1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

In 2005, Family Studies (FAMS) faculty updated the concentration curriculum to meet national standards and to align with the National Council on Family Relations (NCFR) curricula guidelines. The Family Studies program was awarded NCFR program approval that year.

In 2006-2007, department and concentration learning outcomes became more clearly articulated. The growing institutional emphasis on adopting measurable outcomes and improving assessment, coupled with internal departmental changes (including the departure of several faculty and election of a new chair in the department), marked a critical turning point with regard to assessment for Family Studies and the entire FACS department.

FACS faculty have demonstrated that we are clearly on board with regard to a departmental culture focused on learning outcomes. We see this as not only a responsibility to the university, but also as a responsibility to the students. Moreover, the assessments we have participated in to date have shed light on both the strengths and the challenges within our programs, helping faculty to adjust the curricula and pedagogy in a manner that is data driven. One core FACS (department-wide) program learning outcome is assessed annually and the FAMS concentration completes a curriculum review and an area-specific assessment of competencies every five years.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

The FACS department has six departmental learning outcomes that are common to all concentrations (See Appendix A). In addition, an assessment plan addressing the Family Studies program-specific student learning outcomes/competencies and how they are assessed is included in Appendix B: Department of Family and Consumer Science: FAMS Concentration Competencies and Assessment Plan. For the purpose of this assessment report, four learning outcomes were selected; the first being program specific and the other three being shared throughout the FACS department.
Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field. More specifically, within the FAMS concentration, one identified area of competence is stated in the following learning outcome: “Graduates will have knowledge of appropriate practice and intervention pertinent to working with families in various capacities.”

By and large, students in the Family Studies program are interested in pursuing careers in service fields – e.g., teaching, counseling, family support services and family life education. The faculty selected appropriate practice and intervention as our top priority because understanding in this area is key to helping students develop skills for effective and ethical interactions with families in many different settings and capacities. Without an understanding of appropriate practice, whether in educating, counseling or other capacities, students risk “doing harm” to those they serve. Consistent with Hippocrates’ Of the Epidemics, we teach students “to do good, or to do no harm.”

Analytical thinking and effective problem solving ability.

Graduates of the FAMS concentration will be faced routinely with the need to assess issues, gather relevant data, consider alternate points of view and develop and implement effective solutions. This ability will be critical on a micro-level such as providing one-on-one education or support for individuals, on a meso-level such as working with families and small community groups, and at the macro-level such as overseeing family service programs or in policy development for diverse groups or populations. Faculty selected this learning outcome because it is seen as critical to functioning effectively in any setting that addresses the needs of individuals and families.

Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures.

Students in the Family Studies concentration are expected to complete our program of study with a deep understanding of the complexity and diversity of family structures and family functions throughout the world. This comparative view is essential to a field in which an understanding of diversity is changing not only how we understand families, but also how we live harmoniously in a racially, ethnically, and culturally diverse world. Students are prepared for all manner of family services on a local, national and global scale. At the same time, students must remain highly sensitive to the unique qualities, circumstances, strengths and challenges of individuals and families. Faculty selected this learning outcome because it is a core principle of our discipline.

Awareness of the integration of the different concentrations in FACS and their importance to in the relationships between humans and their diverse environments as individuals and groups as a whole.

Graduates of the FACS Department are required to interact with students and faculty in other concentrations. For Family Studies students, this means interacting with students and faculty in Nutrition and Food and also in Apparel Marketing and Design. The faculty designated this outcome as important because it provides a unique opportunity for students in the FAMS concentration to gain a greater understanding of the many factors affecting the well being of
individuals and families and to increase their awareness of different perspectives between, as well as shared issues among, the concentrations.

3. **For undergraduate programs only**, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

The program learning outcome: **Competence in the student’s chosen professional concentration** aligns with the University’s Baccalaureate Learning Goal: **Competence in the Discipline**. The Family Studies concentration requires competence in three general areas: family systems, human development, and appropriate practice and intervention. The area-specific program learning goal: **Appropriate Practice and Intervention** further aligns with the University’s Baccalaureate Learning Goal: **Personal and Social Responsibility** (civic knowledge and engagement, local and global intercultural knowledge and competence). Civic knowledge and engagement are key to the development of appropriate practice and intervention with families. Family support is not a one-size-fits-all endeavor, but an ongoing process by which appropriate practice is developed through engaging with the population to be served and by seeking to understand from the perspective of those being served.

The program learning outcome: **Cultural and global awareness/sensitivity** (including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures) aligns with the University’s Baccalaureate Learning Goal: **Knowledge of Human Cultures and the Physical and Natural World**. Students in the Family Studies concentration are required to study humans from a bio-ecological theoretical perspective (among others). The bio-ecological theory (Bronfenbrenner) attends not only to the individual (including physical and mental health), but also to the many contextual levels in which the individual resides: micro-systems, meso-systems, exo-systems, macro-systems and the chrono-system. For example, variables such as climate and economic circumstances, natural disasters and terrorism, are considered in relation to family stress and coping.

