

2012-2013 Annual Assessment Report

Department of Family and Consumer Sciences (FACS)

1. Implementation of Content Changes Based on Assessment in AY 2010-11

The last assessment evaluated the departmental Cultural and Global Awareness learning outcome. While we found much strength in our programs, we also made some changes to further improve delivery of these concepts to students. Several new assignments were utilized during the fall semester of 2012 to increase students' exposure to global, cultural, and social issues within the context of each program. These included collaboration among our programs to incorporate topics from the One World Initiative theme of Water within our courses. Specifically we were able to tie this theme into water use in fashion merchandizing and production, water as an essential nutrient, and accessibility to water as a global, economic and social stressor.

2. Implementation of Curriculum Changes Based on Assessment in AY 2010-11

Strengths identified from the assessment include finding that the Family Studies (FAMS) program students met, or exceeded, the departmental standard for Cultural and Global Awareness. A course (Social and Cultural Aspects of Food-FACS 114) in the Nutrition and Food (NUFD) program includes several assignments addressing the departmental standard for Cultural and Global Awareness. Capitalizing on the resources of faculty and assignments within the FAMS and NUFD programs, the Apparel Marketing and Design program (APMD) developed a new course, Fashion and the Human Environment (FACS 30), which includes an emphasis on Cultural and Global Awareness as it is related to fashion.

3. Program Learning Outcome Assessed in AY 2012-13

This year we assessed the departmental learning outcome: *Analytical thinking and effective problem solving ability* within all three programs. *Assessment criteria include demonstrated ability to:*

- a. *Identify and assess a given problem*
- b. *Gather, organize and review data/information*
- c. *Develop an effective solution or strong argument*

4. Methodologies Used to Assess Program Learning Outcome

A couple of approaches to assessing our programs were undertaken this year. First, a total of four different assignments were chosen to evaluate student performance across all of the departmental programs (APMD, FAMS, and NUFD). Faculty who administered these assignments were asked to provide up to 20 samples (some of which were group projects) of student work to the committee. The committee evaluated samples of student work against the AACU rubric for Critical Thinking (<http://www.aacu.org/value/rubrics/CriticalThinking.cfm>) (Appendix A). Student's work was scored as Capstone (4 points), Milestone (2-3 points) or Benchmark (1 point) for each of the following categories: Explanation of issues, Evidence, Influence of context and assumptions, Student's position, and Conclusions and related outcomes. The committee members worked independently to review samples of student's work and assigned a score for each category based on the rubric. Secondly, the department administered an exit survey in our senior seminar course during both the fall and spring semesters to assess students' perception of the skills they have acquired from their programs.

5. Standards of Performance

The standard of performance for *Analytical thinking and effective problem solving ability* in each program is 70% of students achieving a mean score of 2.5 out of 4 on the rubric. Given that the exit survey assesses student perception we are not setting a standard. However, we are using the data from it to support the data collected from the rubric and to identify areas of student experience that may be able to improve or possibly require further assessment.

6. Results and Finding

On average FACS students scored between 2.2 to 3.3 out of 4.0 on critical thinking skills (See table on page 3). Students scored the highest on exploration of issues (73%), evidence (82%) and conclusions (91%). Students scored lower than the 70% benchmark in two areas of the critical thinking rubric, context (64%) and student position (50%). From our evaluation it appears that FACS students were able to identify an issue, gather/organize data and develop a solution/strong conclusion which closely align with our department criteria for analytical thinking and effective problem solving. The committee believes that the assignments selected did not clearly ask students to identify and support their position or evaluate the relevance of contexts when presenting a position which is why the scores in those areas were low. These areas (position and context) on the AACU rubric for Critical Thinking were not closely related to the FACS Department Analytical thinking and effective problem solving ability criteria, and

therefore the committee is satisfied with students' ability and does not feel the need to re-evaluate the criteria.

Program	APMD		FAMS		NUFD		FACS Overall	
Criterion*	Mean	% who scored at least 2.5	Mean	% who scored at least 2.5	Mean	% who scored at least 2.5	Mean	% who scored at least 2.5
Exploration of Issues	2.00	0%(0/3)	4.00	100%(2/2)	3.22	100%(6/6)	3.03	73%(8/11)
Evidence	2.78	67%(2/3)	3.00	100%(2/2)	3.06	83%(5/6)	2.97	82%(9/11)
Influence of context and assumption	2.72	100%(3/3)	2.00	0%(2/2)	2.89	67%(4/6)	2.68	64%(7/11)
Student's position	1.33	0%(0/3)	3.00	100%(2/2)	2.40	60%(3/5)	2.20	50%(5/10)
Conclusions and related outcomes	3.28	100%(3/3)	3.50	100%(2/2)	3.17	83%(5/6)	3.26	91%(10/11)

*Refer to Critical Thinking Rubric (Appendix A)

During 2012-2013, a total of 114 graduating seniors enrolled in Senior Seminar course (FACS 168) participated in FACS senior exit survey across all three concentrations (Appendix B). The survey asked students to use a *Likert* scale to express their perception of their academic preparation in several areas: Preparation in Communication, Preparation in Professional Practice, and Preparation in Foundation Knowledge. Among the 19 questions on the survey several statements offer support for student perception of skill with critical thinking. Statement 2 – Perception of preparation for *'identifying, retrieving, critically evaluating, and utilizing information from a variety of sources of information using appropriate technologies, including electronic methods'* students ranked at an average of 4.43 out of 5. Statement 8 – Perception that courses *'provided the preparation I will need to utilize knowledge, skills and resources from multiple sources to address societal issues'* students ranked at an average of 4.22 out of 5. Statements 13, 15-17 – showed that students perceive their classes have prepared them to *'apply theory, identify issues, utilize resources to develop products or materials, and access and apply research within their fields'* students ranked at a combined average of 4.25 out of 5.

