1. Program Learning Outcome Assessed in AY 2008-09

For the academic year 2008-089, the Family and Consumer Sciences department completed an assessment of program learning outcome #6 – “Students who graduate with a baccalaureate degree in Family and Consumer Sciences will demonstrate an awareness of the integration of the different concentrations in FACS and their importance in the relationships between humans and their diverse environments as individuals and groups as a whole”.

2. Methodologies Used to Assess Program Learning Outcome

   a. Measures and Approach

Program learning outcome #6 was assessed in spring 2009 using a direct assessment approach. The faculty met in late fall 2008 and collaboratively worked to adapt an existing student assignment used in FACS 160. The goal of the adaptation was to administer the assignment in spring 2009 to assess how effectively FACS students integrate the three major FACS concentrations (Nutrition, Food and Dietetics, NUFD; Apparel Marketing and Design, APMD; and Family Studies, FAMS). The course FACS 160 – Communication and Education in Family and Consumer Sciences was selected because it is a common core course taken by our students after they have completed 15 units of FACS courses and fulfilled the General Education requirements for Area A. The selected assignment is a “showcase” group presentation addressing content related to current issues in each of the concentrations in FACS.

The adaptations to the assignment for the purpose of assessing program learning outcome #6, included specifying that students must work in groups that included student representation from each FACS discipline. We also expanded the range of FACS-related discussion topics/issues to foster greater opportunities for integration between disciplines. The requirements for the assignment were also modified by increasing the focus on connecting the disciplines including assigning grading points for successful completion of this component. Students were asked to provide a visual representation of the integration and connection between disciplines relevant to the particular issue or topic they selected. Appendices A and B include a copy of the modified assignment and rubric used to grade the student presentations.

A separate rubric was developed to assess each student group’s ability to integrate the disciplines and incorporate multiple perspectives in their presentations and written materials (Refer to Appendix C). The newly developed pilot rubric was based on adapted information from several sources including The Association of American Colleges Fall 2008 VALUE Integrative Learning Metarubric (Draft for Public Release); the Harvard School of Education (Online publication-Targeted Assessment Rubric: An empirically grounded rubric for interdisciplinary writing. (http://www.pz.harvard.edu/interdisciplinary/pdf/Targeted%20Assessment%20Rubric.pdf) and input from the CSUS campus and college assessment coordinators.

All available full-time faculty members (limited to 4 in spring 2009 due to sabbatical leaves) were involved in adapting the FACS 160 assignment and reviewed the assessment rubric. The rubric was applied to 11 student group presentations which represented 42 students enrolled in FACS 160 in spring 2009 (100% of students in the class).
b. Findings

The direct assessment of program learning outcome # 6 using the developed rubric (Appendix C) revealed several areas that require improvement. The findings and a brief discussion of each of the major areas are presented below in accordance with the rubric categories.

A. Understanding of distinct discipline/concentrations

It was found that 64% of the groups demonstrated beginning level insights into their discipline while 34% were at a developing level and demonstrated academic understanding of their discipline. None of the groups achieved an accomplished level in which they would be expected to clearly demonstrate an understanding of their discipline at a more advanced level.

This finding suggests that the majority of the students are beginning to draw on knowledge and theories from their discipline or have advanced to a level of academic understanding and ability to expand on introductory level knowledge. It is reasonable to expect that students would not yet be at an accomplished level in FACS 160 as this is not a senior level class. However, the prerequisite of 15 FACS units suggests that they have some exposure to their field.

B. Integration of knowledge between two or more concentrations

The majority of the groups (64%) failed to present an integrated approach in the discussion of their topic. Two of the eleven groups (18%) acknowledged the importance of connecting the disciplines but did not specifically identify points of integration while 18% demonstrated connections and provided examples and theories beyond their own perspective.

This finding indicates that FACS students are largely not aware of how to integrate and connect their respective disciplines in the discussion of a common issue or topic. This may be due to their relatively novice level grasp of their own discipline or due to the lack of emphasis in the FACS curriculum and related assignments. This is discussed below in Section 3 - Anticipated Program Changes.

C. Articulation of the advantage of combined perspectives

In general it was found that FACS students presented their topics without considering the advantage of a multidisciplinary approach. The majority of groups (73%) made no reference to the benefit of combined perspectives and only 28% acknowledged the potential advantage of incorporating different disciplines but did not expand upon the suggestion.

Similarly to the findings in Item B above, FACS students do not recognize the value and potential importance of integrating their disciplines. Since the majority of students did not present a multi-disciplinary perspective, it follows that they would be unlikely to articulate the advantage of combined perspectives.

D. Recognition of limitations of combined approach

None of the groups referred to the potential limitations or compromises that might occur in taking a multidisciplinary approach to their topic.
Per above, this finding is likely related to the lack of integration. In addition, students were not specifically asked to identify limitations of a multidisciplinary approach in the FACS 160 assignment. This is discussed further in the following section - Limitations of Assessment Approach and Program Changes.

