

2013-2014 ANNUAL ASSESSMENT REPORT

Part 1: Background Information

B1. Program name: [B.A. Family Studies Concentration in Family and Consumer Sciences]

B2. Report author(s): [Dr. Ann Moylan]

B3. Fall 2012 enrollment: [49]

Use the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment:
(<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>).

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

	1. Critical thinking (WASC 1) *
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above : a. b. c.

* One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy**.

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

Family and Consumer Science have developed five program learning outcomes (see Appendix 1 for more details). This year we assessed program learning outcome 1 (PLO 1): competence in the discipline.

PLO1: "Students will demonstrate: Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resource, current trends, theories, and issues related to their field".

As one of the concentrations in FACS, Family Studies has the following three discipline learning outcomes:

- 1.1 Graduates will select key concepts, from the major theories utilized in *family studies*, that can best explain or inform a given case, circumstance or scenario.

- 1.2 Graduates will select key concepts, from the major theories in *human development*, that can best explain developmental, contextual or circumstantial issues
- 1.3 Graduates, given a particular scenario, case or circumstance, will identify appropriate *practices and interventions* pertinent to working with diverse families.

Among the above discipline learning outcomes, this year FAMS assessed 1.1 and 1.2 combined: *Graduates will demonstrate comprehension of theories and concepts pertinent to an understanding of family systems and human development*, and 1.3 *Graduates will demonstrate comprehension of appropriate practice and interventions pertinent to working with families in various capacities*.

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

	1. Yes
X	2. No (If no, go to Q1.4)
	3. Don't know (Go to Q1.4)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile* (DQP) * to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:

http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
<http://www.learningoutcomeassessment.org/DQPNew.html>.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

X	1. Yes, we have developed standards/expectations for ALL PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for SOME PLOs assessed in 2013-14.
	3. No (If no, go to Q2.2)
	4. Don't know (Go to Q2.2)
	5. Not Applicable (Go to Q2.2)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Standards of performance and expectations:

80% of undergraduate students need to get 75% of assessment questions correct.

Q2.2. Have you published the **PLO(s)/expectations/rubric(s)** you assessed in 2013-2014?

X	1. Yes
	2. No (If no, go to Q3.1)

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? [**CHECK ALL THAT APPLY**]

X	1. In SOME course syllabi/assignments in the program that claim to introduce/develop/master the PLO(s)
	2. In ALL course syllabi/assignments in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
X	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
X	10. In other places, specify: In SCIPP report done in spring 2012.

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.2. If yes, was the data **scored/evaluated** for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

Results

Data for the discipline competencies of our seniors are presented in Table 1.

Table 1: The Results for Discipline Competency

Test Score PLO	Excellent (4)	Good (3)	FACS Standard (2.5)	Average (2)	Below Average (1)	Failing (0)	Average Score
	≥90%	≥80%	≥75%	≥70%	≥60%	<59%	
1.1 Graduates will select key concepts, from the major theories utilized in family studies, that can best explain or inform a given case, circumstance or scenario. & 1.2 Graduates will select key concepts, from the major theories in human development, that can best explain developmental, contextual or circumstantial issues.	85%	5%	0	0	5%	5%	3.76 (=94/100)
1.3 Graduates, given a particular scenario, case or circumstance, will identify appropriate practices and interventions pertinent to working with diverse families.	45%	35%	0	20%	0	0	3.56 (= 89/100)
Overall*	65%	20%	0%	10%	2.5%	2.5%	3.66 (=91.5/100)

* N = 20

Findings

The standard of performance and expectations is that 80% of undergraduate students need to get 75% of assessment questions correct. Major findings are as follows:

- Overall 85% of undergraduate students scored 75% or higher on the discipline learning outcomes.
- When discipline learning outcomes 1.1 and 1.2 were assessed together, 90% of undergraduate students scored 75% or above, and 10% scored below 75%.
- When discipline learning outcome 1.3 was assessed, 80% of undergraduate students scored 75% or above and 20% scored below 75%.