The FACS department programs routinely collaborate to identify trends in career needs, student perception and new methodologies for instruction. During the academic year 2012/13 several curricular changes have been made toward this goal. A new core course, FACS 100 Fundamental Research Practices in FACS, is being developed focusing extensively on critical thinking. The NUFD program developed and received approval for a new course, FACS 107

Nutrition Education, Communication and Counseling, which will require students to practice and apply critical thinking skills. Lastly, the departmental curriculum committee is developing assignments for the senior seminar course FACS 168 to best provide evidence of student skill within all of the departmental learning outcomes.

7. Future Approaches in Assessment

As a result of this year's assessment, we feel confident that students in the FACS department get ample experience to develop and apply critical thinking skills. We found that some assignments did not always provide the opportunity for a student to demonstrate their aptitude with some categories on the selected rubric. This was the reason that we chose four assignments among the three departmental programs. For the future our approach will be to better align our department learning outcomes with more appropriate assessment tools and tailoring existing rubrics to better fit our assessment needs.

8. Planned Assessment in AY 2013-14

Next year each program in the FACS department will assess *Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field*. Faculty from each program will choose two learning outcomes to evaluate from their program-specific learning outcomes.

Critical thinking (Second VALUE Rubric)

	Capstone 4	Milestones 3 2		Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**Family and Consumer Sciences Senior Exit Survey
Fall 2012 & Spring 2013**

Table 1. Demographic information of FACS Seniors*

	Characteristics	Frequency	Percentage
Planned Graduation Date	Fall 2012	39	34%
	Spring 2013	57	50%
	Fall 2013	16	14%
	Spring 2014	1	1%
	Fall 2014	1	1%
Major in FACS	Apparel Marketing & Design	24	21%
	Family Studies	15	13%
	Nutrition and Food (including 17 Special Major in Dietetics)	74	65%
Years attended CSUS	<1 year	1	1%
	2 years	32	28%
	3 years	21	18.4%
	4 years	21	18.4%
	5 years	26	23%
	6 years	6	5%
	7 or more years	7	6%
Sac State GPA	3.5-4.0	14	12.5%
	3.0-3.49	58	52%
	2.5-2.99	32	28.5%
	2.0-2.49	8	7%
	<1.99	0	0%
Worked while attending school?	Full time	33	29%
	Part time	71	62%
	Not at all	10	9%
Age	20-25	85	76%
	26-30	19	17%
	31-35	5	4.5%
	36-40	1	1%
	Over 40	2	2%
Gender	Male	13	12%
	Female	99	88%
Ethnicity	African American	8	7.5%
	Asian	15	14%
	Caucasian	56	52%
	Hispanic	17	16%
	Pacific Islander	8	7.5%
	Other	3	3%

*FACS seniors who were enrolled in FACS 168 Senior Seminar

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Table 2. FACS seniors' perception toward their academic preparation

This table presents a descriptive report including frequencies and mean of 5 *Likert* scales on 19 statements. Also average scores for three categories were indicated at the end of each category. Statements 2, 8, 13, and 15-17 (Highlighted below) reflect student perception of skill with **critical thinking**.

	Frequency ^a					Mean ^b
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Preparation in Communication						
My FACS classes have prepared me for:						
1. completing written documents (for example reports, critiques, education materials, journals, notes, portfolio documentations, case studies, business correspondence, proposals, and policies/procedures).	55	52	5	2	0	4.40
2. identifying, retrieving, critically evaluating, and utilizing information from a variety of sources of information using appropriate technologies, including electronic methods.	58	47	9	0	0	4.43
3. communicating verbally in a formal oral presentation and in one-on-one situations.	57	47	10	0	0	4.41
4. expressing ideas as a member of a team and as a team leader.	47	51	12	2	1	4.25
5. presenting information and/or products in an aesthetically pleasing and well-designed manner.	56	45	12	1	0	4.37
6. using visual communication techniques to effectively communicate to a target audience.	59	42	12	1	0	4.39
						4.38
Preparation in Professional Practice.						
My FACS classes have:						
7. provided the preparation I will need to serve as an advocate for individuals, families, consumers and communities.	35	58	19	2	0	4.11

Table 2. (Continued)

8. provided the preparation I will need to utilize knowledge, skills and resources from multiple sources to address societal issues.	43	54	16	1	0	4.22
9. prepared me to demonstrate cultural competence and to respect and support diversity.	57	44	11	2	0	4.37
10. prepared me to demonstrate an ethical and socially responsible global perspective.	40	60	10	3	1	4.18
11. prepared me to work as a participant and/or coordinator of a team or workgroup.	52	54	8	0	0	4.39
12. prepared me to reflect upon experiences and how these experiences relate to concepts and theories in my specialization.	38	58	16	1	0	4.18
4.24						
Preparation in Foundation Knowledge. My FACS classes have prepared me to:						
13. understand and apply theory in my field.	37	61	14	2	0	4.17
14. understand how people and their environments are dependent on each other.	59	43	11	0	1	4.39
15. identify the current trends and issues related to my field.	55	47	8	4	0	4.34
16. utilize resources/ technology to develop products or materials for my profession.	45	51	15	1	1	4.22
17. understand how to access and apply research to my field.	49	48	13	3	0	4.27
18. understand public policy issues related to my field.	25	47	33	7	2	3.75
19. understand the integration of the different concentrations in FACS.	31	47	22	14	0	3.83
4.14						

^a N = 114^b 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree