assignments.

**Finding (2013-2014) - Target: Met**

During Fall 2013, in CSM 401, 78% of students scored 80% or higher on the research paper which was designated as the written assignment for assessment evaluation. In CSM 460, 100% of students scored 100% or higher on the comprehensive financial plan that was turned in as a written deliverable for a client. Online students and campus students had no statistically significant variance in performance.

During Spring 2014, the first writing assignment in CSM 401 had very poor results with only 16 of 38 (42%) students scoring 80% or higher. The course instructor immediately reviewed the fact that students should be using their manual and asking the Writing Center to review their work and explain problems. The second writing assignment has much better results with 34 of 38 student (89%) scoring 80% or higher. In CSM 460, 6 of 7 students (85%) scored 80% or higher on the writing assignment.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Improve student writing skills**
*Established in Cycle: 2011-2012*
Some students are demonstrating poor writing skills on the assignments in CSM 401 which carries a Writing designation. Update...
SLO 3: Demonstrate critical thinking skills by accessing and interpreting information
Students will demonstrate critical thinking skills by accessing and interpreting information, responding and adapting to changing situations, making complex decisions, solving problems, evaluating scenarios and making recommendations.

Connected Documents
- Additional Narrative-Consumer Science B.S.
- Curriculum Maps I-Consumer Science B.S.
- Curriculum Maps II-Consumer Science B.S.

Related Measures
M 5: Embedded examination questions in CSM 405 and CSM 459
Embedded examination questions will be analyzed in CSM 405 and CSM 459. At least 70% of students majoring in Consumer Sciences will answer each designated question correctly
Source of Evidence: Standardized test of subject matter knowledge
- **Target:** At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.
  
  **Finding (2013-2014) - Target: Met**
  
  In CSM 459, at least 70% of students responded correctly to all the embedded exam questions except 1. On that question, 4 or 15 students responded correctly. The material covered in that question will be reviewed more thoroughly in Spring 2014 and a comparison will be made to these results.
  
  In spring 2014, at least 70% of students responded correctly to all embedded exam questions.

M 6: Capstone comprehensive case study assignment
Capstone comprehensive case study assignment graded using a critical thinking rubric will be used in CSM 460. At least 70% of students majoring in Consumer Sciences will score 80% or higher on this assignment. (New measurement course)
Source of Evidence: Capstone course assignments measuring mastery
- **Target:** At least 70% of students majoring in Consumer Sciences will score 80% or higher on the Capstone Case Study Project.
  
  **Finding (2013-2014) - Target: Met**
  
  In CSM 460, 100% of students scored 80% or higher on the Capstone Case Study Project. These students are in their final semester of the Certified Financial Planner(r) certification process so this result is the expected outcome.
  
  In Spring 2014 100% of CSM 460 students scored 80% or higher on the Capstone Case Study Project.

SLO 4: Differentiate between appropriate and inappropriate interpersonal skills
Students will differentiate between appropriate and inappropriate interpersonal skills in the classroom and business settings and will practice the appropriate behaviors.

Connected Documents
- Additional Narrative-Consumer Science B.S.
- Curriculum Maps I-Consumer Science B.S.
- Curriculum Maps II-Consumer Science B.S.

Related Measures
M 7: Embedded examination questions in CSM 459
Embedded examination questions will be analyzed in CSM 459. At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.
Source of Evidence: Standardized test of subject matter knowledge
- **Target:** At least 70% of Consumer Sciences students will answer each designated question correctly.
  
  **Finding (2013-2014) - Target: Met**
  
  This student learning outcome measurement was met with improvement over the results from 2012-2013. For each question at least 80% of all students responded correctly in both the campus and online sections of the course. For several questions, 100% of students responded correctly.
  
  For Spring 2014 this measure was also met.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improve student writing skills
Established in Cycle: 2011-2012
Some students are demonstrating poor writing skills on the assignments in CSM 401 which carries a Writing designation. Update...

M 8: Case Study scenarios in CSM 459
Case study scenarios graded using an interpersonal skills rubric will be analyzed in CSM 459. At least 70% of students majoring in Consumer Sciences will score 80% or higher on this assignment.
Source of Evidence: Performance (recital, exhibit, science project)
- **Target:** At least 70% of Consumer Sciences students will score 80% or higher on this assignment.
  
  **Finding (2013-2014) - Target: Met**
For this measurement 10 of 12 students (83.33%) scored higher than 80% on the case study that evaluated differentiation between appropriate and inappropriate interpersonal skills in counseling settings. During Spring 2014, 80% of students scored 80% or higher on these assignment.

SLO 5: Demonstrate comprehension of ethical behavior
Students will demonstrate comprehension of, analysis of, and recommendations for ethical behavior based on the ethical and professional integrity standards of their academic concentration and its professions.