Conclusions

- Students' competency in the area of understanding theories and concepts of family systems and human development exceeded the expectations in 2013-14.
- Students' competency in area of appropriate practice and interventions achieved the expectations in 2013-2014.
- Overall, students perform at a higher level of competence with regard to theories and concepts of family systems and human development than they do with regard to the application of these theories and concepts to appropriate practice and intervention with diverse families.
- Strengthening students' competency with regard to appropriate practice and intervention is warranted even though the standards were met.

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: [Competency in discipline]

X	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

[NOTE: IF YOU HAVE MORE THAN ONE PLO, YOU NEED TO REPEAT THE TABLE IN Q3.4.1 UNTIL YOU INCLUDE ALL THE PLO(S) YOU ASSESSED IN 2013-2014.]

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs in total did your program assess in the 2013-2014 academic year? [1]

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO in 2013-14, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)

	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

Direct Measures

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No (If no, go to Q4.4)
	3. Don't know (Go to Q4.4)

Q4.3.1. Which of the following **DIRECT** measures were used? [**Check all that apply**]

	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
X	8. Other measure. Specify: classroom exam created for the assessment

Q4.3.2. Please provide the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] that you used to collect the data. [WORD LIMIT: 300 WORDS]

Twelve items specifically targeting knowledge of the Program Learning Outcomes were included in a scheduled quiz which was developed (see Appendix III) by the instructor of FACS 162, Family Support Services, a course students take in their senior year. The quiz included five items (numbers 1 – 5) to measure 1.1 and 1.2, and seven items (6,7,9, and 11-14) to measure 1.3.

Q4.3.2.1. Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion?

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? **[Select one only]**

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
X	5. Use other means. Specify: correct answer key

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? **[Select one only]**

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
	3. A rubric that is totally developed by local faculty
X	4. Use other means. Specify: correct answer key by faculty

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

	1. Yes
	2. No
	3. Don't know
X	4. N/A

Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
	2. No
	3. Don't know
X	4. N/A

Q4.3.9. Were the sample sizes for the direct measure adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

FACS 162 was selected as the course that would yield the highest percentage (and likely highest number as well) of Family Studies students, and seniors in particular.

FACS 162 is a service-learning course in which students are focusing on the connections between their acquired knowledge and skills and the application of knowledge and skills in the community. This was another factor that made FACS 162 the best choice for measuring learning outcomes that include both comprehension and application.

A directed quiz was selected so that questions could be written with specific learning outcomes in mind.

Indirect Measures

Q4.4. Were indirect measures used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.5)

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.6)

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No (Go to Q4.7)
	3. Don't know (Go to Q4.7)

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

FACS 162, Family Support Services, was selected for three reasons: 1) the course is required of all Family Studies students, 2) students enrolled are in their senior year; 3) course content includes both theory and practice in family studies. All students in FACS 162 in fall 2013 took the quiz (n = 22). The responses of two students were excluded due to the fact that one was a Child Development major and one was in the Food and Nutrition concentration of FACS, resulting in a sample size of 20. The two students whose data was excluded would not have completed all the courses in the Family Studies concentration and the results of their quizzes would not have been reflective of the program of study.

The quiz was conducted toward the end of fall 2013 in order to make sure the key topics related to these discipline learning outcomes had been covered in class. The quiz was the last one of three during the semester. It was announced ahead of time. The instructor distributed and collected the quizzes in class.

