



NORTHERN ILLINOIS UNIVERSITY

## College of Health and Human Sciences

*School of Family, Consumer, and Nutrition Sciences*

Assessment Plan

October 6, 2009

**Program:** MS Family and Consumer Sciences (FACS)

### I. PROGRAM OBJECTIVES

The Master of Science in Apparel, Family and Consumer Sciences program offers students the opportunity to pursue graduate-level education in Apparel Studies or Family and Consumer Sciences Education. Upon successful completion of the program, the graduate will be knowledgeable about research and current issues pertaining to either specialization and will have demonstrated the ability to identify an appropriate original topic for research as well as develop and carry out a research plan exploring the topic. The graduate will report the research in writing and orally.

For both the Apparel Studies and Family and Consumer Sciences Education specializations, graduates will be able to:

1. Apply appropriate theoretical frameworks in studying the behaviors of relevant populations, including consumers, students, educators and other professionals.
2. Critically evaluate information for its applicability to and/or usefulness for intended audiences or consumers.
3. Integrate new evidence or information with previous knowledge.
4. Effectively communicate an understanding of theory and research from diverse perspectives within the discipline both orally and in writing.
5. Demonstrate an understanding of the research process and its role in contributing new information to an existing body of knowledge.



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### II. EXPLANATION OF METHODS

The following table describes the various methods currently used in gathering assessing data. (D) = Direct measure, (I) = Indirect measure.

Method	Description	Timeline	Person Responsible	Objective Addressed
<b>Alumni survey</b>	University alumni survey	yearly	Department	
<b>Faculty evaluation of syllabi and curriculum</b>	Evaluation of course syllabi and the FACS curriculum as a whole in light of developments in the industry, research, university education, student characteristics, and assessment feedback. (I)	Ongoing.	TMES faculty as a whole with particular responsibility for specific courses assigned to the faculty member teaching the course.	
<b>Placement information.</b>	Information regarding initial employment upon graduation, career development (I)	Ongoing.	All TMES faculty members.	
<b>Student product and performance-based assessment</b>	Evaluation of selected assignments, projects and test items. (D)	Fall and spring semester	All TMES faculty members.	
<b>End of program assessment</b>	Thesis and thesis defense	When each student completes program	TMES faculty	1,3,4,5



Course-Embedded Measures

The following table indicates course-embedded measures of student learning for the core courses in the program. As these courses are required for all students in the program (in addition to the thesis) the measures will provide a common basis from which to assess learning outcomes for the program as a whole.

Learning Objective	Course in which Measure is Embedded	Description of Measure	When Assessment will Take Place
1. Apply appropriate theoretical frameworks in studying the behaviors of relevant populations, including consumers, students, educators and other professionals.	Written research proposal completed by the end of the course.	Spring semester every other academic year immediately following the completion of FCNS 604, Research Methods	Written research proposal completed by the end of the course.
2. Critically evaluate information for its applicability to and/or usefulness for intended consumers.	<u>Apparel Studies</u> FCNS 600E, Seminar or FCNS 668, Readings in Textiles, Apparel and Merchandising  <u>Family and Consumer Sciences Education</u> 9 graduate credit hours in one of the following: <ul style="list-style-type: none"> <li>• Family and Child Studies</li> <li>• Apparel Studies</li> <li>• Nutrition and Dietetics</li> </ul>	Written assignments, also reported orally, summarizing and critiquing research articles from a minimum of three perspectives within the discipline.  Course paper or project selected by student, or a reflective statement, that represents the student's philosophy on the application of subject matter to Family and Consumer Sciences Education curriculum	Every other academic year immediately following the completion of FCNS 600E or FCNS 668  Every third academic year based on a sample of papers collected over the three year period.
3. Integrate new evidence or information with previous knowledge.	FCNS 604, Research Methods	Written research proposal completed by the end of the course.	Spring semester every other academic year immediately following the completion of FCNS 604
4. Effectively communicate through writing and speech an understanding of theory and research from diverse perspectives within the discipline.	<u>Apparel Studies</u> FCNS 600E, Seminar or FCNS 668, Readings in Textiles, Apparel and Merchandising	Written assignments, also reported orally, summarizing and critiquing research articles from a minimum of three perspectives within the	Every other academic year immediately following the completion of FCNS 600E or FCNS 668



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	<p>Family and Consumer Sciences Education FCNS 600D, Seminar in Family and Consumer Sciences OR Sciences Education FCNS 620, Curriculum in Family and Consumer Sciences Education OR FCNS 625, Administration and Supervision in Family, Consumer and Nutrition Sciences</p>	<p>discipline (e.g., consumer behavior, social psychology, history).</p> <p>Course paper addressing a problem in Family and Consumer Sciences Education from two or more theoretical perspectives</p>	<p>Every third academic year based on a sample of papers collected over the three year period.</p>
<p>5. Demonstrate an understanding of the research process in contributing new information to an existing body of knowledge.</p>	<p>FCNS 604, Research Methods</p>	<p>Written research proposal completed by the end of the course.</p>	<p>Spring semester every other academic year immediately following the completion of FCNS 504</p>



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**OUTCOMES-BY- METHODS – table demonstrating which outcomes are addressed by each method of assessment.**

	Thesis and defense	Alumni survey	Faculty evaluation of syllabi and curriculum	Written assignments & test items
1. Apply appropriate theoretical frameworks in studying the behaviors of relevant populations, including consumers, students, educators and other professionals.	X		X	X
2. Critically evaluate information for its applicability to and/or usefulness for intended audiences or consumers.			X	X
3. Integrate new evidence or information with previous knowledge.	X			X
4. Effectively communicate through writing and speech an understanding of theory and research from diverse perspectives within the discipline.	X			X
5. Demonstrate an understanding of the research process in contributing new information to an existing body of knowledge.	X			X