Connected Documents
- Additional Narrative-Consumer Science B.S.
- Curriculum Maps I-Consumer Science B.S.
- Curriculum Maps II-Consumer Science B.S.

Related Measures

M 9: Embedded examination questions in CSM 459, CSM 460 and HES 430
Embedded examination questions based on the published ethics requirements and standards for the professions will be analyzed in CSM 459 and CSM 460. At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.

Source of Evidence: Standardized test of subject matter knowledge

Target:
At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.

Finding (2013-2014) - Target: Met
Ethics is a very important part of both the Consumer Affairs and the Personal Financial Planning concentrations in Consumer Sciences. During Fall of 2102, the measurement for this student learning objective was moved was moved to HES 430 - Managing in a High Performance Organization with a pilot class of 6 students and results were good. During Fall 2013 there were 30 students in the course, and at least 86% of students responded correctly to each question regarding ethical behavior with 100% responding correctly to more than 50% of the questions. This course has been proven to be a better place to measure the students' understanding of ethical business practice for students in the Consumer Affairs concentration.

During Spring 2014, at least 85% of all students got each ethics question correct on exams in CSM 459 and CSM 460.

M 10: Case studies in CSM 460/560 and HES 430/530
A case study graded using a rubric based on ethics requirements and standards for the professions will be used in HES 430. At least 70% of students majoring in Consumer Sciences will score 80% or higher on this assignment.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
At least 70% of students majoring in Consumer Sciences will score 80% or higher on this assignment.

Finding (2013-2014) - Target: Met
During Fall 2013 measurement occurred in HES 430 and 100% of students scored 80% or higher on the ethical behavior case studies presented both as in-class exercises and as essay exam questions.

During Spring 2014, measurement occurred in CSM 460 and 100% of students scored 80% or higher on the ethical behavior case study.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Ethics Measurement
Established in Cycle: 2011-2012
In both concentrations in Consumer Sciences, business ethics plays a key role. For the Family Financial Planning and Counseling...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtc6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality

Related Measures

M 11: Accreditation through AAFCS
The program will maintain accreditation through the American Association of Family and Consumer Sciences (AAFCS).

Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintain accreditation.

Finding (2013-2014) - Target: Met
The Consumer Sciences Department through the College of Human Environmental Sciences has maintained accreditation through AAFCS. The American Association of Family and Consumer Sciences is the major accrediting body for our field, and this accreditation is crucial to status as a program within our field.

M 12: Registration with the Certified Financial Planning Board of Standards
The program will maintain its registration with the Certified Financial Planning Board of Standards, Inc®.

Source of Evidence: Academic indirect indicator of learning - other
Target:
Maintain CFP Board Registered status for the Family Financial Planning and Counseling Concentration.

Finding (2013-2014) - Target: Met
The Consumer Sciences Department maintained certification as a Board Registered Program through the CFP Board of Standards and Practices. This certification is required so our students will qualify to sit for the Certified Financial Planner comprehensive examination.

M 13: Faculty holding professional designations and licenses
At least 80% of the full-time faculty will consist of tenured faculty, tenure-track faculty and or faculty holding professional designations and licenses appropriate for their teaching area.
Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 80% of the full-time faculty will consist of tenured faculty, tenure-track faculty and or faculty holding professional designations and licenses appropriate for their teaching area.

Finding (2013-2014) - Target: Met
Currently, 100% of the full-time faculty is tenured, tenure-track, and/or holds the professional licenses appropriate for their teaching area. This is important because the CFP Board of Standards and Practices requires that our teaching faculty have the proper credentials. During the 2013-2014 school year all faculty teaching in the CFP Board Registered Curriculum held either a PhD degree in a related field of study or a Masters degree with the CFP designation.

OthOtcn 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 14: Number of Undergraduate Students
Number of undergraduate students pursuing a degree in Consumer Sciences for the past three fall semesters.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Students enrolled in CSM majors will equal or exceed the number of students from the prior academic year.

Finding (2013-2014) - Target: Met
March 2014, there are 209 undergraduate students enrolled in Consumer Sciences. This is record high number. Interpretation: The number of students grew from 177 in Fall 2012 to 188 in Fall 2013 to 209 in Spring 2014. There is steady upward enrollment trend over the past 3 years, and we expect to continue to increase or maintain this number of students enrolled in Consumer Sciences.

M 15: Number of Degrees Awarded
Number of degrees awarded in Consumer Sciences for the past three years.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Degrees granted will equal or exceed the number granted the previous year.

OthOtcn 8: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 16: Results from the alumni survey
Results from the alumni survey conducted by the College of Human Environmental Sciences
Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
80% or more of alumni will value or highly value their degree program.

M 17: Results from recent graduate survey.
Results from survey of recent graduates.
Source of Evidence: Student course evaluations on learning gains made

Target:
80% or more of recent graduates will value or highly value their degree program.

