1. Program Learning Outcome Assessed in AY 2010-11

For the academic year 2010-11, the Department of Family and Consumer Sciences completed an assessment of program learning outcome # 5 – "Students who graduate with a baccalaureate degree in Family and Consumer Sciences will demonstrate cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups and cultures".

2. Methodologies Used to Assess Program Learning Outcome

a. Measures and Approach

Program learning outcome # 5 was assessed in spring 2011 using a direct approach. The FACS assessment committee met in fall 2010 to adapt the VALUE rubric for Intercultural Knowledge and Competence (Association of American Colleges and Universities). Input was also solicited from the campus assessment coordinator, Dr. Terry Underwood. A draft of the adapted rubric was reviewed by all faculty members, further modified to incorporate their input, and adopted for use by early spring 2011. (See FACS Rubric for Assessment of Program Learning Outcome 5 -Appendix D). Currently, the core capstone course for students in FACS does not specifically address program learning outcome # 5 so faculty identified assignments that are used to assess students for cultural and global awareness in each of the 3 major concentrations including: Apparel Marketing and Design (APMD), Family Studies (FS), and Nutrition and Food/Dietetics (NUFD). The courses and assignments determined by faculty to be representative of each concentration included:

i. **APMD - FACS 137: Clothing, Society and Culture** – a group paper and presentation aimed at analyzing clothing and appearance from a cultural perspective including theories of the social psychology of clothing from a broad cultural perspective (see Appendix A).

ii. **FS - FACS 150: Family Stress and Coping** - Individual paper and group presentation related to a family situation including an analysis of how the family dealt with a stressor in the context of race, ethnicity and culture (see Appendix B) and **FACS 162 - Family Support Services** – a self-analysis related to the student’s own family structure, conflict, relationships and identifying resistance to diversity, developing an awareness of belief systems, and understanding world views.
iii. **NUFD - FACS 114: Cultural and Social Aspects of Food** - a cultural nutrition project requiring the development of a proposal for a nutrition problem in another country including a group presentation and brochure targeted for the country’s Ministry of Health (see Appendix C).

All full-time faculty members (including Department Chair) reviewed and discussed the assignments to foster a cohesive approach and to address areas requiring clarification. There were no changes made to the assignments prior to the assessment. Each faculty member used the rubric to individually evaluate student assignments from the 3 concentrations and then participated in a group review and discussion of the findings. There were 22 student assignments assessed, including 5 presentations representing each concentration in FACS. In some cases the same assignment was evaluated independently by different faculty members for comparison of outcomes.

**b-d. Findings, Strengths, and Areas Needing Improvement**

The direct assessment of Program Learning Outcome 5 using the developed rubric revealed some areas of strength and some areas that require improvement. The findings and a brief discussion of each are summarized below. Results are included for each of the 4 categories assessed and presented as the percentage of students who achieved either benchmark, milestone, or capstone levels of competence. Mean and median scores as well as ranges are also presented for comparison. Data for students in different FACS concentrations are grouped together; however results from individual concentrations are highlighted when there is a significant difference from the composite findings.

**KNOWLEDGE:**

1) **Cultural self-awareness**

It was found that 71% of students were able to identify their own cultural biases and demonstrate partial recognition of cultural differences with others, suggesting a lower milestone level of competence in this area (score =2). However, this finding was largely driven by FACS students majoring in the Family Studies (FS) concentration. Every FS student assessed (100%) achieved the lower milestone level and over half were at a higher milestone level (score =3) or capstone level (score =4) suggesting sophisticated levels of integration and insight and demonstrated understanding of their own cultural biases.

In the Apparel Marketing and Design (APMD) and Nutrition and Foods/Dietetics (NUFD) concentrations no student achieved above the lower milestone level of 2. Furthermore, it was found that some topics selected by
students in the NUFD and APMD concentrations met the required criteria for
the selected assignments but did not effectively demonstrate cultural self-
awareness (e.g. historical analysis of the Jazz Era). The assessment process
revealed that 8 of the 22 assignments reviewed were limited in terms of
their applicability to assessing cultural self-awareness. The composite
median score for this outcome was 2.0 (low level milestone) and mean was
2.2, with a range of <1 to 4. However, the mean for FS was 2.9 (high level
milestone) versus a combined mean of 1.7 (between benchmark and low
level milestone) for the other two concentrations.

These findings suggest a disparity in cultural self-awareness among FACS
students; students in the FS concentration demonstrated a higher level of
competence compared to students in other concentrations. It is likely that
the FS content focuses to a greater extent on the exploration of this
outcome but also suggests that the approach to teaching and assessing
cultural awareness needs to be revisited by faculty in the NUFD and APMD
concentrations.

2) Knowledge of cultural worldview and global frameworks

The majority of students (68%) in FACS demonstrated at least a partial
understanding of complex factors important to another culture with 40% of
all students and 70% of FS students exhibiting adequate competence for this
outcome. The median score was 2 (low level milestone), mean 2.8 for all
students, and mean 3.5 (high level milestone to capstone) for the FS
concentration; the range for all scores was between 2-4.

This finding suggests that while the majority of FACS students have some
basic understanding of the many factors related to other cultures (ranging
from politics and history to beliefs and practices), most do not have an
adequate or sophisticated understanding with the exception of students in
the FS concentration. Similarly to the data related to cultural awareness
(above), some of the topic areas in NUFD and APMD are less aligned with
exploring and assessing this outcome than topics in FS; 7 of the 22
assignments completed by students, particularly those in the APMD
concentration were considered questionable in terms of their applicability.
The data demonstrate the need for improving the knowledge of cultural
worldviews and global frameworks for most students in FACS.

KNOWLEDGE/SKILLS:

3) Verbal and nonverbal communication

During the assessment process, a significant finding was that many of the
FACS assignments did not effectively assess verbal and nonverbal
communication related to cultural and global awareness. This applied to all
major concentration areas. Collectively, faculty indicated that over half of the reviewed assignments did not allow for a fair assessment of this outcome or were not applicable. This observation led to preliminary discussions at faculty and curriculum meetings about how current assignments might be adapted to more effectively assess verbal and nonverbal communication in the context of Program Learning Outcome 5. Suggested ideas to be reviewed and developed are included below in section 3 – Anticipated Program Changes.

An analysis of the remaining assignments showed that two-thirds (67%) of students were able to identify some cultural differences in verbal and nonverbal communication and the potential implications, although not at the level allowing for resolution of these differences. Only 3 students were able to articulate differences in verbal and nonverbal communication between cultural groups to the point where they would have the skills to approach a mutual understanding between diverse parties.

SKILLS

4) Research and resourcefulness

The majority (73%) of students assessed were able to identify valid sources of research about other cultures and 55% demonstrated an understanding and ability to include sources from various perspectives and disciplines. Students in the NUFD concentration were at a capstone level and able to integrate valid research into their understanding of other cultures including multiple perspectives. The median score for this outcome was 3.5 (high level milestone-capstone), mean score was 3.0 and scores ranged from 1-4. These findings suggest that research and resourcefulness is generally the strongest of the skills that FACS students demonstrate related to Program Learning Outcome 5.

3. Anticipated Program Changes

The assessment of Program Learning Outcome 5 identified that students who graduate with a baccalaureate degree in Family and Consumer Sciences have gained some knowledge and skills related to cultural and global awareness/sensitivity. Particular skills include ability to identify and use valid sources of research and basic knowledge includes at least a partial understanding of complex factors important to another culture. However, the majority of outcomes assessed were at the low level of milestone competency and in some cases between benchmark and lower milestone. This suggests that program changes are needed to move students toward a capstone level of achievement related to cultural and global awareness. There are also improvements needed in some of the assignments and tools used to assess some of the foundation skills in this area.
Engaging in the assessment process initiated a dialog among faculty regarding the importance of including several measures to foster specific skills and knowledge. These include a self-evaluation component to guide students in gaining a greater understanding of their own potential biases and possible barriers to respecting and supporting other perspectives. Several faculty have included this adaptation for the upcoming fall semester including FACS 114, FACS 117 and FACS 139. Collaborative discussions including input and direction from faculty in the FS concentration are planned for fall 2011 in which shared expertise and effective models that are already in place can be better incorporated across concentrations.

The current FACS program also needs to incorporate a systematic approach to promoting a greater understanding of verbal and nonverbal communication differences between diverse groups. The incorporation of role playing, case studies and scenarios/ethical dilemmas are potential strategies and will be piloted in FACS 119, FACS 114, and FACS 150. For students who complete field placements in all concentrations, evaluation forms will be adapted to place a greater emphasis upon evaluating their verbal and nonverbal communication skills related to cultural sensitivity and awareness.

Currently, the assessment of Program Learning Outcome 5 is based on selected parts of multiple assignments across the three concentrations in FACS ranging from GE to major courses taken anytime between sophomore to senior year. A goal over the next two years is to integrate the assessment of the skills and knowledge related to cultural and global awareness into a core course required by all FACS students in their senior year. The current senior level capstone course, FACS 168 (Senior Seminar) will be explored for possible adaptation to include measures related to cultural and global awareness and the potential for a effective and streamlined assessment of this outcome.

**Limitations of assessment approach and potential changes**

The limitations of our current approach to assess program learning outcome # 5 have been discussed. It is apparent that adaptations to the course content is required in several key offerings, and that some assessment tools need to be modified. The use of multiple assignments at various time points across the different concentrations increases the complexity and risks limiting the effectiveness of the assessment process.

The current rubric was adapted from the VALUE Rubric for Intercultural Knowledge and Competence but did not include an assessment of Attitude in terms of curiosity and openness. In future cycles, after the incorporation of the above changes, the current rubric will be reviewed with the goal of
expanding it to including other competencies associated with cultural and global awareness.

It is also noteworthy that the current assessment focused on several group projects which are valuable but assessment of individual competence is also important

b. 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 the cultural and global awareness of FACS graduates. We propose to reassess this outcome in spring 2013. However, interim follow-up regarding performance related to cultural and global awareness will be effective in determining if students are progressing toward achieving this program learning goal. The assessment committee will continue to monitor these activities throughout AY 2011-2012.

4. Other Assessment Activities Completed in AY 2008-09

Faculty in the NUFD concentration under the direction of the DPD Director (Dianne Hyson) completed a scheduled 5-year Program Assessment Report for the Commission on Accreditation for Dietetics Education and submitted the findings on May 16, 2011 (FACS Assessment Report Part 2 - separate document). This included a review of program and student learning outcomes that are specific to the accredited Didactic Program in Dietetics (DPD). Students who have completed the Bachelor of Science Special Major in Dietetics over the past 5 years were assessed for compliance with Commission-mandated standards. The national body implemented revised standards in 2008 requiring a revision to the DPD program and student learning outcomes. The Program Assessment Report includes assessment data and analysis related to both the 2002 standards and the newly adopted 2008 standards. The Program Assessment Report is currently under review, awaiting feedback from the Commission.

5. Planned Assessment Activities For AY 2011-12

The FACS Department will continue to work on and incorporate program changes and assessment strategies to improve cultural and global awareness and sensitivity in students who graduate with a baccalaureate degree in FACS. In the upcoming academic year the planned assessment activities will be focused on FACS Program Learning Outcome 4, "Students who graduate with a baccalaureate degree in Family and Consumer Sciences will demonstrate an understanding of ethical codes and key values as individuals and in their chosen field of study".
In addition, the assessment committee will initiate a review of the 2007 FACS Program Learning Outcomes. The current outcomes align with the earlier baccalaureate learning goals for CSUS. Based on the new baccalaureate learning goals of the 21st century (2009) it is important to ensure the program learning goals for FACS are current and relevant to the future.