According to the FACT Book, there were 49 majors in the Family Studies program in fall 2012. Assuming this number was about the same in fall 2013, and because the program has very few freshman and sophomores, one would expect that the 49 majors are split fairly evenly between juniors and seniors. The sample size of 20 out of about 25 seniors represents 80% of all senior students.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [__1__]

NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results from 2012-2013 been used for? [CHECK ALL THAT APPLY]

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses	X				
2. Modifying curriculum	X				
3. Improving advising and mentoring					X
4. Revising learning outcomes/goals					X
5. Revising rubrics and/or expectations		X			
6. Developing/updating assessment plan		X			
7. Annual assessment reports			X		
8. Program review			X		
9. Prospective student and family information					X
10. Alumni communication					X
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning					X
16. Institutional benchmarking					X
17. Academic policy development or modification					X
18. Institutional Improvement					X
19. Resource allocation and budgeting					X
20. New faculty hiring					X
21. Professional development for faculty and staff					X
22. Other Specify: FACS Department faculty workgroup in the summer of 2013 regarding how to utilize 2012-13 assessment report to improve the programs and curricula.					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

A new course, FACS 100, Research Methods and Application in FACS, will be offered for the first time in fall 2014. This core course includes assignments that all faculty members in FACS have developed to solicit evidence of student critical thinking skills that align with the critical thinking VALUE rubric.

The senior project assignment in FACS 168, Senior Seminar, has also been created to provide evidence of student critical thinking skills that align with the majority of the critical thinking VALUE rubric.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

x	1. Yes
	2. No (If no, go to Q5.3)
	3. Don't know (Go to Q5.3)

We have updated the program learning outcomes for the Family and Consumer Sciences department that describes an assessment plan for each outcome and updated the courses and curriculum list to indicate sources of student work for each outcome.

Feedback from 2012-13 Assessment Report	Our Responses
<p>Q3.2. Did the program assess competency in the discipline content knowledge (see Appendix 3 for more details)? <i>Comments:</i> No.</p>	<p>We did not assess competency in the discipline in 2012-13. However, this is what we are assessing in 2013-14.</p>
<p>Q4.1.2. If direct measures were used, were those who review student work calibrated to apply assessment criteria in the same way? <i>Comments:</i> Not enough information is provided. Q4.1.3. If direct measures were used, were there checks for inter-rater reliability? <i>Comments:</i> Not enough information is provided. Q6.1.1. If yes, was the data of high quality (reliable or valid)? <i>Comments:</i> Not enough information was provided. Not clear Q6.2. Did the data from all the different assessment tools directly align with each learning outcome (validity)? <i>Comments:</i> Not clear</p>	<p>Though it was not described in detail in our 2012-13 assessment report, in the past assessment we chose to have the three committee members evaluate the same sample of student work and report an average of the rubric scores. Currently, we are in the process of developing a procedure for calibrating the application of assessment criteria.</p>
<p>Q4.1.4. If direct measures were used, were the sample sizes for student work adequate? <i>Comments:</i> Sample size is too small to be reliable and valid. Please increase the sample size.</p>	<p>We have reconsidered this approach and are setting best practices by beginning to identify a sample size expectation for each of the learning outcomes. This year we have a more robust sample size.</p>
<p>Q4.3. Were external benchmarking data, including professional licensure exams, nationally-normed comprehensive exams, or surveys used for assessment? <i>Comments:</i> Not enough information was provided.</p>	<p>Not applicable.</p>
<p>Q4.4. Were other methods used for assessment? Specify: No.</p>	<p>Not applicable.</p>
<p>Q4.5. Were ALL the assessment methods that were used good measures for the program learning outcome(s)? <i>Comments:</i> The Department used the critical thinking VALUE rubric to measure analytical thinking and problem solving skills. Are you measuring critical thinking, problem solving or analytical thinking skills? Not clear.</p>	<p>We assessed critical thinking by using the critical thinking VALUE rubric. The assignments also involved analytical thinking and problem solving skills, but these were not assessed. The Department has revised the program learning outcomes including this particular PLO.</p>
<p>Q4.6. Did the program indicate explicitly where the</p>	<p>The Department just finished revising the PLOs</p>

learning and/or assessment occurred in the curriculum? <i>Comments: Please use curriculum maps, VALUE rubrics, and backward design to explicitly indicate where learning and/or assessment take place for EACH PLO.</i>	and we are in the process of updating and completing our curriculum maps.
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Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