The program learning outcome: **Analytical thinking and effective problem solving ability** aligns with the University’s Baccalaureate Goal: **Intellectual and Practical Skills** (inquiry and analysis, critical thinking, communication, information literacy, quantitative literacy, teamwork and problem solving).

Graduates of the Family Studies program have gained the knowledge and skills to work in teams to consider multiple perspectives, to identify relevant and legitimate/reliable sources of information, to use sound information and critical thinking toward problem solving, and to effectively present information to classes of their peers and to community partners.

The program learning outcome: **Awareness of the integration of the different concentrations in FACS** and their importance to in the relationships between humans and their diverse environments as individuals and groups as a whole aligns with the University’s Baccalaureate Goal: **Integrative Learning**, including synthesis and advanced accomplishment across general and specialized studies. This outcome is evident in two aspects of the Family Studies program: the inclusion of related coursework in other disciplines (Biological Science; Sociology; Psychology, Nursing, and/or Health Science) and the inclusion of coursework that includes other disciplines within the department, e.g. Nutrition 10, Nutrition and Wellness.
4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring
       the major; graduating seniors) from whom data were/will be collected and the frequency and schedule
       with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g.,
       writing sample and evaluative protocol, performance review sheet), or other device used to assess the
       status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to
       reach conclusions about each desired student learning outcome.

   Competence in their chosen professional concentration including demonstrated knowledge of
   fundamental skills, values, resources, current trends, theories, and issues related to their field
   – Family Studies example: Appropriate Practice and Intervention (assessed: Civic Engagement).

      a) Final Reflective Essays from FACS 162, Family Support Services, were analyzed to
         determine the degree of competence in civic engagement, part of the appropriate practice
         and intervention learning outcome.
      b) Essays were gathered from each of the 20 students (mostly FACS seniors) enrolled
         during fall 2011 in this required course for the Family Studies concentration. This was the
         first semester that the reflective essays were used to assess civic engagement and it is
         anticipated that this assessment will be repeated regularly in this fall-only course.
      c) A sample of the FACS 162 writing prompt and the Civic Engagement VALUE rubric
         (AACU), are attached in Appendix C. The writing prompt was provided by the Community
         Engagement Center at CSUS as part of a larger assessment of civic engagement related
         to service learning courses across the campus.
      d) Data gathered for fall 2011 included courses other than FACS 162, and data have not yet
         been broken down by major/course. A team of three faculty (one from FACS, one from
         BioSc, and one from Soc) have examined preliminary cross-course data, and will further
         evaluate the data for differences between lower division courses and upper division
         courses, and between students in the different courses included in this data set.

   Analytical thinking and effective problem solving ability

      a) The Case Study assignment in FACS 154, Issues in Parenting, is used to evaluate this
         learning outcome for students in the FAMS concentration. (See Appendix D).
      b) Data are gathered from all FAMS students who are enrolled in the FACS 154 section
         taught by a FACS instructor. [Note: now that the course is cross-listed with Child
         Development, two sections each semester are taught by Child Development faculty.] This
         learning outcome is evaluated on a rotating cycle with the other FACS department learning
         outcomes, once every five years.
c) The Case Study consists of a 3-part assignment: Case Review Form (individual work); Research and Resource Attachment (individual work); and a Group Case Presentation. Attached with a shared assessment rubric used by all concentrations in FACS. (See Appendix D).

d) Assignments were independently scored by FACS faculty using the common rubric attached. This process was followed by a group meeting to compile the results, review and discuss the findings, and plan for anticipated changes resulting from the assessment.

Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures

a) A research project in FACS 150, Family Stress and Coping: Multicultural Focus, and a self assessment in FACS 162, Family Support Services, are used to assess this learning outcome. The FACS 150 assignment involves researching a particular stressor within a particular culture and preparing a written report and oral presentation. The FACS 162 assignment asks students to write a self-analysis of their own family structure, biases, and relationships, identifying any resistance to diversity, and revealing their journey in developing an awareness of different belief systems and an understanding of different world views.

b) Every five years all FAMS students enrolled in FACS 150, Family Stress and Coping, are assessed. The faculty members teaching the course provide a total of approximately ten to twenty written assignments for assessment. In addition, all faculty members, regardless of concentration, are invited to observe and assess up to six student presentations.

c) An adapted version of the VALUE rubric for Intercultural Knowledge and Competence (Association of American Colleges and Universities) was used in assessing this outcome (See Appendix E). The revised rubric incorporated feedback from the campus assessment coordinator as well as input from all faculty members in FACS representing the three major concentrations.

d) Faculty members independently scored the reports and presentations using the rubric. Then faculty met to compile the results, review and discuss the findings, and plan for anticipated changes resulting from the assessment.