M 18: Anecdotal evidence
Anecdotal evidence provided by internship supervisors.
Source of Evidence: Employer survey, incl. perceptions of the program

Target:
80% or more of the internship coordinators will value or highly value our degree programs based on their interaction with students completing internships under their supervision.

Finding (2013-2014) - Target: Met
100% of internship coordinators completing the evaluation value or highly value the program. It is important that the internship coordinator value our program because we rely on them to provide internship opportunities for our students and in some instances provide employment for our graduates.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Additional Oral Presentation Assignments
Originally we stated that students make oral presentations in courses other than the capstone courses where we measured the oral presentation student learning outcome. It was the first time students were graded on presentation skills as well as presentation content. This made a number of the students uncomfortable, and we know that
prospective employers want students to have presentation skills. In future assessment plans, oral presentations will be added to prepare students for this competency, and we will begin using the rubric when grading those earlier presentations.

The results in the 2012-2013 academic year were much improved, but this remains an action plan item. While student presentations improved, students still experience presentation anxiety and need more guidance on making effective presentations and the grading criteria.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Oral presentations | Outcome/Objective: Ability to communicate clearly and effectively

Implementation Description: Introduce oral presentations into more courses and provide more information on making presentations and a more comprehensive grading rubric.
Projected Completion Date: 05/2014
Responsible Person/Group: Consumer Sciences Faculty
Additional Resources: None

Ethics Measurement
In both concentrations in Consumer Sciences, business ethics plays a key role. For the Family Financial Planning and Counseling concentration, there is a prescribed way to measure the students' grasp of the ethical requirements for a Certified Financial Planner. Measuring this in CSM 405 did not work well because we could not consistently measure it in both the classroom and online sections. In the Consumer Affairs concentration, this measurement will be moved to a new course beginning Fall 2012.

Update: In Fall 2012, this measurement was moved to HES 430 for the consumer affairs concentration. Measurement will continue in that course to determine effectiveness.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Case studies in CSM 460/560 and HES 430/530 | Outcome/Objective: Demonstrate comprehension of ethical behavior

Implementation Description: Begin measuring student comprehension of ethical behavior in HES 430. This will be continued.
Projected Completion Date: 12/2013
Responsible Person/Group: HES 430 instructor.
Additional Resources: None

Improve student writing skills
Some students are demonstrating poor writing skills on the assignments in CSM 401 which carries a Writing designation.

Update: More students were referred to the writing center and the quality of written assignments improved dramatically. We will continue this process for the coming year to make sure that we continue to meet the objective.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Embedded examination questions in CSM 459 | Outcome/Objective: Differentiate between appropriate and inappropriate interpersonal skills
- Measure: Written assignments in CSM 401 and CSM 460 | Outcome/Objective: Ability to communicate clearly and effectively

Implementation Description: Students demonstrating poor writing skills on the first assignment in the course will be referred to the Writing Center for assistance in creating a quality assignment.
Projected Completion Date: 05/2014
Responsible Person/Group: CSM 401 faculty
Additional Resources: None

Measurement in Capstone Courses
As we continue to improve the measurement of student learning outcomes, more assessments will be concentrated in the Capstone courses.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Implementation Description: Look at each measurement for the appropriate upper level course for measurement in a meeting involving all faculty. Communicate the new place of measurement to the affected faculty. Gather data from the new courses.
Responsible Person/Group: CSM Faculty
Additional Resources: None
Mission / Purpose

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Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Ability apply the principles of chosen concentration
Students will demonstrate a depth and breadth of subject matter knowledge and the ability to apply the principles of their chosen concentration of either Consumer Affairs or Family Financial Planning.

Connected Documents
- Additional Narrative-Consumer Science B.S.
- Curriculum Maps I-Consumer Science B.S.
- Curriculum Maps II-Consumer Science B.S.

Related Measures
M 1: Embedded examination questions
Embedded examination questions will be analyzed in CSM 403, CSM 405, CSM 400, CSM 404, CSM 410, CSM 420, and CSM 454. At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.

Source of Evidence: Standardized test of subject matter knowledge

Target:
At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.

Finding (2012-2013) - Target: Met
Subject matter knowledge was measured using embedded exam questions in seven courses, with each being taught both online and in the classroom. The data gathered on more than 50 questions indicates that at least 70% of all students responded correctly on all questions. The percentage of correct responses varied from 73% to 100% on the measured questions, and there was no noticeable difference in the results between online and classroom students.

M 2: Written assignments, case studies and essay questions
Written assignments, case studies and essay questions graded with a content knowledge rubric will be used in CSM 403, CSM 405 and CSM 460. At least 70% of students majoring in Consumer Sciences will score 80% or higher on these assignments.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
At least 70% of students majoring in Consumer Sciences will score 80% or higher on these assignments.

Finding (2012-2013) - Target: Met
Subject matter knowledge was measured using written assignments, case studies and essay questions in three courses, with each being taught both online and in the classroom. The percentage of students in both the online and the classroom sections scoring 80% or higher on this measure ranged from 70% to 100% on the various assignments, case studies and essays. Only one essay had the 70% success ratio, and all other measurements had a success ratio of 84% or higher.

SLO 2: Ability to communicate clearly and effectively
Students will demonstrate the ability to communicate clearly and effectively.

Connected Documents
- Additional Narrative-Consumer Science B.S.
- Curriculum Maps I-Consumer Science B.S.
- Curriculum Maps II-Consumer Science B.S.

Related Measures
M 3: Oral presentations
Oral presentations graded using an oral communication rubric will be used in CSM 405, CSM 459 and CSM 460. At least 70% of students majoring in Consumer Sciences will score 80% or higher on these assignments.

Source of Evidence: Presentation, either individual or group

Target:
At least 70% of students majoring in Consumer Sciences will score 80% or higher on oral presentation assignments measured in two courses.

Finding (2012-2013) - Target: Met
Oral presentation skills were measured in three courses, with each being taught both online and in the classroom. The percentage of students in both the online and the classroom sections scoring 80% or higher on this measure ranged from 88% to 100%. Even though this is a successful measure, the students remain stressed about being measured on presentation skills in addition to content. We will address this in our action plan and continue work on presentation training and grading rubrics.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Additional Oral Presentation Assignments
Established in Cycle: 2011-2012
Originally we stated that students make oral presentations in courses other than the capstone courses where we measured the oral...

M 4: Written assignments in CSM 401 and CSM 460
Written assignments graded using a written communication rubric will be used in CSM 401 and CSM 460. At least 70% of students majoring in Consumer Sciences will score 80% or higher on these assignments. (New measurement course)
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 70% of the students majoring in Consumer Sciences will score 80% or higher on the designated written assignments.

Finding (2012-2013) - Target: Met
In CSM 401, 26/31 or 84% of students scored 80% or higher on the first designated assignment, and 74% of students scored 80% or higher on the second designated writing assignment. In CSM 460, 100% of the students online and in the classroom scored 80% or higher. CSM 401 has a Writing designation, and an action plan was implemented to help students in this course perform better on this student learning outcome. The improvement was notable with the number of students being successful on these assignments almost doubling.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improve student writing skills
Established in Cycle: 2011-2012
Some students are demonstrating poor writing skills on the assignments in CSM 401 which carries a Writing designation. Update...

SLO 3: Demonstrate critical thinking skills by accessing and interpreting information
Students will demonstrate critical thinking skills by accessing and interpreting information, responding and adapting to changing situations, making complex decisions, solving problems, evaluating scenarios and making recommendations.

Connected Documents
Additional Narrative-Consumer Science B.S.
Curriculum Maps I-Consumer Science B.S.
Curriculum Maps II-Consumer Science B.S.

Related Measures

M 5: Embedded examination questions in CSM 405 and CSM 459
Embedded examination questions will be analyzed in CSM 405 and CSM 459. At least 70% of students majoring in Consumer Sciences will answer each designated question correctly
Source of Evidence: Standardized test of subject matter knowledge

Target:
At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.

Finding (2012-2013) - Target: Met
In CSM 405 at least 70% of students responded to each embedded question correctly with the success ratio ranging between 73% and 92%. There was no significant difference between the results for online and classroom students. In CSM 459, classroom and online students met or exceeded the target for the questions.

M 6: Capstone comprehensive case study assignment
Capstone comprehensive case study assignment graded using a critical thinking rubric will be used in CSM 460. At least 70% of students majoring in Consumer Sciences will score 80% or higher on this assignment. (New measurement course)
Source of Evidence: Capstone course assignments measuring mastery

Target:
At least 70% of students majoring in Consumer Sciences will score 80% or higher on the Capstone Case Study Project.

Finding (2012-2013) - Target: Met
The completion of a comprehensive financial plan based on a case study is required of all students receiving a degree from a Board Registered Certified Financial Planning curriculum. For the 2012-2013 academic year, 100% of students scored 80% or higher and received credit for completion of this requirement.

SLO 4: Differentiate between appropriate and inappropriate interpersonal skills
Students will differentiate between appropriate and inappropriate interpersonal skills in the classroom and business settings and will practice the appropriate behaviors.

Connected Documents
Additional Narrative-Consumer Science B.S.
Curriculum Maps I-Consumer Science B.S.
Curriculum Maps II-Consumer Science B.S.

Related Measures

M 7: Embedded examination questions in CSM 459
Embedded examination questions will be analyzed in CSM 459. At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.
Source of Evidence: Standardized test of subject matter knowledge

Target:
At least 70% of Consumer Sciences students will answer each designated question correctly.