The assessment data collected in previous years has been used to collectively discuss and amend assignments in our courses relevant to each learning outcome, including the critical thinking topic covered in the 2012/13 report. To refine the tools and assignments that will be used for annual assessment of learning outcomes, department faculty have convened several times to discuss and determine best practices for our common core senior capstone course, FACS 168 Senior Seminar. We decided that it was necessary to have a full-time faculty member teaching this course. Students' capstone assignment has been updated to require students demonstrate skills integrated from several departmental learning outcomes, including critical thinking. As a group, the faculty have provided input into assignment content and development of rubrics within this course. Although the course is taught by one instructor of record, all full-time faculty share in the responsibility of grading student presentations at the end of each semester. The rubric used in the 2012/13 assessment has also been discussed to highlight strengths and weaknesses after its use and garner consensus in updating its content to fit the program learning outcomes and assignments.

To further ensure student's skill with critical thinking, the department has developed a common core course that will include topics in critical thinking and ethics in research and practice. This course, FACS 100 Research Methods and Application in FACS, will be offered for the first time in fall 2014 by a full-time faculty member. In two years, we are planning to assess critical thinking PLO again.

The department is also updating the program learning outcomes and clarifying recommendations for the number of samples appropriate for assessing each learning outcome. Tables are also being generated to outline courses and curriculum sources for data for each learning outcome.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

	1. Yes
x	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

We conduct an exit survey each semester to examine student perception of the program. Currently, for this academic year, we are still in the process of coding data and the result will be available soon.

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
X	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to assess but not included above:

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
X	7. 2012-2013
	8. 2013-2014
	9. Have not yet developed a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
X	8. 2013-2014
	9. Have not yet updated the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

A5. Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [__FACS 168__]

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [Family and Consumer Sciences]

A8. Department in which the academic unit is located: [Family and Consumer Sciences]

A9. Department Chair's Name: [Dr. Seunghee Wie]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [1]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
X	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):

A12. Number of undergraduate degree programs the academic unit has: [1]

A12.1. List all the name(s): [Family and Consumer Sciences]

A12.2. How many concentrations appear on the diploma for this undergraduate program? [3]

NOTE: Consumer Studies Concentration has been deleted from the Catalog.

Master Degree Program(s):

A13. Number of Master's degree programs the academic unit has: [0]

A13.1. List all the name(s): [N/A]

A13.2. How many concentrations appear on the diploma for this master program? [N/A]

Credential Program(s):

A14. Number of credential degree programs the academic unit has: [0]

A14.1. List all the names: [N/A]

Doctorate Program(s)

A15. Number of doctorate degree programs the academic unit has: [0]

A15.1. List the name(s): [N/A]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____

16.2. If yes, please specify the name of each diploma concentration: _____

Appendix I

PROGRAM LEARNING OUTCOMES **Department of Family and Consumer Sciences**

The overarching goal of the Family and Consumer Sciences Department is to graduate competent entry-level practitioners in their chosen field. Graduates will be well developed and demonstrate strong communications skills, critical thinking ability, ethical values and be sensitive to issues related to global awareness and cultural diversity.

The FACS Department has identified the following program learning outcomes for the undergraduate program in all concentrations. The outcomes align with the institutional baccalaureate learning goals but are tailored to the FACS program.

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.

Family Studies Concentration

- 1.1: Graduates will select key concepts, from the major theories utilized in family studies, that can best explain or inform a given case, circumstance or scenario.
- 1.2: Graduates will select key concepts, from the major theories in human development, that can best explain developmental, contextual or circumstantial issues.
- 1.3: Graduates, given a particular scenario, case or circumstance, will identify appropriate practices and interventions pertinent to working with diverse families.