Report submitted by:
Dianne Hyson, Chair – Department of Family and Consumer Sciences
July 2011
I. Objectives
A. To analyze a particular culture by applying the relevant concepts, terms, and theories in social psychology of clothing;
B. To better understand the relevant concepts, terms, and theories in social psychology of clothing from a broad cultural perspective.

Guidelines

A. Timetable
1. The paper (100 points) will be due on 11/4;
2. Check out the sign-up sheet for presentation (20 points).

B. Each group can have up to 4 people.

C. Procedure
1. Choose a culture. The culture could come from an ethnic group, from a country, from a social class, and so on. You need to get an approval from the instructor regarding the culture you choose.
2. Research
   a. History of the culture.
   b. The background of the culture, such as geographic information, custom, religion, economic impact, or festivals, if they apply to your culture.
   c. Analyze gender, age, physical attractiveness, and social class in your culture.
   1) Gender – symbols/signs of being males vs. female, a typical image of male vs. female
   2) Age – symbols of being young vs. being old
   3) Physical attractiveness – what is an ideal image? For example, skin color, body shape, hair, eyes, etc.
   4) Social class – symbols/signs of different social classes
      d. Illustrate 2 out of the 5 cultural assumptions we discussed in the class.
      e. Pick one group in your culture and analyze this group by using the following list:
   1) What is idioculture? What is this group’s own “lore” or idioculture?
   2) What is a “group look” or a “public image” for your group? How has this “group look” formed? Is there any dress code for this group? If yes, what are they?
   f. Some methodologies you might want to consider for information collection: interview, observation, survey, participant observation, etc.
   g. The focus of the paper should be on how you analyze your culture based on the above 5 (a-e) categories. More importance will be given to Category c, d, and e.

D. Paper
1. The paper needs to focus on the analysis of clothing, costume, and appearance from the cultural perspective.
2. The paper needs to have 6-7 pages. The first two parts (History and background of the culture) has a 2 pages limit.
3. The paper needs to cite at least 5 different sources.
4. Use APA style for all your citations. Check the following website for necessary information on APA citation. 
[http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa](http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa)


6. Use subheadings in your paper to show the basic structure. The final paper needs to use double space, 1-inch margin, 12 font, Times New Roman, page number, APA citation, and no spelling and grammar error.

E. Presentation
1. Each presentation has 10-12 minutes.
2. A Power Point presentation is required. Bring your props, costumes, pictures, and other visual tools for your presentation.
3. Practice in advance to make sure your presentation is 10-12 minutes.
4. Save your Power Point file onto a memory stick (flash drive).

Grading

A. Grading Sheet for Paper (100 points)
1. History of the culture. (5 points)
2. The background of the culture. (5 points)
3. Analyze gender, age, physical attractiveness, and social class in your culture. (7 points x 4 = 28 points)
4. Illustrate 2 out of the 5 cultural assumptions we discussed in the class. (8 points x 2 = 16 points)
5. Pick one group in your culture and analyze this group according to the list (35 points)
6. Format, subheadings, no spelling and grammar error, double space, 1-inch margin, 12 font, Times New Roman, page number. (5)
7. Citation, APA citation. (6)

B. Grading Sheet for Presentation (20 points)
1. History of the culture. (1 point)
2. The background of the culture. (1 point)
3. Analyze gender, age, physical attractiveness, and social class in your culture. (2 points x 4 = 8)
4. Illustrate 2 out of the 5 cultural assumptions we discussed in the class. (4 points)
5. Pick one group in your culture and analyze this group according to the list (5 points)
6. Power Point, professional, creative, and clear (1)

C. Group Evaluation (%)
Appendix B

FACS 150 – Family Stress and Coping – Sample Assignments

Written Assignment 1: “Stress in the family”

Select one topic from the two options described below.

