

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015?** [Check all that apply]

- ☐ 1. Critical thinking
- ☐ 2. Information literacy
- ☐ 3. Written communication
- ☐ 4. Oral communication
- ☐ 5. Quantitative literacy
- ☐ 6. Inquiry and analysis
- ☐ 7. Creative thinking
- ☐ 8. Reading
- ☐ 9. Team work
- ☐ 10. Problem solving
- ☐ 11. Civic knowledge and engagement
- ☐ 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
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:

a.
b.
c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

- ☐ 1. Yes
- ☒ 2. No (Go to **Q1.5**)
- ☐ 3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

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

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- ☐ 1. Yes
- ☐ 2. No, but I know what the DQP is.
- ☒ 3. No, I don't know what the DQP is.
- ☐ 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

This year (2014-15), our assessment focused on our Department's Program Learning Outcome 4 (PLO4) - Ethical Reasoning, which coincided with Sacramento State Baccalaureate Learning Goals for the 21st Century, "Personal and Social Responsibility"
<http://www.csus.edu/ethn/overview/Sacramento%20State%20Baccalaureate%20Learning%20Goals.pdf>

Our PLO4 is adopted from the Ethical Value Rubric developed by Association of American Colleges and Universities (Attachment 1). PLO4 is listed below:

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)

Q1.2.1. Do you have rubrics for your PLOs?

- ☐ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☐ 3. No rubrics for PLOs
- ☒ 4. N/A, other (please specify):

The value rubric was used to design the assessment tool. However, it was not used directly to grade students' responses.

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)

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

FACS Department PLO.4 Ethical Reasoning

Our departmental Assessment Committee created an assessment tool to examine PLO 4 (Ethical Reasoning). The assessment tool was developed based on the Value Rubric developed by the Association of American Colleges and Universities (Attached 1). In addition, another two sources were used. One is a textbook "Cozby, P. & Bates, S. (2012). *Methods in Behavioral Research* (11th edition). USA: McGraw-Hill." The other is a website, where it helped us develop our case study: <http://careereducation.wikispaces.com/file/view/Ethics+In+the+Workplace+Lesson.pdf>. FACS content was also considered in order to make all the questions more relevant to our majors.

For PLO 4.1 (Ethical self-awareness), our items or questions were similar to that of a "matching" quiz, where students matched the appropriate term to its definition. Our goal was to establish a baseline for how aware they were of basic ethical issues and concepts. Some of these concepts included the IRB, confidentiality, plagiarism, and conflict of interest.

For the section assessing PLO 4.2 (Understanding different ethical perspectives/concepts/theories), we created multiple-choice questions to measure their understanding of beneficence, non-maleficence, justice, and autonomy. Because our department consists of multiple concentrations, there were few if any specific theories all students would have studied, and this is why we only measured some of the most basic ethical concepts.

Our assessment tool also measured PLO 4.3 (Ethical issue recognition) by providing students with a case study or moral dilemma, along with a list of statements to which, based on the student's responses, would indicate their ability to view a moral

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

situation from multiple perspectives; our primary goal with 4.3 was to determine if students could recognize ethical concerns from multiple points of view and across different relationships and roles.

Although our initial intent was to create an assessment tool addressing all of the PLO items (PLO 4.1-4.5), after several attempts and meetings we recognized the challenge for measuring such an abstract concept (i.e. ethics) with just one assessment tool, and determined that the best course of action would be to focus on addressing items 4.1-4.3, and then, based on the strengths or weaknesses of our assessment tool, as well as students responses, determine whether and how items 4.4 and 4.5 may be addressed in future assessments.

Our assessment tool is attached as attachment 2.

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

The value rubric we used to design our assessment tool is attachment 1.

We developed five categories of performance, and used the same categories for all measured PLO's. These include:

Capstone: 100% of the answers were marked correctly

Milestone 75%: Students answered 75-99% of the answers correctly

Milestone 70%: Students answered 70-74% of the answers correctly

Milestone 50%: Students answered 50-69% of the answers correctly

Benchmark 25%: Students answered 25-49% of the answers correctly

Below Benchmark: Students answered less than 25% of the answers correctly

The standard of performance and expectations is that 75% of undergraduate students need to get 70% of assessment questions correctly.

The answers to the assessment tool is attachment 3.

