Central Washington University  
Assessment of Student Learning  
Department and Program Report  

Academic Year of Report: 2009-2010  
College: Education and Professional Studies  
Department: Family and Consumer Sciences  
Program: Family and Consumer Sciences Career and Technical Education Teaching Major

The FCSE Program

The CWU Family and Consumer Sciences Education (FCSE) program helps students demonstrate critical thinking and problem solving through varied instruction strategies and technologies; and through responsible management of resources in schools, communities and the workplace. We provide leadership and support for individuals whose work assist families, and communities in making informed decisions about their well being, relationships, and resources to achieve optimal quality of life. We also provide students a safe, supportive learning environment that shows sensitivity to diverse needs, values and characteristics of students, families and communities. Our goal is to produce graduates that will engage in ethical professional practice based on the history and philosophy of FCS and Career and Technical Education through civic engagement, advocacy, and ongoing professional development. Thus, students carry on the mission of the program, and therefore the mission of the university.

Four assessment objectives for the FCSE program were identified in the 2008-2009 report. Although these objectives have been modified slightly, they will be assessed on an annual basis.

1. **What student learning outcomes were assessed this year, and why?**
   A. Students will demonstrate professional behavior. The FCS profession provides leadership and support for individuals whose work assist families, and communities in making decisions about their well being, relationships, and resources to achieve optimal quality of life. This goal was chosen for assessment because we wanted to know if there is a need to increase content knowledge, and/or professional knowledge to enable graduates to be full participants in Professional Associations and FCS Education Reform.

   B. Students will demonstrate knowledge and skills for teaching Family and Consumer Sciences. It is the main purpose of the FCSE program to produce graduates that will engage in ethical professional practice based on the history and philosophy of FCS and Career and Technical
Education through civic engagement, advocacy, and ongoing professional development. We must prepare teachers for the classroom and beyond. We want our students to be competitive in the job market now and in the future.

C. Students will be able to use varied instructional strategies to ensure critical thinking. The CWU Family and Consumer Sciences Education (FCSE) program helps students demonstrate critical thinking and problem solving through varied instruction strategies and technologies; and through responsible management of resources in schools, communities and the workplace. This goal helps students as they learn to maintain and strengthen academic student life on campus, as well as strengthen and further inclusiveness. It prepares individuals for life now, and in the future. Critical thinking helps individuals and families identify, create, and evaluate goals and alternative solutions to significant problems of everyday life and to take responsibility for the consequences of their actions.

D. The program will enable students to develop partnership activities with Family Career, and Community Leaders of America (FCCLA). FCCLA is the Career and Technical Student Organization (CTSO) approved for use in Secondary FCS classrooms by the Office of Superintendent of Public Instruction. FCCLA provides leadership experiences for both students and advisers. These partnerships will build bridges with the public and professional sectors that will allow students to relate to the real world.

1. **How were they assessed?** What methods were used for assessment? **Who was assessed?** When was it assessed?

A. The program goal that students will demonstrate professional behavior was evaluated through student participation in professional association meetings (state and national); officer and committee appointments for current and former students; daily discussions with current students; oral interviews with present and former students; and self assessments compiled during the capstone Exit Assessment course. Interviews with former students took place in Wenatchee at the state FACSE/WAFCS meeting in October of 2009.

All 12 senior students and 15 former students were evaluated. All 27 students completed self assessments in the capstone Exit Assessment course of the FCS program. Over 90% (10) senior students, and all 15 former students attended the state FACSE/WAFCS fall conference. One of the senior students attended the National AAFCS conference in Tennessee, and six seniors and nine former students were/are involved in
local and or state FACSE professional associations. Once again, this met and/or exceeded expectations.

B. The goal that students will demonstrate knowledge and skills for teaching Family and Consumer Sciences was evaluated as students completed assignments in FCSE 426, FCSE 422, and OcEd 410. Former students were asked if they were/are using information taught in those courses.

A score of 80% (3.0 gpa) was the “met expectation” rating for each of the University students. All 12 met criteria for every assignment outlined in FCSE 426, FCSE 422, and OcEd 410. Oral interviews/conversations with former students concluded that they were/are using information taught in these classes.

C. The goal that students will be able to use varied instructional strategies to ensure critical thinking was evidenced through lesson plans and completion of a written problem solving paper. These plans were/are being used by former students, and are in evidence as Unit Plans and Daily lesson Plans are written (FCSE 426 and OcEd 410) by senior FCS students.

A score of 80% (3.0 gpa) was the “met expectation for each class evaluation. All FCSE seniors met expectation for FCSE 426, FCSE 422, and OcEd 410.

D. The goal that the program will allow students to develop partnership activities with FCCLA was measured as FCS students networked with classroom teachers, and as they attended national, state, and regional FCS conferences. FCS students, in conjunction with Kittitas High School, hosted and helped evaluate Region 7 Spring STAR Events competition. Students were also Adult Evaluators at the state FCCLA conference in Wenatchee in April of 2010.

Our target was to get 100% of the senior students involved with FCCLA. While participation by senior students in FCCLA was high, we did not have everyone involved. There were three seniors that because of various personal commitments (athletics, work, child care, etc) could not meet for the extra time FCCLA requires.

3. **What was learned?**

This year (winter 2010) senior students completed the capstone self-assessment essay with ease, and with very little prompting. They were able to identify the mission, vision, and goals of Family and Consumer Sciences. They were able to discuss FCS from the critical science perspective and
document the use of the constructivist theory in everyday life. In the past they
have needed prompting to accomplish that task.

Current students are involved in professional development (10 of 12). For the
most part they exhibit professional behavior. Alumni are in attendance at local
and state FCS meetings. Individuals are participating members on Committees
and are Officers in state and local FCS organizations. Students and former
students continually demonstrate that they understand varied instructional
strategies as they work with learners at the secondary level. Lesson plans are
written and followed. While not all graduates participate in professional
meetings, it is good to look around a conference and see our graduates.

4. **What will the department or program do as a result of that information?**

The information from last year’s observation/conversations has been added to
current data. An FCSE alumni survey is being developed that will help to further
answer program questions. An Advisory Committee has been outlined and
letters of invitation have been written. The first meeting of this committee is
scheduled for Fall of 2010.

5. **What did the department or program do in response to last year’s
assessment information?**

Additional documents of support have been/are being collected. Examples
have been gathered from current student work to document success in the
classroom. Data that will document student successful completion of classroom
(FCSE 426, FCSE 422, and OcEd 410) work has been collected. While the
learning curve of using LiveText has been high, all Exit Portfolio’s are now
documented using that system.

6. **Questions or suggestions concerning Assessment of student learning at
Central Washington University?**

I do not have an exact method of tracking our students. As individuals marry
(change their last name) and/or move they are difficult to track. I am open to
suggestions for long term tracking of Alumni.
2009-2010 FCS Students Included in Report

Samantha Coudriet
Kari Davenport
Meghan Graf
Kellie Graves
Shawn Hendricks
Emily Hewiston
Jaclyn Johnson
Megan Nichols
Hannah Ognoskie
Lisa Pilkinton
Donelle Snider
Shantelle Souza

Alumni Included in Report

Kaylene Ackerlund
Andrea Ancich
Kylee Blank
Gretchen Bodine
Carol Bushbaker
Sara Detloff
Kathryn Fischer
Christina Lively
Samantha Lively
Sara (Lentsch) McCoy
Kaycee Newman
Melissa Olmstead
Amy Simon
Crystal Smith
Jessica Swope