Awareness of the integration of the different concentrations in FACS and their importance to in the relationships between humans and their diverse environments as individuals and groups as a whole.

a) A presentation-based assignment in FACS 160, Education and Communication in Family and Consumer Sciences is used to assess this learning outcome. The assignment is specifically designed to assess how effectively FACS students integrate the
three major FACS concentrations in their approach to a given problem, issue, or scenario that crosses disciplines.

b) On a cyclical basis, every five years, all students enrolled in FACS 160 are assessed. Faculty from each concentration attend and score the in-class presentations made by small groups of students with representation from each of the three different disciplines. Presentations from students in the FAMS concentration are scored using the rubric referenced below.

c) Per the attached sample in Appendix F, a rubric was developed to assess the criteria related to connecting different disciplines and scoring was added to focus on the integration component. The rubric also evaluated students’ ability to include multiple perspectives in their presentations and written materials. The rubric was adapted from the AACU Integrative Learning Metarubric; the Harvard School of Education’s online publication -- Targeted Assessment Rubric: An empirically grounded rubric for interdisciplinary writing; and input from the CSUSU campus and SSIS college assessment coordinators.

d) Presentations were scored by FACS Faculty using the rubric first on an individual basis followed by a group meeting to compile the results, review and discuss the findings, and plan for anticipated changes resulting from the assessment. Involving faculty from all three concentrations in FACS is aimed at reducing bias and strengthening the assessment process.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.

The outcome and method employed in the Civic Engagement study provide faculty with insight into the power of having clear learning outcomes and making connections between the various aspects of civic engagement. Across the board, students scored lowest on the subscale that assessed their ability to connect knowledge from their own academic discipline to civic engagement. But this finding was tempered based on clarity of learning outcomes. Those students who were “more informed” regarding the civic engagement learning outcomes and those who were “less informed” regarding the civic engagement outcomes scored most differently in this area -- relating knowledge from their discipline to civic engagement. The
more informed students scored an average of 2.0 out of 4.0, while the less informed students scored an average of .87 out of 4.0 (p<.013).

Data reveal that students who scored high on “civic identity and commitment” also scored high on all the other indicators while the most independent of the subscales, the one that was least tied to performance in the other areas, was the students’ awareness that their own attitudes and beliefs are different from those of other cultures and communities.

Based on these findings, the instructor will more explicitly address the civic engagement learning outcomes, more clearly relate the course content to the ideas of civic identity and commitment, and will provide additional assignments that require the students to practice applying course content to civic engagement. This information has prompted further discussion among the faculty regarding additional service learning opportunities that could be aligned with other courses currently in the curriculum.

Analytical thinking and effective problem solving ability.

The results of the direct assessment completed and reported in AY 2007-08 demonstrated that 100% of students in the FAMS concentration were “highly” or “mostly” competent at identifying a problem or issue and 100% were highly or mostly competent in using appropriate methods and resources in their analysis and approach to a given problem. In addition, 92% of FAMS students were mostly competent in thoroughly considering multiple alternative points of view and 93% were mostly or highly competent in the integration of ideas into a coherent argument, solution, or presentation. Somewhat lower, 63% brought fresh or new insights which would reflect in-depth consideration of the topic. And lower still, only 43% based most or all of their conclusions and solutions on evidence and sound methods.

Faculty have used this information to instruct students on the connection between methods used to research a given problem and methods used to ensure that suggested solutions/recommendations are sound. Additional assignments in FACS 154 have provided increased opportunities for students to practice these skills prior to the final case study.

In addition, a taking sides assignment was added to FACS 50, a course that most students complete prior to taking FACS 154. Small groups of students must research and present two sides of a controversial issues in family studies and then provide a synthesis, or common ground statement, demonstrating that they understand the merits of the two sides and can articulate some value or belief that both sides would agree on. The outcome of these changes will be assessed in a future cycle to determine if the changes have been effective.

Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures

The results of the direct assessment conducted and reported in AY 2010-11 demonstrated that 100% of FAMS students met the lower milestone (level 2) and over 50% were at the higher milestone levels (3 and 4) regarding cultural awareness, identifying their own cultural biases
and demonstrating a partial recognition of cultural differences with others. Further, when it came to knowledge of cultural worldviews and global frameworks, 70% of FAMS students were at an adequate level of understanding the complex factors important to another culture, with a mean score of 3.5 (high to capstone level). 73% of FACS students were able to identify valid sources of research about other cultures and 55% of FACS students demonstrated an understanding and ability to include sources from various perspectives and disciplines.

The strong performance of the FAMS students on this learning outcome may be in part due to the fact that the Family Studies concentration has two required courses in the University’s Race and Ethnicity classification (FACS 50 and FACS 150). This assessment led to collaborative discussions among the faculty and the plan to add 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. The incorporation of role play, case studies and scenarios/ethical dilemmas are potential strategies. For students who complete field placements, evaluation forms will be adapted to place a greater emphasis upon evaluating their verbal and nonverbal communication skills related to cultural sensitivity and awareness.

**Awareness of the integration of the different concentrations in FACS and their importance to the relationships between humans and their diverse environments as individuals and groups as a whole.**

This outcome was assessed and reported in AY 2008-09. The results showed that 64% of students in FACS were at a beginning level with regard to understanding the distinct disciplines within FACS and 34% were at a developing level. When it came to the integration of knowledge between two or more concentrations, 64% were not competent at presenting an integrated approach in the discussion of their topic. With regard to articulating the advantages of a multidisciplinary approach, only 18% acknowledged the potential advantage of incorporating different disciplines or provided examples beyond their own perspective.