Q2.4. Please indicate the category in which the selected PLO falls into.

- ☐ 1. Critical thinking
- ☐ 2. Information literacy
- ☐ 3. Written communication
- ☐ 4. Oral communication
- ☐ 5. Quantitative literacy
- ☐ 6. Inquiry and analysis
- ☐ 7. Creative thinking
- ☐ 8. Reading
- ☐ 9. Team work
- ☐ 10. Problem solving
- ☐ 11. Civic knowledge and engagement
- ☐ 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
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. Other PLO. Specify:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:	Q2.5	Q2.6	Q2.7
	PLO	Standards of Performance	Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	1. <input type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input checked="" type="checkbox"/>
2. In ALL course syllabi/assignments in the program that address the PLO	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
3. In the student handbook/advising handbook	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
4. In the university catalogue	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
5. On the academic unit website or in newsletters	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input type="checkbox"/>
6. In the assessment or program review reports, plans, resources or activities	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input checked="" type="checkbox"/>
7. In new course proposal forms in the department/college/university	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
8. In the department/college/university's strategic plans and other planning documents	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input type="checkbox"/>
9. In the department/college/university's budget plans and other resource allocation documents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
10. Other, specify:			
Question 3: Data Collection Methods and Evaluation of Data Quality for the <u>Selected</u> PLO			
Q3.1. Was assessment data/evidence collected for the selected PLO in 2014-2015? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)		Q3.2. If yes, was the data scored/evaluated for this PLO in 2014-2015? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)	

<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p>One.</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>Students in FACS 168 Senior Seminar course were given the assessment tool. FACS 168 is Senior Seminar, and the students who are enrolled in FACS 168 are always graduating seniors. Assessing graduating seniors' ethical awareness and reasoning after they complete most FACS courses and right before they graduate is appropriate.</p>	
<p>Q3A: Direct Measures (key assignments, projects, portfolios)</p>		
<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Go to Q3.7)</p> <p><input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences</p> <p><input type="checkbox"/> 2. Key assignments from required classes in the program</p> <p><input type="checkbox"/> 3. Key assignments from elective classes</p> <p><input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques</p> <p><input type="checkbox"/> 5. External performance assessments such as internships or other community based projects</p> <p><input type="checkbox"/> 6. E-Portfolios</p> <p><input type="checkbox"/> 7. Other portfolios</p> <p><input checked="" type="checkbox"/> 8. Other measure. Specify: An assessment tool developed by the FACS Assessment Committee</p>	
<p>Q3.3.2. Please attach the direct measure you used to collect data. See attachment 2.</p>		
<p>Q3.4. How was the data evaluated? [Select only one]</p> <p><input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5)</p> <p><input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class</p> <p><input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty</p> <p><input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty</p> <p><input type="checkbox"/> 5. The VALUE rubric(s)</p> <p><input type="checkbox"/> 6. Modified VALUE rubric(s)</p> <p><input checked="" type="checkbox"/> 7. Used other means. Specify: A consensus on the correct answers to all the questions was determined before administration to students. We designed the questions to test specific PLOs presented in the VALUE rubric. See the attachment 3 for the Key.</p>		
<p>Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>
<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>Four faculty members developed the tools and evaluated the data collected. The scoring of the work did not require a norming</p>	<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <p><input type="checkbox"/> 1. Yes</p>	

process since the correct answers were finite and predetermined by a consensus.	<input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? We chose to assess all the students enrolled in 2 sections of FACS 168, Senior Seminar, during the spring 2015 semester. We selected this course to capture students who were close to graduation to measure their skills at the time of degree completion.	Q3.6.1. How did you decide how many samples of student work to review? We chose to sample as many graduating seniors as possible during the spring 2015 semester. There will be 153 students graduating in AY 14/15. Eighty five of them are enrolled in FACS 168 in spring 2015. And 68 students participated in the assessment.	
Q3.6.2. How many students were in the class or program? We asked all students attending one day of class in both sections of FACS 168, Senior Seminar, during the spring 2015 semester to complete our assessment tool. We selected this course to capture students who were close to graduation to measure their skills at the time of degree completion. There are eighty-five students enrolled in FACS 168 in spring 2015.	Q3.6.3. How many samples of student work did you evaluate? The assessment tool was distributed to sixty-eight graduating seniors, all of which were returned and included in the data set.	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)		
Q3.7. Were indirect measures used to assess the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q3.8)	Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input checked="" type="checkbox"/> 7. Other, specify: Departmental student exit survey (see attachment 4).	
Q3.7.2 If surveys were used, how was the sample size decided? The indirect measurment is our deptmental student exit survey. FACS 168, Senior Seminar (Section 1 and 2), was chosen during the fall 2014 semester.		
Q3.7.3. If surveys were used, briefly specify how you selected your sample. The sample was determined by the number of students attending FACS 168 Senior Seminar, in which the survey was administered.	Q3.7.4. If surveys were used, what was the response rate? 100% of students who were asked to take the survey responded. Senior exit survey: 49 out of 85 enrolled. This is 50% of those who graduated in fall 2014 and 23% of those who graduated in AY 2014/15.	
Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)		