3. Anticipated Program Changes

The process of integrating the different disciplines in FACS has been an ongoing challenge. In program reviews it has been noted that the FACS department appears to consist of several smaller programs that function with minimal overlap. The inclusion of core FACS classes has helped address this. In addition, the program learning outcomes were revised in fall 2007 to include outcome #6 - “Students who graduate with a baccalaureate degree in Family and Consumer Sciences will demonstrate an awareness of the integration of the different concentrations in FACS and their importance in the relationships between humans and their diverse environments as individuals and groups as a whole”.

The results of the current assessment have fostered additional discussion among faculty and highlighted the need to work on improving the ability of our students to integrate different concentrations and multiple perspectives in their understanding of FACS. This is particularly important because the results of our assessment in AY 2007-08 demonstrated that our student’s critical thinking ability was the most limited in the area of “considering alternate points of view”. Although the results of the current assessment are still being reviewed and will be further evaluated when we are back to a full team of 9 faculty in fall 2009 (including 2 new members) some preliminary plans have been discussed including input from the campus assessment coordinator.

Limitations of assessment approach and potential changes

The limitations of our current approach to assess this outcome have been discussed. It is apparent that the FACS 160 assignment itself will need to be reworded to further emphasize the requirement for students to consider the benefits and compromises associated with combining different disciplines in addressing an issue or topic. None of the student groups in FACS 160 addressed the limitations of a combined approach and each group submitted only a hard copy of their PowerPoint slides to fulfill the required “visual representation of the interdisciplinary connections” specified in the assignment.

The rubric used for assessing integration is newly developed and finalized post hoc and thus differed from the grading rubric provided to the students. The latter was focused on grading their presentation skills and included a broad category of integration but did not emphasize the detailed categories use in the assessment rubric. In the future, a single combined rubric will be used and provided to the students to clarify the expectations prior to their completion of the assignment.

It is possible that assessing students at a single time point in FACS 160 for their ability to combine multiple perspectives may too early in their academic career. Sequential assessment to monitor growth in this area could be more valuable in a senior level course such as FACS 168. Currently, FACS 168 includes an assessment of problem solving ability that could be adapted to address the student’s understanding and ability to integrate the disciplines of FACS.

It is also noteworthy that the current assessment focused on a group project, which is necessary given the nature of the outcome, but assessment of individual competence is also important (see below for ideas).
Anticipated curriculum review/changes

In addition to the above, it is clear that a systematic review of the curriculum in all FACS concentrations is warranted with an emphasis on opportunities to have students reflect on multidisciplinary approaches. Some opportunities present themselves in the core courses shared by all FACS concentrations including FACS 50 – *The Family and Social Issues*, FACS 160 (per above) and FACS 168 – Senior Seminar. Recent discussions included the recommendation to incorporate class activities such as debates and “pro and con” analyses to foster critical thinking and integration. The addition of a reflective written assignment in FACS 160 related to 3-5 selected themes completed by individual students in preparation for the group discussion and presentation is also being considered. Plans are being made to review specific assignments already in place in discipline-specific courses for their potential to adapt and include a component to address integration with other FACS disciplines.

Following the fall 2009 curriculum meetings involving all faculty, further specific plans will be delineated.

Determination of future achievement of results

The ongoing assessment process in accordance with the FACS department assessment plan will be important in determining if the proposed changes are helpful in achieving the desired result of improving our student’s ability to integrate the different concentrations in FACS. We propose to reassess this outcome in spring 2010 (per Item 5 below). However, short-term follow-up regarding performance in integration-related activities in class will also be effective in determining if students are exhibiting these skills. Faculty will be reporting on these activities faculty meetings throughout AY 2009-10.

4. Other Assessment Activities Completed in AY 2008-09

The FACS Department participated in a scheduled program review in AY 2008-09 and elected to adopt a pilot format that emphasized assessment as well as an area of focused inquiry for the department. The focused inquiry involved a critical self-examination of the Family Studies concentration and included several indirect assessments involving student focus groups, employer surveys, and curriculum/program reviews and comparisons with other FACS programs across the country.

The FACS department is currently completing an online version of the existing pen and paper format of an indirect assessment tool (a senior exit survey). This survey has been administered in class to students enrolled in FACS 168 for the past 5 years but is in the process of being adapted to align with the revised program learning outcomes finalized in 2007-08. The online version of the exit survey will be completed and ready to administer electronically by the end of fall 2009.

5. Planned Assessment Activities

In addition to the above, our current approach will be to continue to work on and incorporate program changes and improved assessment strategies related to integration and critical thinking and to complete an assessment of program learning outcome # 6 again in spring 2010. We feel that the strengths of our individual disciplines, our unique niche as a FACS department and the future direction of our department will be enhanced as we continue to foster our combined approach and multidisciplinary connections.