Several changes were incorporated into the curriculum including increased opportunities for students to reflect on multidisciplinary approaches particularly in core courses shared by all FACS concentrations including FACS 50, FACS 160 and FACS 168 (Senior Seminar). In class activities included debates and “pro and con” analyses to foster critical thinking and integration.

In FACS 160, a reflective written assignment was adopted and required students to relate 3-5 selected themes completed by other students in preparation for a group discussion and presentation. These modifications immediately and significantly improved student performance in this area as reported after a repeat assessment of this learning outcome in AY 2009-2010. The majority of the students (80% vs prior 64%) presented an integrated approach in the discussion of their topic while demonstrating connections and provided examples and theories beyond their own perspective; and 75% (vs prior 18%) acknowledged the potential advantage of incorporating different disciplines in their topic.
6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

During spring and fall semesters 2008 the FACS Department undertook several information-gathering activities that were completed as part of our program review. Program Review for this cycle included a “focused inquiry” on the Family Studies concentration. Four information-gathering strategies were implemented and will be repeated on a five-year cycle.

1. A focus group session with current students in the Family Studies concentration (spring 2008)
2. A survey of current students and recent graduates of the Family Studies concentration (spring 2008) – included both e-mail and phone data.
3. A survey of employers and potential employers for Family Studies students (fall 2008)
4. A survey of other Family Studies programs in the CSU system and nationally (fall 2008) – included Internet research of other programs and phone interviews with program directors/department chairs. (See Appendix G for surveys)

Based on the results and subsequent discussions, the faculty developed actions that are currently being implemented and assessed. For example, faculty increased contacts with related programs at the community colleges in the region for purposes of recruitment and coordination of key courses. Faculty have raised the GPA required for admission into the internship program and are currently considering ways to build additional practicum experiences into the curriculum.

Faculty in the Family Studies concentration are committed to continuing this type of information gathering activity at least every five years.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The Family Studies program at CSUS is an NCFR-approved program in the area of Family Life Education. The National Council on Family Relations first approved the CSUS program in 2005, and renewed approval in 2009 on a four-year renewal cycle. NCFR guidelines serve to guide the curriculum in Family Studies and allow students who graduate from our program to apply for professional certification with an abbreviated application process and a lower initial fee. This is a significant benefit to our students and we see a growing number of graduating students apply for and obtain the credential of Certified Family Life Educator (CFLE). Please see link below to the NCFR website page devoted to the CSUS Family Studies program and outlining the approved courses in our program.

While NCFR does not specify learning outcomes per se, it does specify ten key areas of competence and many sub-components for each competency area. These competency areas and sub-components provide clear guidelines for the curriculum in Family Studies.


8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

The FACS department has worked in close consultation with the newly appointed campus-wide and college-based assessment coordinators, resulting in program learning outcomes that have been significantly altered to be more streamlined, effectively encompass each major concentration in FACS, and align more closely with the university’s baccalaureate learning goals and mission. The process has been rewarding and has strengthened our department.

All FACS faculty are engaged in a collaborative and systematic cross-concentration approach to assessment. We continue to work together on a cycle of assessing one common program learning outcome annually. In addition, each concentration completes a curriculum review and comprehensive assessment of their area every 5 years.

The Family Studies area has seen a reduction of its faculty by more than 50% since 2007, yet the two remaining full time faculty and four part-time faculty have worked diligently to focus on clear learning outcomes and to implement a systematic process for assessing the accomplishment of those learning outcomes. We could not have accomplished this without the cooperation and support of the entire FACS department. Working as a unit across disciplines is the key to our department’s strength. Each program gains perspective and depth of understanding of the human condition from our interactions with colleagues in the other disciplines. We are likely the most interdisciplinary of all the departments on campus and our students benefit greatly from this diversity within.
Appendix A

Family and Consumer Sciences Baccalaureate Learning Outcomes

Students who graduate with a baccalaureate degree in FACS will demonstrate:

1. **Competence in their chosen professional concentration** including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.

2. **Effective communication skills** as individuals and collaborators in written and verbal delivery and receipt including the use of current technology.

3. **Analytical thinking and effective problem solving ability**.

4. **Understanding of ethical practice and key values** as individual citizens and in their chosen field of study

5. **Cultural and global awareness/sensitivity** including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures.