<p>Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No (Go to Q3.8.2)</p>	<p>Q3.8.1. Which of the following measures was used?</p> <p><input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams</p> <p><input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)</p> <p><input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)</p> <p><input type="checkbox"/> 4. Other, specify:</p>
<p>Q3.8.2. Were other measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No (Go to Q3.9)</p> <p><input type="checkbox"/> 3. Don't know (Go to Q3.9)</p>	<p>Q3.8.3. If other measures were used, please specify:</p>

Q3D: Alignment and Quality

<p>Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>	<p>Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>
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Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

Data for the ethical reasoning are presented in Table 1.

Table 1: The Results for Ethical Reasoning

Different Levels Three Chosen Criteria (Areas)	Capstone 100%	Milestone			Benchmark 49-25%	Below Benchmark <25%	Total (N=68)
		99%-75%	74-70%	69-50%			
4.1: Discuss core beliefs and their origins (Ethical self-awareness)	65% (N=44)	19% (N=13)	2% (N=1)	6% (N=4)	4% (N=3)	4% (N=3)	7.74 (100%, N=68)
4.2: Describe the theories of different ethical perspectives or concepts (Understanding different ethical perspectives/concepts)	31% (N=21)	29% (N=20)	0% (N=0)	18% (N=12)	16% (N=11)	6% (N=4)	2.63 (100%, N=68)
4.3: Recognize ethical issues within complex scenarios and articulate how ethical dilemmas interact (Ethical issue recognition)	1% (N=1)	46% (N=31)	22% (N=15)	18% (N=12)	6% (N=4)	7% (N=5)	7.91 (100%, N=68)

After assessing discipline competence (PLO1) in 2013-14, critical thinking ability (PLO3) in 2012-13, cultural and global awareness (PLO5) in 2011-12, and communication skills (PLO2) in 2010-11, this year (2014-15) it is time for FACS Department to assess ethical reasoning (PLO4). In PLO4, there are five items which require different tools to assess. Specifically, 4.1, 4.2, and 4.3 can be assessed by quizzes/exams to evaluate students' ethical awareness, understanding of ethical perspectives/concepts, and ethical issue recognition, whereas 4.4 and 4.5 need to assess students' papers/projects which show how students apply ethical perspectives, articulate a position and provide supportive reasoning. Since this is the first time for a long time for FACS to assess ethical reasoning, the Department chose to focus on the first three items.

The standard of performance and expectations is that 75% of undergraduate students need to get 70% of assessment questions correct. Major findings are as follows:

For PLO4.1, 86% of our students get 70% of assessment questions correct, and the average is 7.74 out of 9, which shows that the majority of our students are aware of ethical issues. Therefore, PLO4.1 is met.

For PLO4.2 which focuses on understanding different ethical perspectives/concept, 60% of students get 70% of questions correct and the average is 2.63 out of 4. Therefore, PLO4.2 is not met.

For PLO4.3 which focuses on ethical issue recognition within complex scenario, 69% of students get 70% of questions correct with an average of 7.91 out of 12. Therefore, PLO4.3 is not met.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

The assessment results show that our students are doing well in ethical self-awareness (PLO4.1) because they meet our standard of "75% of undergraduate students get 70% of assessment questions correct". However, the results show that our students are not doing well in understanding different ethical perspectives/concepts (PLO4.2), and ethical issue recognition (PLO 4.3), because there are 60% of students get 70% of questions correct for PLO4.2; and 69% of students get 70% of questions correct for PLO4.3.