**Finding (2012-2013) - Target: Met**
New exam questions were used to measure this outcome in the 2011-2012 academic year. Online students met the standard, but students in the classroom did not meet this standard on one question with only 29% of students responding correctly to the scenario question. It is important to note that the same person serves as the instructor for both the online and the classroom sections of CSM 459. For the 2012-2013 academic year, both the online students and the classroom students met this standard.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Improve student writing skills**
*Established in Cycle: 2011-2012*
Some students are demonstrating poor writing skills on the assignments in CSM 401 which carries a Writing designation. Update...

**M 8: Role play scenarios in CSM 459**
Role play scenarios graded using an interpersonal skills rubric will be performed in CSM 459. At least 70% of students majoring in Consumer Sciences will score 80% or higher on this assignment.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
At least 70% of Consumer Sciences students will score 80% or higher on this assignment.

**Finding (2012-2013) - Target: Met**
All students (100%) scored 80% or higher on this assignment. Students can differentiate between appropriate and inappropriate interpersonal skills in a practicum setting.

**SLO 5: Demonstrate comprehension of ethical behavior**
Students will demonstrate comprehension of, analysis of, and recommendations for ethical behavior based on the ethical and professional integrity standards of their academic concentration and its professions.

**Connected Documents**
- Additional Narrative-Consumer Science B.S.
- Curriculum Maps I-Consumer Science B.S.
- Curriculum Maps II-Consumer Science B.S.

**Related Measures**

**M 9: Embedded examination questions in HES 430 and CSM 460**
Embedded examination questions based on the published ethics requirements and standards for the professions will be analyzed in HES 430 and CSM 460. At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
At least 70% of students majoring in Consumer Sciences will answer each designated question correctly.

**Finding (2012-2013) - Target: Met**
Students in the classroom and online sections achieved this measurement. These exam questions differed from those used in prior exams because this measurement occurred in HES 430 rather than CSM 459. It will be important to watch the trends from this point forward to determine the success of students in this area with the more rigorous questions now being used.

**M 10: Case studies in CSM 460/560 and HES 430/530**
A case study graded using a rubric based on ethics requirements and standards for the professions will be used in HES 430. At least 70% of students majoring in Consumer Sciences will score 80% or higher on this assignment.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
At least 70% of students majoring in Consumer Sciences will score 80% or higher on this assignment.

**Finding (2012-2013) - Target: Met**
This measurement was moved to HES 430 and CSM 460 so that it can be consistently measured in similar activities both in the classroom and online. A total of 86% of students scored 80% or higher on these assignments. This measurement was conducted in the 2012-2013 year with a new case study presented in a new course. It will be important to study and compare future results to insure that this measurement remains a valid indicator for the student learning outcome in the future.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Ethics Measurement**
*Established in Cycle: 2011-2012*
In both concentrations in Consumer Sciences, business ethics plays a key role. For the Family Financial Planning and Counseling...

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 6: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality

**Related Measures**

**M 11: Accreditation through AAFCS**
The program will maintain accreditation through the American Association of Family and Consumer Sciences (AAFCS).
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Maintain accreditation.

**Finding (2012-2013) - Target: Met**
The Consumer Sciences Department through the College of Human Environmental Sciences has maintained accreditation through AACCS. The American Association of Family and Consumer Sciences is the major accrediting body for our field, and this accreditation is crucial to status as a program within our field.

**M 12: Registration with the Certified Financial Planning Board of Standards**
The program will maintain its registration with the Certified Financial Planning Board of Standards, Inc®.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Maintain CFP Board Registered status for the Family Financial Planning and Counseling Concentration.

**Finding (2012-2013) - Target: Met**
The Consumer Sciences Department maintained certification as a Board Registered Program through the CFP Board of Standards and Practices. This certification is required so our students will qualify to sit for the Certified Financial Planner comprehensive examination.

**M 13: Faculty holding professional designations and licenses**
At least 80% of the full-time faculty will consist of tenured faculty, tenure-track faculty and or faculty holding professional designations and licenses appropriate for their teaching area.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
At least 80% of the full-time faculty will consist of tenured faculty, tenure-track faculty and or faculty holding professional designations and licenses appropriate for their teaching area.

**Finding (2012-2013) - Target: Met**
Currently, 100% of the full-time faculty is tenured, tenure-track, and/or holds the professional licenses appropriate for their teaching area. This is important because the CFP Board of Standards and Practices requires that our teaching faculty have the proper credentials. During the 2013-2013 school year all faculty teaching in the CFP Board Registered Curriculum held either a PhD degree in a related field of study or a Masters degree with the CFP designation.

**OthOtm 7: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 14: Number of Undergraduate Students**
Number of undergraduate students pursuing a degree in Consumer Sciences for the past three fall semesters.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Students enrolled in CSM majors will equal or exceed the number of students from the prior academic year.