**Topic 1:** Your father has just lost his job and your mother has been a stay at home mom her entire life. Identify some of the dominant stressors that may be present in your family, the positive and negative effects they may have on family members, and how these stressors can be dealt with in an effective manner. You may create your family in any way you choose as long as it includes you, your mother, and your father.

**Topic 2:** You have decided to marry someone from another culture. Your family has never met your spouse to be and you have never been introduced to his/her family (you are to construct the remainder of the makeup for each family group). Compare and contrast the challenges and stressors each family group will encounter as the two of you are joined together through marriage. Focus on the cultural similarities and differences in stress and stress management, as well as what factors could affect positive and negative outcomes.

FACS 150 – Family Stress and Coping: Multicultural Perspectives

Partner/Small Group Presentations on Culture/Ethnicity

The purpose of this assignment is to explore in a meaningful way a stressor (remember, both positive and negative events can cause stress) as seen through the lens of a particular cultural/ethnic group. In accordance with the mission of CSU, your goal should be to promote an informed, compassionate understanding of and appreciation for the ethnic group.

Presentations must include three components:

- **A RESEARCH COMPONENT** – You are to select a stressor and/or related stress management styles associated with your chosen ethnic/cultural group. For example, how death is perceived and/or how funerals are handled in a particular culture. You will need to be familiar enough with your topic so that you can tell us about it and not read to us.

- **A VISUAL COMPONENT** – overhead, PowerPoint, video, artifacts, cultural foods or clothing, or classroom activity. You are to select a way to make your presentation come alive.

- **A LIST OF RESOURCES AND REFERENCES** – this may include books, movies, local religious or cultural groups, etc. – anywhere one could learn more about this particular topic. You may also list names of people you interviewed or consulted with in preparing your presentation.

Presentations will be evaluated on the following criteria:

- **Content:** Depth of information – Do you go beyond the surface? Do we actually learn something we did not already know?
• **Organization:** Are you able to present the information in an organized manner, in a way that we can follow, in a logical order?

• **Clarity of presentation and delivery of information:** Do you speak clearly and with some authority? Do you know the information well enough that you are not reading to the class?

• **Effective use of visual component:** Were you able to use the visual or activity in a way that was integrated with the rest of the presentation? Did it actually add to the effectiveness of the presentation?

• **Engagement of audience:** Were you able to engage the class? How likely is it that students were impacted by your presentation?

**FACS 150 Family Stress and Coping**

**Presentation:** Working in small groups, your presentation will employ the following skills: (1) using the ABC-X model, describe a specific scene in a movie that has substantial family conflict across two (or more) cultures (i.e., race/ethnicity, socioeconomic, religion), and (2) address how the conflict was—or could have been—resolved, still within the ABC-X model and use at least three peer-reviewed journal articles in your presentation. Please hand in a copy of each article (i.e., the first page is sufficient if it has an abstract, the title, and the name of the journal it’s published in) prior to your presentation. (These articles can be articles from your papers, so long as they are peer-reviewed journal articles). In your presentation, you should clearly articulate what “culture” each member or group is part of, why the stress/conflict exists, and how members/groups of different cultures can resolve that conflict using the ABC-X model and the information from the peer-reviewed journal articles selected.
OBJECTIVES:
1. **Presentation:** design a proposal for an existing nutrition problem in a country or defined community and present the solution as a power point briefing to the Ministry of Health for the region.
2. **Recipe Modification:** modify a culturally popular dish of the area affected to address the problem, prepare the dish and serve it to the class.
3. **Brochures:** create two brochures: one for the population at risk (high context) and one for the Ministry of Health (low context).

PRESENTATION:
- Each group will have 5 minutes per member.
- Present the problem at the beginning with appropriate statistics to support its existence.
- Each slide must contain any and all references used and identified using superscripts.
- Graphs and charts should be properly titled and referenced.
- Economic consequences of the nutrition problem should be outlined for the region.
- Local mores, values and belief systems of the affected population should be identified and incorporated into your solution.
- Indigenous and ‘accepted’ foods should be used if your solution involves a food-based approach.
- The recipe chosen should be presented in its original form with the modified recipe on the same slide and modifications noted; a nutrition analysis of each should be presented as well.
- Grants cannot exceed $250,000.00.
- Governmental groups or NGOs working in the area on the same or related problems should be analyzed for effectiveness and ideas incorporated.