Two specific steps will be taken to improve student performance of PLO 4.2 and 4.3.

- (1) Core courses in our curriculum that include ethical reasoning are the new FACS 100 course on Research Methods and Applications in FACS and the FACS 168 Senior Seminar. We sampled the Senior Seminar course this year and will use this data to update content in the FACS 100 course which will eventually be taken earlier in the curriculum. Specifically, FACS 100 will address the content in the assessment tool within the week that ethics is addressed by putting more emphases on the content of PLO 4.2 and PLO 4.3.
- (2) The results from this assessment will be shared with faculty and the curriculum committee for recommendations. Some changes will be provided in concentration-specific courses in addition to FACS 100. For example, the Family Studies concentration is working closely with the National Council on Family Relations (NCFR) on developing and accessing its (Family Studies) students on "NCFR standards" and ethics in Family Studies courses. FACS 155 and FACS 162 might be good potential courses to add more emphases on PLO 4.2 and PLO 4.3. For Nutrition and Food concentration, the possible courses to improve student performance in PLO 4.2 and PLO 4.3 are FACS 115, FACS 116, and FACS 119. For Fashion Merchandising and Design program, FACS 134 might be a good fit to add more content on how to understand different ethical perspectives/concepts (PLO4.2), and ethical issue recognition (PLO4.3).

Q4.3. For **selected** PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☒ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation or standard has been specified
- ☐ 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☒ 1. Yes
☐ 2. No (Go to **Q6**)
☐ 3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- ☐ 1. Yes
☐ 2. No
☒ 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.
[Word limit: 300 words]

The Committee will plan to take the following two steps in order to improve student performance of PLO 4.2 and 4.3.

- (1) Core courses in our curriculum that include ethical reasoning are the new FACS 100 course on Research Methods and Applications in FACS and the FACS 168 Senior Seminar. We sampled the Senior Seminar course this year and will use this data to update content in the FACS 100 course which will eventually be taken earlier in the curriculum. Specifically, FACS 100 will address the content in the assessment tool within the week that ethics is addressed by putting more emphases on the content of PLO 4.2 and PLO 4.3.
- (2) The results from this assessment will be shared with faculty and the curriculum committee for recommendations. Some changes will be provided in concentration-specific courses in addition to FACS 100. For example, the Family Studies concentration is working closely with the National Council on Family Relations (NCFR) on developing and accessing its (Family Studies) students on "NCFR standards" and ethics in Family Studies courses. FACS 155 and FACS 162 might be good potential courses to add more emphases on PLO 4.2 and PLO 4.3. For Nutrition and Food concentration, the possible courses to improve student performance in PLO 4.2 and PLO 4.3 are FACS 115, FACS 116, and FACS 119. For Fashion Merchandising and Design program, FACS 134 might be a good fit to add more content on how to understand different ethical perspectives/concepts (PLO4.2), and ethical issue recognition (PLO4.3).

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Modifying curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Improving advising and mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Revising learning outcomes/goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Revising rubrics and/or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Developing/updating assessment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Annual assessment reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Program review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Prospective student and family information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Alumni communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. WASC accreditation (regional accreditation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Program accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

13. External accountability reporting requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Trustee/Governing Board deliberations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Strategic planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Institutional benchmarking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17. Academic policy development or modification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18. Institutional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. Resource allocation and budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. New faculty hiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21. Professional development for faculty and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
22. Recruitment of new students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Last year (2013-14), overall competencies in major/discipline (PLO1) was assessed. Because it was discipline related, our three concentrations (Fashion Merchandising and Design, Family Studies, and Nutrition and Food) were assessed separately and three independent assessment reports were generated. Among the three concentrations, the assessment results showed that the Family Studies students met the department standard and expectations; the Nutrition and Food students met as well. However, the Fashion students did not meet the standard completely. Specifically, students' competency in area of the global textile/apparel complex, fashion marketing and merchandising (PLO 1.3) achieved the expectations; however, students' competency in area of product design, historic and contemporary styles, and various factors that influence fashion (PLO 1.2) did not meet the expectations.

