

School of Family and Consumer Sciences Core Portfolio of Student Achievement

Portfolio Guidelines Effective January 31, 2005

Purpose of the Portfolio of Student Achievement:

The Portfolio of Student Achievement is required by all Family and Consumer Sciences majors as a form of assessment. The portfolio provides each student with the opportunity to demonstrate achievement of the learning objectives for the FCS Core. Through the portfolio students reflect on their learning and integrate that learning into a holistic understanding of the discipline. It is intended to be a representation of their best work, not an all inclusive compilation of materials.

Assessment of student achievement also provides feedback for the School of Family and Consumer Sciences which may be used to determine effectiveness of the curriculum.

The Portfolio Process:

The portfolio is developed over a period of time as students' progress through the required core courses. It is introduced during the initial core course, FCS 1000 Foundations of Family and Consumer Sciences and is submitted during the final core course, FCS 4000 Professional Focus of Family and Consumer Sciences. The development of the portfolio includes the organization and selection of materials to be included, in addition to required items.

Related Terms:

Artifact- a piece of documentation or other evidence of achievement of a learning objective. Artifacts might include: a written paper, an assignment, indication of participation in a related activity, an evaluation, or a project.

Core Learning Objectives- statements of learning which all FCS majors are expected to achieve at the completion of the core.

Portfolio Assignment- the required assignment from each core course, which must be included in the portfolio.

Reflection- a reflective statement, which requires a student to think directly about the documented experiences or activities. A comprehensive reflective statement must be included for each Core Learning Objective.

Portfolio Format:

- The portfolio should be organized and submitted in a 1” presentation binder. This allows the student to provide a cover page on the outside of the portfolio.
- The artifacts and reflective statements should be in sheet protectors. Select sheet protectors that are top-loading to hold items more securely. Non-sticking sheet protectors will also prevent ink from transferring from the documents to the plastic. Multiple-paged documents may be placed in one sheet protector. The reflective statements are to be on the left side of the binder, facing the artifacts to which they refer.
- Extended tabs, which enable the tab to be visible beyond the edges of the sheet protectors, separate the sections of the portfolio. An extended binder prevents the tabs from protruding from the edge of the binder.
- Artifacts prepared by the student are to be typed or word-processed. Other artifacts (such as letters, evaluation forms) are to be in their original form.
- Evaluation comments, forms or rubrics are to be included for course assignments.
- The portfolio must be neat and professional in appearance, with all components typed or word-processed unless otherwise indicated.

Portfolio Requirements:

- *Cover Sheet*
To be placed on the outside of the portfolio binder. Information on the cover sheet should include: School of Family and Consumer Sciences Core Portfolio of Student Achievement, student name, and date of submission.
- *Title Page*
This is the first page on the inside of the portfolio. The information is the same as that on the cover sheet. Contact information, such as email address, may be included.
- *Table of Contents*
All sections of the portfolio are listed on the table of contents in the order in which they occur. The tabs used to separate the sections will have labels consistent with the table of contents.
- *List of Core Learning Objectives*
The list of core learning objectives is included after the table of contents. The portfolio will be organized by the core objectives. Each core objective will have its own section in the portfolio, containing the artifacts and reflections demonstrating achievement of that objective.

- *Artifacts*
Some artifacts are required and some are selected by the student. Required artifacts include specific assignments from core courses. Students will be able to choose additional artifacts that they believe represent their best work in relation to achieving core objectives. Student-selected artifacts may come from core courses or from other courses in the students' program. The required artifacts and suggestions for student-selected artifacts are listed below.

Core Learning Objective 1: Articulate the historical foundations of family and consumer sciences, its evolution over time, its mission, and its integrative focus.

Required artifact: Statement of Understanding of Family and Consumer Sciences (FCS 1000)

Suggested student-selected artifact(s): A minimum of 2 and a maximum of 3 artifacts may include, *but are not limited to:*

Timeline/Decades Assignment (FCS 1000)

Written assignment from and FCS course in the core program area

Core Learning Objective 2: Analyze family structures and apply major theoretical perspectives to understand individuals and family behavior, culture, and dynamics.

Required artifact: Theoretical Application Paper (FCS 2000)

Suggested student-selected artifact(s): A minimum of 1 and a maximum of 2 artifacts may include, *but are not limited to:*

Research paper

Family genogram (FCS 4845)

Tourism Region Project (FCS 3790)

Core Learning Objective 3: Apply the systems approach to family and consumer decision-making as related to the management of resources, such as nutrition, environments, and textiles.

Required artifact: Management Application Assignment (FCS 3000)

Suggested student-selected artifact(s): A minimum of 2 and a maximum of 3 artifacts may include, *but are not limited to:*

Individual or Group Social Responsibility presentation (FCS 3000)

In-class learning activities (FCS 3000)

Autobiographical Sketch of Personal or Family Crisis (ABC-X Model) (FCS 4845)

Stock Market Activity (FCS 3790)

Food Specifications Project (FCS 4940)

Core Learning Objective 4: Discuss the impact of current issues and trends facing individuals, families, and communities.

Suggested student-selected artifact(s): A minimum of 2 and a maximum of 3 artifacts may include, *but are not limited to*:

Research paper
Consumer trends assignment
Individual social responsibility or public policy presentation (FCS 3000)
Current Issues Paper (FCS 3790)

Core Learning Objective 5: Reflectively engage in professional development activities.

Suggested student-selected artifact(s): A minimum of 2 and a maximum of 3 artifacts may include, *but are not limited to*:

Membership in professional organizations
Attendance at professional meetings. Conferences
Participation in professional development workshops
Career Exploration Assignment (FCS 1000)
Professional Organizations Review (FCS 3790)

Core Learning Objective 6: Demonstrate critical thinking, problem solving skills, and an understanding of ethical practice.

Suggested student-selected artifact(s): A minimum of 2 and a maximum of 3 artifacts may include, *but are not limited to*:

Dietary analysis (FCS 2100)
Course project, i.e. food science major project (FCS 3120), food service establishment project (FCS 4940)
Analysis of an ethical scenario
Sanitation Audit (FCS 2140)
Menu Engineering Project (FCS 3796)

- *Reflections*

Each artifact submitted in the portfolio must be accompanied by a brief statement which includes: a) a description of the activity represented by the artifact and b) what you (the student) learned from the activity. Each statement must have a heading, which links it to the artifact it describes (e.g. Descriptive Statement: Statement of Understanding of Family and Consumer Sciences). The statement is to be placed on the left side of the portfolio, facing the artifact.

A reflective statement must be submitted for each Core Learning Objective. The statement will be comprehensive, referring to the artifacts as a group. It should provide a thoughtful introspective narrative in response to the following:

How did the activities assist in achieving the learning objective?
Since these activities were completed initially, how have you increase your achievement of the learning objective?
What are the implications for future or professional development?

Each reflective statement will have a heading which links it to the objective to which it refers (e.g. Reflection: Core Learning Objective 1: Articulate the historical foundation of family and consumer sciences, its evolution over time, its mission, and its integrative focus). The format for the reflective statement is as follows: double-spaced, 10-12 point font size, 1-inch margins, and a minimum of one page in length. Attention must be given to addressing the required questions as well as any additional information pertinent to the objective.

Portfolio Assessment:

The portfolio will be assessed as a collective body of work demonstrating achievement of FCS core learning objectives through the reflective process. A rubric will be used to document the assessment.