6. **Awareness of the integration of the different concentrations in FACS** and their importance to in the relationships between humans and their diverse environments as individuals and groups as a whole.
### Assessment Plan for Student Learning Outcomes

**FACS Family Studies Concentration**

**Student Learning Outcomes:**

1. Graduates will have knowledge of theories and concepts pertinent to an understanding of family systems.

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Students</th>
<th>Assessment Methods</th>
<th>Person Conducting Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Graduates will have an understanding of the interdependence between families and society.</td>
<td>FACS 50 &amp; 150</td>
<td>FACS 50- Paper, FACS 150- Writing assignments</td>
<td>Faculty</td>
</tr>
<tr>
<td>1.2 Graduates will have an understanding of the interpersonal relationships in families.</td>
<td>FACS 50, 108, 150, &amp; 154</td>
<td>FACS 50- Exams, FACS 108-Papers, exams, FACS 150- Writing assignments, FACS 154-Case study</td>
<td>Faculty</td>
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**Student Learning Outcomes:**

2. Graduates will have knowledge of theories and concepts pertinent to an understanding of human development.

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Students</th>
<th>Assessment Methods</th>
<th>Person Conducting Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Graduates will have an understanding of human growth and development during childhood.</td>
<td>FACS 52</td>
<td>Quizzes &amp; Exams</td>
<td>Faculty</td>
</tr>
<tr>
<td>2.2. Graduates will have an understanding of human growth and development during adolescence.</td>
<td>FACS 152</td>
<td>Exams &amp; Paper</td>
<td>Faculty</td>
</tr>
<tr>
<td>2.3. Graduates will have an understanding of human growth and development during adulthood and aging.</td>
<td>FACS 159</td>
<td>Exams &amp; Paper</td>
<td>Faculty</td>
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**Student Learning Outcomes:**

3. Graduates will have knowledge of appropriate practice and interventions pertinent to working with families in various capacities.

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Students</th>
<th>Assessment Methods</th>
<th>Person Conducting Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. Graduates will have an understanding of parent education and guidance.</td>
<td>FACS 154</td>
<td>Case study</td>
<td>Faculty</td>
</tr>
<tr>
<td>3.2. Graduates will have working knowledge of family law and public policy.</td>
<td>FACS 50</td>
<td>Exams/Quizzes</td>
<td>Faculty</td>
</tr>
<tr>
<td>3.3. Graduates will have an understanding of family life education and methodology.</td>
<td>FACS 155</td>
<td>Presentations, Exams</td>
<td>Faculty</td>
</tr>
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Appendix C

Student Reflections on Community Engagement:
A Time Capsule Essay for your Future Self

Time Capsule: An essay to your future self

Look around you, and imagine yourself five or even ten years from now. As a result of experiences at Sacramento State and in other settings during and after your time on campus, you have become more aware of yourself as a public person than ever before—and you have made more of a positive difference for other people in the world than you ever dreamed of. You can honestly say that you have worked to make a difference in the life of one or more communities, big or small, political or social or spiritual or neighborhood, and you have both contributed to, and learned from, those communities.

Now think about yourself as you are today, you who carry within yourself the beginnings of the person you will be in ten years. You may just be starting to be active in community-based or public projects or initiatives, or you may have accumulated quite a lot of experience. Whatever your situation, write an essay of approximately 3 pages double spaced (2 pages minimum, 4 pages maximum) in which you reflect on your service learning or community engagement experiences from this semester as well as past semesters. Your goal is to clarify, describe, and communicate what you have learned from these experiences and how you will use these ideas to make a greater positive public impact in your future. Your primary audience for this essay is your future self. The secondary audience is the Community Engagement Center at Sacramento State where your essay will be assessed according to the VALUE Civic Engagement rubric.

To help you get started thinking about this writing project, here are a few questions to reflect upon. We do not anticipate that your essay will be organized as answers to these six questions, but rather that your essay reflects a holistic approach to these questions. In other words, read the questions, give them some thought, and then organize your essay to incorporate your thoughts on these questions.

1. What experiences have you had in which you adjusted your own attitudes and beliefs because of working within and learning from one or more community-based or public project or initiative?

2. What knowledge did you learn from your courses that you were able to transfer to your community setting? What did you learn in your setting that you could transfer back to your coursework?

3. What are your personal goals when you begin working on a community-based or public project or initiative? What do you hope to accomplish? How will you know whether or not you do?
4. Can you give examples of experiences in communicating with others in different settings from one or more community-based or public project or initiative and describe how you improved as a communicator as a result?

5. How deep, broad, and sustained are your experiences as a publicly engaged person? How would you describe these experiences? What have been the most important experiences? What experiences would you like to do over? What new experiences can you imagine?

6. What goals do you have for yourself in terms of becoming more effective in contributing to and learning from the communities in which you live and work? What actions are you considering to help you achieve those goals?

**Regarding submission of the Essay:**

1. In addition to being assessed by your instructor, this essay will be evaluated by the CEC using the Civic Engagement VALUE Rubric (see attachment), though this secondary assessment will in no way impact your grade and will be handled anonymously.

2. Please put your initials and birth date (example: JAM 5/20/1980) in place of your name so that the essays can be assessed anonymously at the university level.

3. PLEASE submit your essay to BOTH the assignment drop box on SacCT for your course, and to the assignment drop box on SacCT under the CEC. This is also where you accessed your online orientation.