In order to improve students' performance in this area, several changes were made correspondingly:

(1) Modifying curriculum

- FACS 133, Creative Principle of Apparel Design, is the main course focusing on product design. The format of the course has been changed to enhance instructional component for a more effective teaching and learning structure.
- FACS 30, Fashion and Human Environment, is a new lower division course exploring fashion from multiple perspectives, which is various factors that influence fashion, including historic and contemporary styles. As a new lower division course, students are required to take it as early as possible, which provides an opportunity to students to get exposed to the relevant content earlier.

(2) Strategic planning, and resource allocation

- Full time faculty members will teach all fashion courses except for one lower division course. With this resource allocation and strategic planning, fashion courses can be better aligned with our PLOs.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on the program elements, please briefly report your results here. [Word limit: 300]

Each year the department collects data in the form of an exit survey from graduating seniors in FACS 168, senior seminar. The results from fall 2014 are as follows. 49 students completed the survey. Students were asked to evaluate 19 statements related to FACS program elements in three categories: preparation in communication, preparation in professional practice, and preparation in foundation knowledge. Mean scores of a 5 point Likert scale were calculated. The highest score of 4.61 and 4.66 indicated that students felt their FACS classes prepared them for communicating verbally in a formal oral presentation and in one-on-one situations (4.61) and prepared them to work as a participant and/or coordinator of a team or workgroup (4.66). The lowest mean scores related to understanding and applying theory in the field (4.11) and understanding the integration of the different concentrations in FACS (4.13). Overall, averaged mean scores in all three categories were above 4.0: Communication (4.45), Professional Practice (4.46), and Foundation Knowledge (4.24). As a side note, the statement "FACS classes prepared me to demonstrate an ethical and socially responsible global perspective scored 4.49.

Attachment 5: FACS Exit Survey Frequency and Percentage

Attachment 6: FACS Exit Survey Report

Q7. What PLO(s) do you plan to assess next year?

- ☐ 1. Critical thinking
- ☐ 2. Information literacy
- ☒ 3. Written communication
- ☒ 4. Oral communication
- ☐ 5. Quantitative literacy
- ☐ 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
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. Other, specify any PLOs **not included above:**

- a.
- b.
- c.

Q8. Have you attached any appendices? If yes, please list them all here:

Attachment 1: Ethical Value Rubric developed by Association of American Colleges and Universities.

Attachment 2: Assessment tool

Attachment 3: Key to the assessment tool.

Attachment 4: Departmental student exit survey

Attachment 5: FACS Exit Survey Frequency and Percentage

Attachment 6: FACS Exit Survey Report

Program Information

P1. Program/Concentration Name(s): Family and Consumer Sciences					P2. Report Authors: Dong Shen (Assessment Committee, Chair), Lynn Hanna, Kelly Thompson, and Jerry Cook (Assessment Committee members)									
P3. Academic unit: Department, Program, or College: Department					P4. College: SSIS									
P5. Fall 2014 enrollment for Academic unit (<i>See Department Fact Book 2014 by the Office of Institutional Research for fall 2012 enrollment:</i> In fall 2013, 587 students were enrolled.					P6. Program Type: [Select only one] <input checked="" type="checkbox"/> 1. Undergraduate baccalaureate major <input type="checkbox"/> 2. Credential <input type="checkbox"/> 3. Master's degree <input type="checkbox"/> 4. Doctorate (Ph.D./Ed.D.) <input type="checkbox"/> 5. Other. Please specify:									
Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: One P7.1. List all the name(s): FACS P7.2. How many concentrations appear on the diploma for this undergraduate program? Four					Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: N/A P8.1. List all the name(s): P8.2. How many concentrations appear on the diploma for this master program?									
Credential Program(s): P9. Number of credential programs the academic unit has: 0 P9.1. List all the names:					Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: N/A P10.1. List the name(s):									
When was your assessment plan?					1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed					<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P12. Last updated					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
											1. Yes	2. No	3. Don't Know	
P13. Have you developed a curriculum map for this program? Note: We need to update it.											<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?											<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
P15. Does the program have any capstone class?											<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P16. Does the program have ANY capstone project?											<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Attachment 1. ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/ Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/ Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Core Beliefs:** Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- **Ethical Perspectives/ concepts:** The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- **Complex, multi-layered (gray) context:** The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/ problem/ context/ for student's identification.
- **Cross-relationships among the issues:** Obvious or subtle connections between/ among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue)

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

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

	Capstone 4	Milestones 3 2		Benchmark 1
Ethical Self-Awareness	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/ he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/ he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.