Fashion Merchandising and Design Concentration

- 1.1: Graduates will be able to identify the role of textile product construction/production, and garment construction and assembly processes in the global fashion industry.
- 1.2: Graduates will be able to select appropriate strategies for product design by combining proper design process and understanding of societal, psychological, cultural, economic, historical, and environmental influence on fashion.
- 1.3: Graduates will be able to demonstrate proper skills and readiness for planning, developing, and promoting merchandise lines in global fashion industry.

Nutrition and Food Concentration

- 1.1: Graduates will identify the role of nutrients and food in the achievement and maintenance of human health.
 - 1.2: Graduates will demonstrate the proper techniques for food preparation, production, and safety.
 - 1.3: Graduates will select appropriate behavioral interventions for health promotion and disease prevention.
2. Effective communication skills as individuals and collaborators in written and verbal delivery and receipt including the use of current technology (PLO2: Written and Oral Communication adopted from the VALUE rubric)

Assessment criteria include demonstrated ability to:

- 2.1: Write effective technical and lay reports
 - Identify the purpose of their writing and use the purpose to develop a composition.

- Organize materials and arguments to explain or persuade effectively.
 - Use credible, relevant and updated evidence and sources
 - Integrate research findings into their work, including proper citation and formatting.
 - Display technical proficiency in writing (grammar, spelling, etc.).
 - Write clearly and revise when needed
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- 2.2: Effectively present information to a group or individual
- Use a clear and consistent organization pattern (Organization)
 - Choose appropriate language to enhance the effectiveness (Language)
 - Select different types of delivery techniques (Delivery)
 - Use different types of materials to significantly support the presentation and establish the presenter's credibility/authority on the topic (Supporting materials);
 - Deliver a compelling central message (Central message);
3. Critical thinking ability that involves combinations of analytical thinking and effective problem solving related to their field (PLO3: Critical Thinking adopted from the VALUE rubric)

Assessment criteria include demonstrated ability to:

- 3.1: Clearly state the issue/problem which needs to be considered critically (Explanation of issues)
 - 3.2: Gather, organize and review data/information with enough interpretation to develop a comprehensive analyses or synthesis (Evidence)
 - 3.3: Analyze their own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position (Influence of context and assumptions)
 - 3.4: Students' specific position takes into account the complexities of an issue. Limits of position and others' points of view are acknowledged and synthesized within position (Student's position)
 - 3.5: Develop an effective solution or strong argument (Conclusions and related outcomes)
4. Understanding of ethical codes and key values as individuals and illustrating of ethical and value application and their relationship in the field. (PLO4: Ethical Reasoning adopted from the VALUE)

Assessment criteria include demonstrated ability to:

- 4.1: Discuss core beliefs and their origins (Ethical self-awareness)
 - 4.2: Describe theories of different ethical perspectives or concepts (Understanding different ethical perspectives/concepts)
 - 4.3 Recognize ethical issues within complex scenarios and articulate how ethical dilemmas interact (Ethical issue recognition)
 - 4.4: Apply ethical perspectives to ethical questions and articulate the implications of these perspectives (Application of ethical perspectives/concepts)
 - 4.5 Articulate a position and provide supportive reasoning that shows understanding of objections, assumptions and implications of different perspectives. (Evaluation of different ethical perspectives/concepts)
5. Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures. (PLO5: Intercultural Knowledge and Competency from the VALUE rubric)

Assessment criteria include demonstrated ability to:

- 5.1: Articulate insights into their own cultural rules and biases.
- 5.2: Express an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs or practices.
- 5.3: Interpret intercultural experience from their own perspectives.

- 5.4: Articulate an understanding of cultural differences in verbal and/or nonverbal communication.
- 5.5: Develop questions about other cultures and answer these questions.
- 5.6: Initiate and develop interactions with different cultures and suspends judgment in valuing her/his interactions with culturally different others.

Appendix II

No rubric was used to assess the knowledge competencies. Please see the assessment tool with answer key in Appendix III.