**Finding (2012-2013) - Target: Met**
As of September 2013, there are 188 undergraduate students enrolled in Consumer Sciences. Interpretation: The number of students grew from 177 in Fall 2012 to 188 in Fall 2013. This represents a 6% increase, which is consistent with a steady upward enrollment trend over the past 3 years! We expect to continue to increase or maintain this number of students enrolled in Consumer Sciences.

**M 15: Number of Degrees Awarded**
Number of degrees awarded in Consumer Sciences for the past three years.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Degrees granted will equal or exceed the number granted the previous year.

**Finding (2012-2013) - Target: Met**
2010-2011 Degrees - 37. 2011-2012 Degrees - 37. 2012-2013 Degrees - 46. With the growth in the number of students majoring in the two Consumer Sciences concentrations increasing, the number of students receiving degrees has also increased.

**OthOtm 8: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 16: Results from the alumni survey**
Results from the alumni survey conducted by the College of Human Environmental Sciences

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
80% or more of alumni will value or highly value their degree program.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Survey will take place spring 2014. Prior survey data indicated that we are meeting this program objective.

**M 17: Results from recent graduate survey.**
Results from survey of recent graduates.

Source of Evidence: Student course evaluations on learning gains made
Target:
80% or more of recent graduates will value or highly value their degree program.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Survey will take place spring 2014. Results from prior surveys indicate that we are meeting this target.

**M 18: Anecdotal evidence**
Anecdotal evidence provided by internship supervisors.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:
80% or more of the internship coordinators will value or highly value our degree programs based on their interaction with students completing internships under their supervision.

**Finding (2012-2013) - Target: Met**
100% of internship coordinators completing the evaluation value or highly value the program. It is important that the internship coordinator value our program because we rely on them to provide internship opportunities for our students and in some instances provide employment for our graduates.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### Additional Oral Presentation Assignments

Originally we stated that students make oral presentations in courses other than the capstone courses where we measured the oral presentation student learning outcome. It was the first time students were graded on presentation skills as well as presentation content. This made a number of the students uncomfortable, and we know that prospective employers want students to have presentation skills. In future assessment plans, oral presentations will be added to prepare students for this competency, and we will begin using the rubric when grading those earlier presentations.

The results in the 2012-2013 academic year were much improved, but this remains an action plan item. While student presentations improved, students still experience presentation anxiety and need more guidance on making effective presentations and the grading criteria.

**Established in Cycle**: 2011-2012
**Implementation Status**: In-Progress
**Priority**: High

**Relationships (Measure | Outcome/Objective):**
- **Measure**: Oral presentations
- **Outcome/Objective**: Ability to communicate clearly and effectively

**Implementation Description**: Introduce oral presentations into more courses and provide more information on making presentations and a more comprehensive grading rubric.

**Projected Completion Date**: 05/2014
**Responsible Person/Group**: Consumer Sciences Faculty
**Additional Resources**: None

#### Ethics Measurement

In both concentrations in Consumer Sciences, business ethics plays a key role. For the Family Financial Planning and Counseling concentration, there is a prescribed way to measure the students grasp of the ethical requirements for a Certified Financial Planner. Measuring this in CSM 405 did not work well because we could not consistently measure it in both the classroom and online sections. In the Consumer Affairs concentration, this measurement will be moved to a new course beginning Fall 2012.

**Established in Cycle**: 2011-2012
**Implementation Status**: In-Progress
**Priority**: High

**Relationships (Measure | Outcome/Objective):**
- **Measure**: Case studies in CSM 460/560 and HES 430/530
- **Outcome/Objective**: Demonstrate comprehension of ethical behavior

**Implementation Description**: Begin measuring student comprehension of ethical behavior in HES 430. This will be continued.

**Projected Completion Date**: 12/2013
**Responsible Person/Group**: HES 430 instructor.
**Additional Resources**: None

### Improve student writing skills

Some students are demonstrating poor writing skills on the assignments in CSM 401 which carries a Writing designation.

**Update**: More students were referred to the writing center and the quality of written assignments improved dramatically. We will continue this process for the coming year to make sure that we continue to meet the objective.

**Established in Cycle**: 2011-2012
**Implementation Status**: In-Progress
**Priority**: High

**Relationships (Measure | Outcome/Objective):**
- **Measure**: Embedded examination questions in CSM 459
- **Outcome/Objective**: Differentiate between appropriate and inappropriate interpersonal skills
- **Measure**: Written assignments in CSM 401 and CSM 460
- **Outcome/Objective**: Ability to communicate clearly and effectively

**Implementation Description**: Students demonstrating poor writing skills on the first assignment in the course will be
referred to the Writing Center for assistance in creating a quality assignment.