Attachment 2. Assessment Tool

According to the University policy, every year each department needs to assess students in certain areas according to their program learning outcomes. This year, the FACS Department is assigned to assess students' ethical and value applications. This is a tool for the department to further improve the current curriculum based on the assessment results and the assessment results will not have any impact on your grades. If you have any questions or concerns, please feel free to contact the Department Assessment Committee at (916)278-5326.

I. Matching questions – Please match each upper case letter with the right numerical number (using each item only once).

- | | |
|----|----------------------------|
| A. | Conflict of interest |
| B. | Confidentiality |
| C. | Anonymous |
| D. | Risks |
| E. | Autonomy |
| F. | Informed Consent |
| G. | Institutional Review Board |
| H. | Plagiarism |
| I. | Fraud |
-
- | | |
|----------|---|
| 1. _____ | A major soft drink company is paying a group of researchers to examine the impact of sugar consumption (from soft drinks) on health. |
| 2. _____ | Manipulating or fabricating the data to say what you want it to say. |
| 3. _____ | For the nutritional program I created, I require my participants to eat the foods only in my meal plan. Their _____ is not being respected. |
| 4. _____ | I know who is participating, but I won't share their identities with others. |
| 5. _____ | Taking credit for work you did not do, usually by copying another's words. |
| 6. _____ | Usually it is required to let individuals know the benefits and risks of participating in a study, program, or experiment. |
| 7. _____ | A group of people designed to evaluate the ethics of a study or experiment. |
| 8. _____ | I do not know the names of those who are participating in my research. |
| 9. _____ | In research or in one's career, it is always best to weigh the _____ when making choices about research, policy, and practice. |

II. Multiple choices – Please choose the best answer.

1. The obligation to respect the decision-making capacities of a persons is:
A. Beneficence
B. Autonomy
C. Nonmaleficence
D. Justice
2. The obligation to avoid harm is:
A. Autonomy
B. Nonmaleficence
C. Justice
D. Beneficence
3. _____ drives a person to try to do the “most good.”
A. Beneficence
B. Respect for autonomy
C. Justice
D. None of the above
4. Jack wants to conduct an experiment on people’s perceptions of tattoos. He plans to manipulate the experimental conditions by having participants receive tattoos on their arms from his buddy on the street. The tattoos will vary in size and color. An ethical review board would most likely be concerned about
A. the size and color of the tattoo.
B. people’s perceptions of tattoos.
C. the physical risk to the participants.
D. the monetary cost of the tattoo.

III. Case Study

You are the office manager for a paper company. You are friends with one of the employees, BJ, whose spouse has just lost his/her job and the family is going through a financial hardship. You recently discovered that BJ has been taking printer paper and pens home for his/her kids’ homework.

Please mark true (T) or false (F) for the following statements.

1. _____ The perspective of the company is not important when evaluating the ethical dilemma(s) in this scenario
2. _____ BJ’s perspective is important when evaluating the ethical dilemma(s) in this scenario.
3. _____ Your own perspective is important when evaluating the ethical dilemma(s) in this scenario.

4. _____ The rights of the company are important when evaluating the ethical dilemma(s) in this scenario.
5. _____ The hardship that BJ is experiencing is not important when evaluating the ethical dilemma(s) in this scenario.
6. _____ Your loyalty to the company is important when evaluating the ethical dilemma(s) in this scenario.
7. _____ Your own relationship with BJ is not important when evaluating the ethical dilemma(s) in this scenario.
8. _____ The responsibilities of being a manager are important when evaluating the ethical dilemma(s) in this scenario.
9. Which of the following ethical values would be important to you before responding to the situation as an office manager? Please circle the words or values you feel would help guide you in how you would respond to the scenario above.

- A. Honesty
- B. Fairness
- C. Artistic
- D. Equity

Thank you for your participation!

Attachment 3. Key of Assessment Tool

According to the University policy, every year each department needs to assess students in certain areas according to their program learning outcomes. This year, the FACS Department is assigned to assess students' ethical and value applications. This is a tool for the department to further improve the current curriculum based on the assessment results and the assessment results will not have any impact on your grades. If you have any questions or concerns, please feel free to contact the Department Assessment Committee at (916)278-5326.