RECIPE MODIFICATION:
- A typical recipe of the target cultural group should be modified to address the nutritional modification suggested.
- The nutritional modification should use locally available food both physically and economically for the target group; refrigeration and storage availability should be considered as well.
- The modification must work *organoleptically* for the target group as well as provide taste acceptability.
- One member of the group should be able to demonstrate the preparation of the dish, discuss the local varieties of the foods involved, and the history/significance of the dish.
- The presenting group will provide small samples of the modified dish for each student.

BROCHURES:
*High context*
• This brochure is for the target population and should be constructed in a manner that matches the education (literacy) level, norms and social relationships within the culture, i.e. think power distance, local action chains, family definitions, gender roles, etc. Work within the local culture to EFFECT CHANGE.
• The nutritional problem should be identified and explained clearly without medical jargon.
• The suggested solution(s) should be presented in a reasonable and non-threatening format.
• Color and illustrations should be used to make the brochure friendly and attractive.
• A list of suggestions for further information should be provided, i.e. websites, phone numbers of public health agencies, etc.
• List the names of the group members on the front of the brochure.

Low context
• This brochure is for the Ministry of Health members, who are assumed to be more educated in manners of health, politics and economics.
• The nutrition problem should be identified with real data that is referenced properly in the brochure with a list of all references on the back.
• The main focus of this brochure should be the SOLUTION to the problem that you are encouraging them to adopt for their country or cultural group.
• The modified recipe with the nutritional analysis should be on one page.

REMEMBER:
• This is NOT a research report on a country and its history, geography, monuments, etc. This is a presentation for members of a governmental organization who already know more about the country than you do- no need to educate them!
• This group, however, may not have the nutritional understanding that you have, no matter how educated they are; thus a brief explanation of the consequences and/or development of the problem from a biological perspective may be necessary.
• Email your Power Point slides to me after your class presentation.
### Assessment Rubric for Program Learning Outcome 5:

Students who graduate with a baccalaureate degree in FACS will demonstrate cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
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#### Knowledge

**Cultural self-awareness**
- Integrates insights into own cultural rules and biases
- Demonstrates understanding of possible cultural differences with others

**Knowledge of cultural worldview and global frameworks**
- Demonstrates sophisticated understanding of complex factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices
- Demonstrates adequate understanding of complex factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices
- Demonstrates partial understanding of complex factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices
- Demonstrates surface understanding of complex factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices

#### Knowledge/Skills

**Verbal and nonverbal communication**
- Demonstrates understanding of cultural differences in verbal and nonverbal communication and arrives at a mutual understanding
- Articulates cultural differences in verbal and nonverbal communication and approaches a mutual understanding
- Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to arrive at a mutual understanding
- Has a minimal level of understanding of cultural differences in verbal and nonverbal communication and is unable to arrive at a mutual understanding

#### Skills

**Research and resourcefulness**
- Integrates valid research into their understanding of other cultures (i.e. includes sources from multiple perspectives, disciplines, or cultures)
- Demonstrates understanding of valid sources of research evidence about other cultures. (i.e. includes sources from more than one perspective, discipline, or culture)
- Identifies some valid sources of research evidence about other cultures
- Has minimal awareness of valid sources of research evidence about other cultures

1. Societies - SES, developed vs. underdeveloped, urban vs. rural
2. Groups - age, gender, education, lifestyle (vegetarian vs. non; smoker vs. non), immigration status, disabilities
3. Cultures - ethnicity, religion, nationality
4. Individuals – family situation, marital status, sexual orientation, transgender nutrient needs?
5. Disciplines – blue collar vs. professional; science vs. humanities; (evidence based vs. belief systems)