Appendix III

FACS 162

Quiz Three

Fall 2013

1. A theory that reminds us to consider the fact that a child may not be able to learn in school, or interact effectively with peers, when he/she is concerned about getting enough food to eat that day or is concerned about being safe
 - a. Piaget's Cognitive Developmental Theory
 - b. Systems Theory
 - c. Maslow's Hierarchy
 - d. Erikson's Psychosocial Stage Theory
 - e. Bronfenbrenner's Bio-ecological Theory
2. A theory that reminds us that being able to trust our world and those around us is not a given for every individual, but rather is a task we are each faced with and may face many times throughout our lives
 - a. Piaget's Cognitive Developmental Theory
 - b. Systems Theory
 - c. Maslow's Hierarchy
 - d. Erikson's Psychosocial Stage Theory
 - e. Bronfenbrenner's Bio-ecological Theory
3. A theory that reminds us that when we impact one member of a family or a group, we impact every other member of that family or group
 - a. Piaget's Cognitive Developmental Theory
 - b. Systems Theory
 - c. Maslow's Hierarchy
 - d. Erikson's Psychosocial Stage Theory
 - e. Bronfenbrenner's Bio-ecological Theory
4. A theory that reminds us that in order to understand an individual or a family we must understand the various contexts in which that person operates, including his or her family, school, work, culture, etc.
 - a. Piaget's Cognitive Developmental Theory
 - b. Systems Theory
 - c. Maslow's Hierarchy
 - d. Erikson's Psychosocial Stage Theory
 - e. Bronfenbrenner's Bio-ecological Theory
5. A theory that reminds us that our interactions with individuals and families must take into account each individual's level of understanding and ability to comprehend, and that understanding is not handed over to people, but rather each individual contributes to forming his or her own understanding
 - a. Piaget's Cognitive Developmental Theory
 - b. Systems Theory
 - c. Maslow's Hierarchy
 - d. Erikson's Psychosocial Stage Theory
 - e. Bronfenbrenner's Bio-ecological Theory

6. Self-awareness and self-acceptance are critical to our work in human services. Self-awareness includes gaining a better understanding of
- Our values and beliefs
 - Our family of origin
 - Our culture
 - Our motivations for becoming helpers
 - All of the above**
7. A skill that is extremely important if one is to become an effective communicator and helper, is learning how to be genuinely attentive to a client. This attentiveness is best communicated through
- Active listening and non-verbal language**
 - Interviewing the client
 - Providing sound advise
 - Providing praise and encouragement
 - Providing appropriate resources
8. The TFA approach to understanding human behavior focuses not only on the behaviors and ideas of ourselves and others, but also on the _____ of ourselves and others.
- Thoughts
 - Actions
 - Biases
 - Feelings**
 - Culture
9. A strengths perspective is also known as
- Family-centered approach
 - Resource-based approach
 - Asset-based approach**
 - Effective-intervention approach
 - All of the above
10. Balancing family life and career, is typically viewed as which type of challenge?
- Personal**
 - Organizational
 - Environmental
 - All of the above
11. Human services professionals are required to “use clear and understandable language to explain the purpose of their services, risks related to services, limits of services due to the requirements of a third-party, reasonable alternatives, and the client’s right to refuse to participate or withdraw at any time.” These are all aspects of
- confidentiality
 - dual relationships
 - informed consent**
 - all of the above

12. Professionals are generally obligated not to share with others a client's communications or information about the client. The obligation in this professional relationship is most clearly referred to as
- a. confidentiality
 - b. dual relationship
 - c. informed consent
 - d. all of the above
13. An important legal responsibility is the "duty to warn" or "duty to protect." This responsibility is based on which two principles?
- a. the helper perceives a foreseeable and imminent threat
 - b. there is an identifiable potential victim
 - c. the client has waived his or her rights to confidentiality
 - d. a and b
 - e. a and c
14. A Mandated Reporter is legally required to report knowledge and/or reasonable suspicion of child abuse and neglect when that knowledge or suspicion is obtained in his/her professional capacity or within his/her scope of employment. T/F