Report submitted by: Dianne Hyson, Chair, Family and Consumer Sciences

July 2009
The Showcase Presentation is an invited guest event where student teams make well-prepared presentations that demonstrate highly effective communication practices based on the most current content information. This presentation is an opportunity to work with other concentrations in FACS and learn how the various disciplines are related to each other and several important topical themes relevant to our society today. There are two parts to this assignment:

1. Develop a presentation and present it in class per the guidelines below
2. Develop a visual representation of the major points and interrelationships described in your presentation (e.g. flow chart, brochure, diagram, powerpoint, etc)

<table>
<thead>
<tr>
<th>Theme Areas</th>
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<tbody>
<tr>
<td>Body Image</td>
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<tr>
<td>Chronic Illness (self, significant other, family, relative)</td>
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<td>Sexuality</td>
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<td>Technology</td>
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Presentation instructions:

1. Work with 3-4 colleagues to form a small group. The group will be interdisciplinary, that is, you will work with students in class who are not in your concentration.

2. Plan a 12-15 minute presentation on a topic from the list of approved themes that is related to all concentrations.

3. Choose one of the broad theme areas and work together to discuss the issues of:
   • How each of your areas of specialty (concentrations) are affected by or affect/impact the topic.
   • How your concentrations interact or are related to EACH OTHER in reference to this topic. (please note: you are to choose, as a group, one theme area and address the same theme (and when one is listed the subtheme) within that area (i.e. if you choose aging, within the theme of lifespan transitions, each concentration will address the theme AND the subtheme. This could be accomplished by addressing challenges of the aging dress(apparel/marketing/design), adult nutrition(nutrition), and grandparenting relationships(family studies). Remember to consider how the concentrations interact in addressing this problem. You will be graded on how well you address this.)
4. The outline and presentation must include all of the following components:
   - Description of the setting for the intended audience. (please note that your intended audience is college age people, but you can choose the context (a college course, a group with a specific need that you will identify, a group of new hires in a job setting, etc)
   - Goals and objectives of the presentation
   - Introduction that grabs the attention of the audience
   - Presentation of information that includes active involvement of all group members and visuals or technology
   - Conclusion that summarizes main points
   - Assessment (check to determine if audience retained information presented)
   - Statement and demonstration of how this meets all learning styles

5. Apply the concepts of effective presentations that have been discussed in class as well as what you have read. Your plans should include presenting information that achieves your goals or objectives, actively engaging the audience (the participants) in a relevant way, and then assesses whether the goals or objectives is achieved. Consider different learning styles and abilities.

6. Prepare a short introduction to your presentation that will explain your intended audience and the goals or objectives you will be presenting. This introduction, along with an introduction of each group member, is to be announced prior to the start of your actual presentation.

7. Time to work with your group members on the presentation will be available in class on Monday, April 27. Additional out-of-class time will also be necessary to complete the preparation.

8. On April 27, each group should submit the team member names, title of presentation, a brief (2-3 sentence) description of the presentation, a copy of the outline of the powerpoint or visual. This information will be used to create an invitation/flyer to the May 4 Showcase.

9. Submit your typed outline (one per group) along with copies of visuals and handouts used in the presentation(if a ppt is used, please submit a “handout” copy of the presentation), when your group presents.

10. Each group is encouraged to invite a guest to the Showcase. The Showcase flyer will indicate the order of presentations so you will know approximately what time your group will present. It will be available online by April 29.
# FACS 160: SHOWCASE ON PRESENTATIONS - GRADING SHEET

<table>
<thead>
<tr>
<th>Theme Areas</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<td>2. Submitted team member names, title and description of presentation by May 1(present 5/4)/May 8 (present 5/11).</td>
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### Categories | Possible Points | Points Earned
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1. Worked with 3-4 colleagues Names | | 5
2. Submitted team member names, title and description of presentation by May 1 (present 5/4)/May 8 (present 5/11). | | 10
3. Submitted outline that includes: description of the intended audience, goal(s) or objective(s) of presentation, introduction, information to be presented (includes active involvement of all members), conclusion, assessment, copies of visuals and handouts | | 10
4. Presentation introduction, goals/objectives described, presentation of information includes active involvement of all team members, visuals, and involvement of audience, conclusion, assessment includes all 3 learning styles and personality types, conclusion | | 25
5. Presentation is 12-15 minutes long | | 10
6. Identified relevant issues in three areas in FACS: APMD, FAMS, NUFD, FACS | | 10
7. Clearly described the integration of each area in relation to the theme – how they are related to each other | | 15
8. Visual representation of the above relationships within areas | | 15

**Totals** | **100**