I. Matching questions – Please match each upper case letter with the right numerical number (using each item only once).

- A. Conflict of interest
- B. Confidentiality
- C. Anonymous
- D. Risks
- E. Autonomy
- F. Informed Consent
- G. Institutional Review Board
- H. Plagiarism
- I. Fraud

- 1. A A major soft drink company is paying a group of researchers to examine the impact of sugar consumption (from soft drinks) on health.
- 2. I Manipulating or fabricating the data to say what you want it to say.
- 3. E For the nutritional program I created, I require my participants to eat the foods only in my meal plan. Their _____ is not being respected.
- 4. B I know who is participating, but I won't share their identities with others.
- 5. H Taking credit for work you did not do, usually by copying another's words.
- 6. F Usually it is required to let individuals know the benefits and risks of participating in a study, program, or experiment.
- 7. G A group of people designed to evaluate the ethics of a study or experiment.
- 8. C I do not know the names of those who are participating in my research.
- 9. D In research or in one's career, it is always best to weigh the _____ when making choices about research, policy, and practice.

II. Multiple choices – Please choose the best answer.

1. The obligation to respect the decision-making capacities of a persons is: B
A. Beneficence
B. Autonomy
C. Nonmaleficence
D. Justice
2. The obligation to avoid harm is: B
A. Autonomy
B. Nonmaleficence
C. Justice
D. Beneficence
3. A drives a person to try to do the “most good.”
A. Beneficence
B. Respect for autonomy
C. Justice
D. None of the above
4. Jack wants to conduct an experiment on people’s perceptions of tattoos. He plans to manipulate the experimental conditions by having participants receive tattoos on their arms from his buddy on the street. The tattoos will vary in size and color. An ethical review board would most likely be concerned about C
A. the size and color of the tattoo.
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C. the physical risk to the participants.
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You are the office manager for a paper company. You are friends with one of the employees, BJ, whose spouse has just lost his/her job and the family is going through a financial hardship. You recently discovered that BJ has been taking printer paper and pens home for his/her kids’ homework.

Please mark true (T) or false (F) for the following statements.

1. F The perspective of the company is not important when evaluating the ethical dilemma(s) in this scenario
2. T BJ’s perspective is important when evaluating the ethical dilemma(s) in this scenario.
3. T Your own perspective is important when evaluating the ethical dilemma(s) in this scenario.

4. T The rights of the company are important when evaluating the ethical dilemma(s) in this scenario.
5. F The hardship that BJ is experiencing is not important when evaluating the ethical dilemma(s) in this scenario.
6. T Your loyalty to the company is important when evaluating the ethical dilemma(s) in this scenario.
7. T Your own relationship with BJ is not important when evaluating the ethical dilemma(s) in this scenario.
8. T The responsibilities of being a manager are important when evaluating the ethical dilemma(s) in this scenario.
9. Which of the following ethical values would be important to you before responding to the situation as an office manager? Please circle the words or values you feel would help guide you in how you would respond to the scenario above.

- A. Honesty Yes
- B. Fairness Yes
- C. Artistic No
- D. Equity Yes

Thank you for your participation!

Attachment 4:
Family & Consumer Sciences Senior Exit Survey
Fall 2014

I. Please check the appropriate box below:

Planned Graduation Date: ☐ Fall 14 ☐ Spring 15 ☐ Fall 16 ☐ Spring 17

My major in FACS is:

- ☐ Fashion Merchandising and Design ☐ Family Studies
- ☐ Nutrition & Foods ☐ Special Major Dietetics
- ☐ FACS Education/ Pre-Credential Program

I was admitted as: ☐ Freshman (Native Cohort) ☐ Transfer students

How many years have you attended Sac State (CSUS)? ☐ ≤ 1 year ☐ 2 years

- ☐ 3 years ☐ 4 years ☐ 5 years ☐ 6 years ☐ 7 or more years

What is your Sac State (CSUS) GPA? ☐ 3.5 – 4.0 ☐ 3.0 – 3.49 ☐ 2.5 – 2.99

- ☐ 2.0 – 2.49 ☐ 1.5 – 1.99 ☐ <1.5

While attending Sac State (CSUS), did you typically work in addition to attending school?