**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** CSM 401 faculty  
**Additional Resources:** None

**Measurement in Capstone Courses**  
As we continue to improve the measurement of student learning outcomes, more assessments will be concentrated in the Capstone courses.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** Medium  
**Implementation Description:** Look at each measurement for the appropriate upper level course for measurement in a meeting involving all faculty. Communicate the new place of measurement to the affected faculty. Gather data from the new courses.  
**Responsible Person/Group:** CSM Faculty  
**Additional Resources:** None

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**Detailed Assessment Report**  
**2012-2013 Consumer Sciences B.S.H.E.S., Online**  
As of: 11/10/2014 03:27 PM CENTRAL

**Mission / Purpose**  
As the only Department of Consumer Sciences in the State of Alabama, it is our mission to provide strong undergraduate and graduate programs in the areas of consumer sciences. Further, the department strives to contribute to the generation of knowledge in the area of consumer sciences including interactive technology and to apply this knowledge to improving the quality of life for individuals, families, and communities in the State of Alabama and the region.

**Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Ability to apply the principles of their chosen concentration**  
Students will demonstrate a depth and breadth of subject matter knowledge and the ability to apply the principles of their chosen concentration of either Consumer Economics or Family Financial Planning.

**Related Measures**

**M 1: Embedded Exam questions**  
Embedded examination questions will be analyzed in CSM 550, CSM 505, CSM 500, CSM 504, CSM 510, CSM 520 and CSM 554. At least 85% of graduate students in Consumer Sciences will answer each designated question correctly.

Source of Evidence: Writing exam to assure certain proficiency level

**M 2: Written assignments in CSM 505 and CSM 560**  
Written assignments, case studies and essay questions graded with a content knowledge rubric will be used in CSM 505 and CSM 560. At least 95% of graduate students in Consumer Sciences will score 80% or higher on these assignments.

Source of Evidence: Written assignment(s), usually scored by a rubric

**SLO 2: Evaluation of published research articles**  
Students will critically evaluate published research articles in the field.

**Related Measures**

**M 3: Written Assignments in CSM 560 and CSM 599**  
Written assignment graded using a rubric will be used in CSM 560 and CSM 599. At least 95% of graduate students in Consumer Sciences will score 80% or higher on these assignments.

Source of Evidence: Written assignment(s), usually scored by a rubric

**M 4: Oral Presentation in CSM 560**  
Oral presentation using a rubric will be used in CSM 560. At least 95% of graduate students in Consumer Sciences will score 80% or higher on this assignment.

Source of Evidence: Presentation, either individual or group

**SLO 3: Plan conduct and defend research project**  
Consumer Economics students will plan conduct and defend a research project.

**Related Measures**

**M 5: Written thesis in CSM 599**  
Written thesis graded using a rubric will be completed in CSM 599. At least 95% of graduate students in the Consumer Economics concentration in Consumer Sciences will score 80% or higher on this assignment

Source of Evidence: Senior thesis or culminating major project

**M 6: Oral defense of thesis in CSM 599**  
Oral defense of thesis using a rubric will be completed in CSM 599. At least 95% of graduate students completing the thesis will successfully defend the thesis.

Source of Evidence: Senior thesis or culminating major project

**SLO 4: Execution of a capstone culminating experience**
Family Financial Planning students will propose, execute and evaluate a capstone culminating experience.

**Related Measures**

**M 7: Written assignments in CSM 581**
Written assignments graded using a rubric will be completed in CSM 581. At least 95% of graduate students in the Family Financial Planning concentration in Consumer Sciences will score 80% or higher on this assignment.
Source of Evidence: Written assignment(s), usually scored by a rubric

**M 8: Evaluation form in CSM 581**
Evaluation form will be completed by the capstone experience director for each student in CSM 581. At least 95% of the graduate students completing the capstone experience will receive a rating of 80% or higher from the director of the experience.
Source of Evidence: Capstone course assignments measuring mastery

**SLO 5: Ability to communicate clearly and effectively**
Students will demonstrate the ability to communicate clearly and effectively.

**Related Measures**

**M 9: Oral presentations in CSM 560 and CSM 599**
Oral presentations graded using an oral communication rubric will be completed in CSM 560 and CSM 599. At least 95% of graduate students in Consumer Sciences will score 80% or higher on this assignment.
Source of Evidence: Presentation, either individual or group

**M 10: Written assignments in CSM 560 and CSM 599**
Written assignments graded using a written communication rubric across the curriculum will be completed in CSM 560 and CSM 599. At least 95% of graduate students in Consumer Sciences will score 80% or higher on this assignment.
(Non-measurement course)
Source of Evidence: Written assignment(s), usually scored by a rubric

**SLO 6: Demonstrate critical thinking skills**
Students will demonstrate critical thinking skills by accessing and interpreting information, responding and adapting to changing situations, making complex decisions, solving problems, evaluating scenarios and making recommendations.