4. Submissions are due no later than Dec. 8th.
# Civic Engagement VALUE Rubric

**Definition**

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Onyx Press, 2000, Preface, page 1) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>3</th>
<th>Milestones</th>
<th>2</th>
<th>Benchmark</th>
</tr>
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<tbody>
<tr>
<td><strong>Diversity of Communities and Cultures</strong></td>
<td>Demonstrates evidence of adjustment in one's attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</td>
<td>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</td>
<td>This awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Represses attitudes and beliefs as an individual, from non-diverse view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis of Knowledge</strong></td>
<td>Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline leading relevant connections to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td></td>
</tr>
<tr>
<td><strong>Civic Identity and Commitment</strong></td>
<td>Provides evidence of experience in civic-engagement activities and describes what she has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.</td>
<td>Provides evidence of experience in civic-engagement activities and describes what she has learned about her or himself as it relates to a growing sense of civic identity and commitment.</td>
<td>Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.</td>
<td>Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.</td>
<td></td>
</tr>
<tr>
<td><strong>Civic Communication</strong></td>
<td>Tailors communication strategies to effectively express views, and adapt to others to establish relationships to further civic action.</td>
<td>Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in civic context, showing ability to do several of the following: express, listen, and adapt ideas and messages based on others' perspectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Civic Action and Reflection</strong></td>
<td>Demonstrates independent experience and shared initiatives in terms leadership, of complex or multiple civic- engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.</td>
<td>Demonstrates independent experience and shared leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.</td>
<td>Has clearly participated in civically focused actions and begins to reflect on or describe how these actions may benefit individuals or communities.</td>
<td>Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.</td>
<td></td>
</tr>
<tr>
<td><strong>Civic Contexts/Structures</strong></td>
<td>Demonstrates ability and commitment to relatively work across and within community contexts and structures to achieve a civic aim.</td>
<td>Demonstrates ability and commitment to work across community contexts and structures to achieve a civic aim.</td>
<td>Demonstrates experience identifying intentional ways to participate in civic contexts and structures.</td>
<td>Demonstrates experience identifying intentional ways to participate in civic contexts and structures.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

FACS 154 Case Study Report
Guidelines for Research and Resource Attachments

I. RESEARCH
Remember that you are researching a topic that will have particular benefit for the family in your case study. A main point to remember is that your research must go beyond common knowledge and must go beyond what is found in your textbook. You should expect to have a minimum of three recent scholarly articles, that is those published in peer-reviewed academic journals in the past five years or so. You should also add a book or information found on a web site from a professional organization so that you have a **minimum of five sources** beyond your textbook. The research section should be about four to five pages with **five pages being the maximum**.

Format
This is a research paper and will be formatted according to **APA guidelines**. All you really need to understand from APA for this paper is how to reference your sources within the paper, how to use headings, and how to reference your sources in the bibliography. You can find a good APA handout on the CSUS library website or from other sources simply by going to Google and typing in “APA guidelines”. Be sure to note that any time you use a *direct quote* you must include the page number in the reference within the paper, but you also must reference those times when you use an *idea* that came from another source, even when it is paraphrased.

II. RESOURCE LIST
Remember that you are coming up with resources for the family in your case study. You should include in this resource list local community agencies where the family might turn for help or information. When you list a community agency you will include contact information: address, phone, website (if they have one). You will also include a *brief* description of services the agency offers. Other types of resources can be national organizations, with contact information; books written specifically for parents (include complete bibliographic reference); and web sites that have information they may find helpful. Aim to find about **ten resources** total, with at least two from each category: community agencies, national organizations, websites, and books.

Format
This can be a simple list organized by type of resource – local agencies, national organizations, websites and books. Include a brief description with each entry.

Checklist
_____ 4 – 5 page research report in APA
_____ 1 page bibliography in APA
_____ 1 – 3 page resource list organized by type of resource
_____ 12-point font, Times New Roman, **one-inch margins** top, bottom, right and left
<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>HIGHLY COMPETENT</th>
<th>MOSTLY COMPETENT</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT COMPETENT</th>
<th>CODE OR * NA/NP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Problem/Issue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification</td>
<td>Clearly identified, explicit</td>
<td>11</td>
<td>Identified implicitly or incompletely described</td>
<td>3</td>
<td>Problem/issue present, but a little ambiguous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Problem/issue ambiguous/notpresent</td>
</tr>
<tr>
<td><strong>2. Analysis and Approach to the Problem/Issue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method(s)</td>
<td>Selected &amp; used appropriately</td>
<td>10</td>
<td>Some inappropriate choice/use of method(s)</td>
<td>4</td>
<td>Choice/use of method(s) needs improvement</td>
</tr>
<tr>
<td>Alternate points of view</td>
<td>Thoroughly considered multiple alternate points of view</td>
<td>11</td>
<td>Some attention to at least one alternate view</td>
<td>1</td>
<td>Obvious alternate views ignored</td>
</tr>
<tr>
<td><strong>3. Credibility of Resources/Source Material</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources/ source materials</td>
<td>Appropriate &amp; relevant (number content, credible)</td>
<td>6</td>
<td>Some resources/source materials are relevant, appropriate, credible</td>
<td>1</td>
<td>No resources/ source materials are relevant, appropriate, credible</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Conclusion/Problem Solution</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limitations</td>
<td>Thoroughly considered</td>
<td>4</td>
<td>Ideas integrated into a somewhat coherent piece</td>
<td>9</td>
<td>Some connections to a few ideas are made</td>
</tr>
<tr>
<td>Integration</td>
<td>Ideawell integrated into a coherent argument, solution, presentation, etc.</td>
<td>1</td>
<td>Ideas lack connection or coherence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions/ solution(s)</td>
<td>Conclusions/ solutions based on evidence/ sound methods</td>
<td>5</td>
<td>Some unwarranted conclusions drawn, or some solutions errors</td>
<td>5</td>
<td>Conclusions/ solution(s) unwarranted; maintains preconceived views regardless of evidence or need for different solution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Creativity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Fresh ideas reflecting in-depth student engagement with the topic</td>
<td>2</td>
<td>Some new insights, reflects some new depth consideration of topic</td>
<td>8</td>
<td>Very few new insights; primarily based on collection &amp; repetition of other people's ideas, products, images</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No evidence of engagement/ new ideas on topic; work simply a rehash of other people's ideas</td>
</tr>
<tr>
<td><strong>6. Adaptation to Target Audience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Highly evident</td>
<td>5</td>
<td>Few small considerations of communication and/or adaptation</td>
<td>5</td>
<td>No communication/adaptation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL AVERAGE:</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
FACS 150 – Family Stress and Coping – Sample Assignments

