Master of Science, Family and Consumer Sciences Department  
(Annual Program Assessment 2012 – 13)

There are two specializations of the MS Family and Consumer Sciences. This assessment addresses the Family and Consumer Sciences, Career and Technical Education specialization. In this graduate program, it is expected that 80% of the students completing courses will be judged as satisfactory for each outcome. This is a realistic level as with the non-traditional student group, there are instances of students encountering circumstances that leave them unable to complete.

Following the table below, a report is provided that assesses the results of this program as

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<th>Program Goals</th>
<th>Related College (CEPS) Goals 1 - 5</th>
<th>Related University Goals I – VI</th>
<th>Outcomes</th>
<th>Methods of Assessment per specific courses</th>
<th>Assessment Schedule</th>
<th>Criterion of Achievement</th>
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<tbody>
<tr>
<td>4b. Graduates of the Career and Technical Education specialization will be able to develop CTE programs and course curricula that meet learning outcomes and standards as required by the OSPI.</td>
<td>1,4 I, IV</td>
<td>CTE graduate students will demonstrate principles of program and curriculum development for effective student learning and assessment as they apply to the standards set by the OSPI. They will also develop and maintain effective industry partnerships through advisory committees and work-based learning curricula.</td>
<td>CTE graduate students will be evaluated on their design and implementation plans for CTE programs and course curricula, including a school-to-work focus. CTE 582, CTE 580.</td>
<td>Course assessment will occur at regular intervals throughout the calendar year. Initial assessment occurs following courses that begin during the summer session and concludes no later than June of the following year, when all course requirements will be fulfilled.</td>
<td>Students will earn minimum scores of 80% for course requirements.</td>
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<td>5b. Graduates of the Career and Technical Education specialization will be able to make effective research-based decisions regarding program and instructional delivery methods.</td>
<td>1</td>
<td>I, IV</td>
<td>CTE graduate students will demonstrate knowledge of CTE history; philosophy; and current trends and issues. They will incorporate this knowledge within the development and application of curricular programs and courses.</td>
<td>CTE graduate students will be evaluated on their knowledge and application of CTE history, philosophy, and current trends and issues as they apply to secondary CTE programs. CTE 551, CTE 526.</td>
<td>Reporting by October of 2013 for inclusion at December 2013 annual assessment.</td>
<td>Students will earn minimum scores of 80% for course requirements.</td>
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<td>6b. Graduates of the Career and Technical Education specialization will be able to apply their knowledge base and skills sets as leaders in the education profession.</td>
<td>1</td>
<td>I</td>
<td>CTE graduate students will engage and apply their leadership skills and expertise as they affect their educational institutions.</td>
<td>CTE graduate students will be evaluated on the quality of their contributions to their schools, administration, professional organizations, community, and local industry through service and/or cooperative learning activities. CTE 509, CTE 590.</td>
<td>To be evaluated in 2012-13 year for December 2013 report.</td>
<td>Students will earn minimum scores of 80% for course requirements.</td>
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</table>
1. What student learning outcomes were assessed this year, and why?
   a. CTE graduate students will demonstrate principles of program and curriculum development for effective student learning and assessment as they apply to the standards set by the OSPI. They will also develop and maintain effective industry partnerships through advisory committees and work-based learning curricula.
   b. CTE graduate students will demonstrate knowledge of CTE history; philosophy; and current trends and issues. They will incorporate this knowledge within the development and application of curricular programs and courses.
   c. CTE graduate students will engage and apply their leadership skills and expertise as they affect their educational institutions.

2. How were they assessed?
   a. What methods were used?
      i. Methods of assessment included course work, portfolio contents, supervisor reports, and regular student progress reports.
      ii. Another assessment involved a round-table/Delphi study of current participants in the program. Participants provided feedback about the program in general as well as specific aspects of it.
   b. Who was assessed?
      i. The student/participants were assessed by instructors.
      ii. The program was assessed by student/participants.
   c. When was it assessed?
      i. Student assessment was ongoing throughout the courses as well as throughout the completion of projects during the academic year.
      ii. The program assessment occurred in July 2013.

3. What was learned (assessment results)?
   a. Regarding student assessment, the program is meeting its Criterion of Achievement, “Students will earn minimum scores of 80% for course requirements” in all courses.
   b. The Delphi study provided by student input resulted both positive support for the program in general as well as constructive criticism and suggestions for improvement.

4. What will the department or program do as a result of that information (feedback/program improvement)?
   a. The department will continue to provide coursework that leads to successful student learning.
   b. The Delphi study provided by the participants resulted in several major changes to the program that will take effect Summer 2014.

5. How did the department or program make use of the feedback from last year’s assessment?
   a. No assessment was located from last year.