**Related Measures**

**M 11: Embedded examination questions in CSM 505 and CSM 559**
Embedded examination questions will be analyzed in CSM 505 and CSM 559. At least 85% of graduate students in Consumer Sciences will answer each designated question correctly.
Source of Evidence: Standardized test of subject matter knowledge

**M 12: Capstone assignment in CSM 560**
Capstone assignment graded using a critical thinking rubric will be completed in CSM 560. At least 95% of graduate students in Consumer Sciences will score 80% or higher on this assignment.
(Non-measurement course)
Source of Evidence: Capstone course assignments measuring mastery

**SLO 7: Differentiate between appropriate and inappropriate interpersonal skills**
Students will differentiate between appropriate and inappropriate interpersonal skills in the classroom and business settings and will practice the appropriate behaviors.

**Related Measures**

**M 13: Embedded examination questions in CSM 559**
Embedded examination questions will be analyzed in CSM 559. At least 85% of graduate students in Consumer Sciences will answer each designated question correctly.
Source of Evidence: Standardized test of subject matter knowledge

**M 14: Role play scenarios in CSM 559**
Role play scenarios graded using an interpersonal skills rubric will be performed in CSM 559. At least 95% of graduate students in Consumer Sciences will score 80% or higher on this assignment.
Source of Evidence: Performance (rectal, exhibit, science project)

**SLO 8: Demonstrate comprehension of ethical behavior**
Students will demonstrate comprehension of, analysis of, and recommendations for ethical behavior based on the ethical and professional integrity standards of their academic concentration and its professions.

**Related Measures**

**M 15: Embedded examination questions in CSM 559 and CSM 560**
Embedded examination questions based on the published ethics requirements and standards for the professions will be analyzed in CSM 559 and CSM 560. At least 85% of graduate students in Consumer Sciences will answer each designated question correctly.
Source of Evidence: Standardized test of subject matter knowledge

**M 16: Case study in CSM 505**
A case study graded using a rubric based on ethics requirements and standards for the professions will be used in CSM 505. At least 95% of graduate students in Consumer Sciences will score 80% or higher on this assignment.
Source of Evidence: Performance (rectal, exhibit, science project)

**SLO 9: Improvement over prior teaching and measurement processes**
(An Improvement Outcome Derived From their 2010–11 Assessment Findings) See SLO 5 and SLO 6. In these two student learning objectives, the skills will be presented in more courses throughout the curriculum to help build the skills
and will now be measured in capstone experiences where the student is almost ready for the work place. This is an improvement over prior teaching and measurement processes.

**Related Measures**

**M 17: Refer to SLO5/6**
See SLO 5, SLO 6 and Curriculum Map
Source of Evidence: Academic direct measure of learning - other

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 10: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 18: Accreditation through AAFCS**
The program will maintain accreditation through the American Association of Family and Consumer Sciences (AAFCS).
Source of Evidence: Academic indirect indicator of learning - other

**M 19: Registration with the Certified Financial Planning Board of Standards**
The program will maintain its registration with the Certified Financial Planning Board of Standards, Inc®.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcn 11: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

**M 20: Number of Graduate Students**
Number of graduate students pursuing a degree in Consumer Sciences for the past three fall semesters.
Source of Evidence: Academic indirect indicator of learning - other

**M 21: Number of Graduate Degrees Awarded**
Number of graduate degrees awarded in Consumer Sciences for the past three years.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcn 12: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 22: Results from the alumni survey**
Results from the alumni survey conducted by the College of Human Environmental Sciences
Source of Evidence: Alumni survey or tracking of alumni achievements

**M 23: Anecdotal evidence**
Anecdotal evidence provided by internship supervisors.
Source of Evidence: Academic indirect indicator of learning - other
Detailed Assessment Report  
2011-2012 Consumer Sciences B.S.H.E.S., Online  
As of: 7/19/2014 03:28 PM CENTRAL

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### Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

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<tr>
<th></th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
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<td>Content Knowledge</td>
<td>Communication</td>
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<td>Interpersonal Skills</td>
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</table>

*All – Required for all Consumer Sciences majors*

*CA – Required for the Consumer Affairs concentration*

*FP – Required for the Financial Planning concentration*
Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Content Knowledge</th>
<th>Communication</th>
<th>Critical Thinking</th>
<th>Interpersonal Skills</th>
<th>Professional Integrity</th>
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<td>Presentation with rubric</td>
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<td></td>
<td>Case study with rubric</td>
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</tbody>
</table>

All – Required for all Consumer Sciences majors
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Additional Narrative: Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan – A specific student learning outcome was not added in the area for improvement. Based on input from the industries where our students obtain employment, the outcomes we have been focusing on are on target. Our improvement falls in the area of how often assignments in all our courses prepare students for these outcomes and where we should be measuring proficiency.