SAMPLE 1: Written Assignment: “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.

SAMPLE 2: 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.
SAMPLE 3: 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?
### Appendix E

**Department of Family and Consumer Sciences**  
**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>Knowledge</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
</table>
| **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 |
| **Verbal and nonverbal communication**         | Demonstrates a complex 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 |
| **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)
Appendix F

FACS 160: Showcase Presentation

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:

- Develop a presentation and present it in class per the guidelines below
- 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>
</tr>
</thead>
<tbody>
<tr>
<td>Body Image</td>
</tr>
<tr>
<td>Chronic Illness (self, significant other, family, relative)</td>
</tr>
<tr>
<td>Eating Disorders</td>
</tr>
<tr>
<td>Family Structure (divorce, blended, same sex, etc)</td>
</tr>
<tr>
<td>Globalization</td>
</tr>
<tr>
<td>Lifespan Transitions (adolescence, parenthood, aging, etc)</td>
</tr>
<tr>
<td>Media</td>
</tr>
<tr>
<td>Obesity</td>
</tr>
<tr>
<td>Poverty</td>
</tr>
<tr>
<td>Religion and Culture</td>
</tr>
<tr>
<td>Sexuality</td>
</tr>
<tr>
<td>Technology</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Categories</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Worked with 3-4 colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2. Submitted team member names, title and description of presentation by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 1 (present 5/4)/May 8 (present 5/11).</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>4. Submitted outline that includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ description of the intended audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ goal(s) or objective(s) of presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ information to be presented (includes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ active involvement of all members</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>✓ conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ copies of visuals and handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ goals/objectives described</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ presentation of information includes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ active involvement of all team members, visuals, and involvement of</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ includes all 3 learning styles and personality types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Presentation is 12-15 minutes long</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>8. Identified relevant issues in three areas in FACS:</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>APMD, FAMS, NUFD, FACS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Clearly described the integration of each area in relation to the</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>theme – how they are related to each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Visual representation of the above relationships within areas</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Non-Integrated = 0</td>
<td>Beginning = 1</td>
<td>Developing = 2</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>A. Understanding of distinct disciplines/concentrations in FACS</strong></td>
<td>Demonstrates understanding based on common sense/own experience outside of classroom rather than disciplinary insights. Includes misconceptions about distinct discipline.</td>
<td>Beginning to draw on insights from discipline. Appropriately associated with own experience. Disciplinary theories presented as matter of fact/potential misconceptions.</td>
</tr>
<tr>
<td><strong>B. Integrates knowledge and modes of thinking between two or more concentrations related to a FACS issue or topic</strong></td>
<td>Topics and issues are presented without integration. Stays within confines of discipline and articulates one perspective.</td>
<td>Acknowledges importance of different disciplines and possibility of other perspectives in discussion of an issue or topic. Includes an example, fact, or theory from another field of study but does not specifically identify integration.</td>
</tr>
<tr>
<td><strong>C. Articulates the advantage of combined perspectives to address a FACS issue</strong></td>
<td>Issue topic is presented with no statement of purpose related to combining approaches and concentrations.</td>
<td>Acknowledges importance of connecting disciplines but does not expand upon advantage of a synthesized approach to a given topic.</td>
</tr>
<tr>
<td><strong>D. Recognizes the compromises and limitations of combined approaches</strong></td>
<td>Issue or topic is presented without reference to potential limitations of multiple perspectives.</td>
<td>Acknowledges limitations of combined approach but does not provide explanation.</td>
</tr>
</tbody>
</table>
FROM ALUMNI SURVEY: 2008-09
EXAMPLES OF CAREERS AND GRADUATE WORK PURSUED BY FACS
GRADUATES IN FAMILY STUDIES

Employment.
Based on data from those graduates who responded to the survey, the following is a list of position titles and employers:

- **Marriage and Family Therapist**, Pacific Asian Counseling Services, Long Beach/Los Angeles
- **Program Manager**, Quality Assurance, Children’s Home Society, Child Care and Development Services.
- **Community Coalition Coordinator**, Napa County Office of Education.
- **Human Resources**, Sumitomo, Japanese bank.
- **Foster Youth Services**, Sacramento Office of Education.
- **Administrative Support Coordinator**, Family and Consumer Sciences, CSUS.
- **Research Assistant**, Iowa State University.
- **Parent Educator**, Family Support Council in Nevada
- **Work and Family Life Coordinator**, US Navy, San Diego
- **Resident Service Coordinator**, Housing with Heart
- **Parent Educator**, Crisis Pregnancy Center
- **Management Trainee**, Blue Shield of CA.
- **Social Worker**, hospital

Graduate Studies.
Following is a list of programs in which Family Studies graduates pursued graduate studies:

- Masters in Psychology, Chapman University
- Ph.D. Child and Family Development, Iowa State
- Masters in Child Life, University of LaVerne
- Masters in Social Work, CSUS
- Masters in Counselor Education, CSUS
- Masters in Child Development, CSUS
FAMS SURVEYS

SURVEY QUESTIONS OF CURRENT STUDENTS AND GRADUATES IN FACS
FAMILY STUDIES CONCENTRATION

1. In your opinion, what distinguishes the Family Studies program from the other majors you may have considered. Please be as specific as possible.

2. How did you learn about the Family Studies concentration in Family and Consumer Sciences? Do you have suggestions on how we might do a better job of recruiting students for this program of study? At the high school level? At the community colleges? At CSUS?

3. We are interested in creating a comprehensive list of places in the community where our students are employed, volunteering, or pursuing additional academic preparation/professional training. Please list (a) your employers, your job titles, how long you have been in this/these position(s); (b) any community work you are involved in — name of agency and type of work you are doing; and (c) graduate programs you have been in, are currently in, or plan to enroll in within the next five years.

4. Considering the types of graduate study, paid work or community service have you been involved in, do you believe the Family Studies program prepared you for this type of study/work? Do you have suggestions on how the Family Studies program might be strengthened?
PHONE SURVEY OF EMPLOYERS AND POTENTIAL EMPLOYERS

My name is ________ and I am a member of the faculty at CSUS. This year the Family and Consumer Sciences department, is in the process of program review. We are focusing our self study on the Family Studies program within the department. One of our objectives is to determine if our students are adequately prepared for various employment opportunities in the region. May I ask you a few questions about this? This should take only about 10 minutes of your time.

1. Are there positions at your organization for which a student with a concentration in Family Studies might be well suited? [You may need to review our program at this point, specifying some of the key courses and competencies. At the very least, mention that our students obtain a background in lifespan development, (including childhood, adolescence, adulthood, and aging); family relations (including parenting, family communication, family stress and coping); and Family Support Services (including fieldwork, internships, family life education, etc.)]

2. What are some of the qualifications and personal qualities you look for when hiring?

3. What are some of the specific competencies you expect to see in your new hires?

4. To your knowledge, have you hired a graduate from the Family Studies program at Sacramento State? [Delete per Dianne Hyson]

5. Did you find the desired qualifications, qualities, and competencies in the Family Studies graduates you hired?
6. Were there any areas in which the graduate or graduates need to be better prepared for professional work in your agency?

7. Do you offer additional on-the-job training for new employees? If so, what is the nature of the training?

8. Are there trends that you can identify in your field of work that might inform our program as we seek to prepare students for the future employment?

9. Do you have any additional comments or recommendations that we have not touched on? [added by Hyson]

10. Would you be willing to contact us if an employment position opens, or would you be okay if we contacted you directly when recommending a particular student for employment? [added by Cook]
Basic information about the program.

(A) How many majors do you have?

(B) What are your concentrations/areas of study?
(C) What kind of change have you seen in your program (direction or size) in the last 5 years?

(D) How does your program fit within your college?

(E) What are your goals for growth?

(F) Are “Child Development” and “Family Studies” separate departments—or are they offered in one program/department?

(G) Can you tell me what advantages/disadvantages exist for your Family Studies program being combined with (or separate from) the Child Development program, particularly from a student perspective?

1. **Promotion of Family Studies Program.** How do you promote your Family Studies program? What things have you found to be effective for recruiting students?

2. **Emphasis of Program.** Is lifespan development emphasized as much as family relationships? What are your most popular classes? Do you plan on adding to (or subtracting from) your curriculum? If so, what are you going to add (or take away)? Please explain.

3. **Student transition to employment.** Is there a particular employment focus or emphasis that your students have by the time they graduate? What has your department done to help Family Studies students transition into employment, and how successful have they been in finding employment they enjoy? If you track data on this, please tell me how this is done.

4. **Community resources.** Do you have an external or advisory committee (consisting of other colleagues and community individuals) that influences your choice of curriculum of other departmental choices? If so, please explain.

5. **Is there anything else you would like to tell me about your program?**

Thank you very much