

Southern Utah University
Family & Consumer Sciences Department
Report of Assessment Plan for 2001-2002

In the space below, please indicate the department's success in implementing its assessment plan for 2001-2002. Please report the results by June 3, 2002. Should you have questions, please contact the Associate Provost's Office at 586-7706.

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Assessment Criteria and Activities

Entire Department

1. FCS students will pass their FCS classes with a minimum grade of 'C', as assessed by assessment measures within each course. FCS courses will contain activities that will enable students to demonstrate a reasonable level of proficiency in the skills they have learned.

Was this assessment criterion implemented? yes no

Was this assessment criterion achieved? yes no

What were the results?

Not all students passed classes with a grade of 'C' or better. A total of 22 students did not pass at least one FCS class with a 'C' or higher; 12 of the 22 did not pass at least two FCS classes with a 'C' or higher. Seven students who did not meet the criteria fall semester re-took the class spring semester and met the criteria; four students dropped out of school. Two students who did not meet the criteria spring semester are currently (summer) re-taking those classes. By the end of summer term there will only be 6 on-going students who did not meet the criteria.

How will the results be used to improve the curriculum and/or pedagogy of the program?

The data will be shared with all faculty members at a faculty meeting. Any apparent problems will be discussed individually with the appropriate teacher. If a significant number of majors are not passing a particular class with at least a 'C', an evaluation of the class to determine possible causes will be conducted.

This year we tracked all majors enrolled in all classes taught by the FCS department. We discovered that students who did not pass one class with a 'C' or above were more likely to receive low grades in other classes. This leads to the conclusion that it is not the class that poses the problem; perhaps the student had some difficulty or needed general help in college success.

2. 80% of graduating seniors will agree with this statement, "The quality, availability, and diversity of course offerings and production opportunities were appropriate."

Was this assessment criterion implemented? X yes no

Was this assessment criterion achieved? X yes no

What were the results?

An exit survey was administered to all graduates. Four questions addressed this issue. There were no graduates who disagreed with the statement "The quality of course offerings in my degree program were appropriate."

Seven percent of respondents disagreed with the statement "The availability of course offerings (time of day classes were offered) in my degree program were appropriate."

Seven percent of respondents disagreed with the statement "The availability of course offerings (classes were not full when I registered) in my degree program were appropriate."

Just over three percent of respondents disagreed with the statement "The diversity of course offerings in my degree program were appropriate."

The percentage of students who disagreed with each of the above statements was lower than last year.

How will the results be used to improve the curriculum and/or pedagogy of the program?

We will continue to offer as many courses as possible within budget constraints.

3. 80% of graduating seniors will agree with the statement, "I feel that my program has well prepared me for post-baccalaureate plans."

Was this assessment criterion implemented? X yes no

Was this assessment criterion achieved? X yes no

What were the results?

Only 10% of respondents disagreed with the statement "I feel that my degree program has well prepared be for post-baccalaureate plans."

How will the results be used to improve the curriculum and/or pedagogy of the program?

The department has revamped requirements for all non-teaching degrees within the department. Each emphasis will now better prepare students in their specific area of concentration for graduate school or future employment.

The new degree requirements are listed in the 2002-2003 catalog and advisement worksheets for each emphasis have been developed.

Although it will take a few years for the full impact of these changes to benefit students (those already in the pipeline will not be affected), ultimately the changes will improve student preparation for post-baccalaureate plans.

Once you submit your report, it will be electronically mailed to the Associate Provost's Office. It will also appear in a new web documents that will be posted to the University's web site. You should print this page as your hard copy.

The Associate Provost will compile assessment reports for the Provost and for the University's assessment program.

Should the department wish to make any changes in the report for 2001-2002, feel free to write on a paper copy and forward any changes to the Associate Provost's Office by September 9, 2002.