- ☐ full time ☐ part time ☐ not at all

What is your age? _____

What is your gender? ☐ Male ☐ Female ☐ Decline to state

What ethnic group(s) do you most identify with: _____

II. Please rate the following statements related to your education in FACS courses by checking the most appropriate box after each question.

Preparation in Communication. My FACS classes have prepared me for:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. completing written documents (for example reports, critiques, education materials, journals, notes, portfolio documentations, case studies, business correspondence, proposals, and policies/procedures).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. identifying, retrieving, critically evaluating, and utilizing information from a variety of sources of information using appropriate technologies, including electronic methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. communicating verbally in a formal oral group presentation and in one-on-one situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. expressing ideas as a member of a team and as a team leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. presenting information and/or products in an aesthetically pleasing and well-designed manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. using visual communication techniques to effectively communicate to a target audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation in Professional Practice. My FACS classes have:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. provided the preparation I will need to serve as an advocate for individuals, families, consumers and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. provided the preparation I will need to utilize knowledge, skills and resources from multiple sources to address societal issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. prepared me to demonstrate cultural competence and to respect and support diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. prepared me to demonstrate an ethical and socially responsible global perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. prepared me to work as a participant and/or coordinator of a team or workgroup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. prepared me to reflect upon experiences and how these experiences relate to concepts and theories in my specialization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation in Foundation Knowledge. My FACS classes have prepared me to:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. understand and apply theory in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. understand how people and their environments are dependent on each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. identify the current trends and issues related to my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. utilize resources/technology to develop products or materials for my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. understand how to access and apply research to my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. understand public policy issues related to my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. understand the integration of the different concentrations in FACS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment 5: CSUS Family & Consumer Sciences Senior Exit Survey

Fall 2014

	Characteristics	Frequency	Percentage
Planned Graduation Date	Fall 2014 Spring 2015 Fall 2015	35 13 1	71% 27% 2%
Major in FACS	Fashion Merchandising and Design Family Studies Nutrition and Food Special Major Dietetics Teacher Education/Credential Program	16 6 23 3 1	33% 12% 47% 6% 2%
Admitted as:	Freshman (Native Cohort) Transfer Students	24 25	49% 51%
Years attended CSUS	<1 year 2 years 3 years 4 years 5 years 6 years 7 or more years	2 13 8 5 15 4 2	4% 27% 16% 10% 31% 8% 4%
Sac State GPA	3.5-4.0 3.0-3.49 2.5-2.99 2.0-2.49 1.5-1.99 <1.5	6 21 20 1 0 0	12.5% 44% 41.5% 2% 0% 0%
Worked while attending school?	Full time Part time Not at all	8 35 6	16% 72% 12%
Age	20-25 26-30 31-35 36-40 Over 40	36 10 0 0 1	77% 21% 0% 0% 2%
Gender	Male Female	8 41	16% 84%
Ethnicity	African American Asian Caucasian Hispanic Pacific Islander Other	2 12 20 7 5 1	4% 25.5% 42.5% 15% 11% 2%

Attachment 6: Family & Consumer Sciences Senior Exit Survey Fall 2014

It 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.

	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).	26	19	1	2	1	4.37
2. identifying, retrieving, critically evaluating, and utilizing information from a variety of sources of information using appropriate technologies, including electronic methods.	22	23	2	1	1	4.31
3. communicating verbally in a formal oral presentation and in one-on-one situations.	35	11	2	0	1	4.61
4. expressing ideas as a member of a team and as a team leader.	29	17	2	0	1	4.49
5. presenting information and/or products in an aesthetically pleasing and well-designed manner.	29	16	2	0	2	4.43
6. using visual communication techniques to effectively communicate to a target audience.	30	13	3	0	1	4.51
						4.45
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.	22	21	4	0	0	4.38
8. provided the preparation I will need to utilize knowledge, skills and resources from multiple sources to address societal issues.	20	21	5	1	0	4.28

9. prepared me to demonstrate cultural competence and to respect and support diversity.	27	15	3	1	0	4.48
10. prepared me to demonstrate an ethical and socially responsible global perspective.	25	20	2	0	0	4.49
11. prepared me to work as a participant and/or coordinator of a team or workgroup.	32	14	1	0	0	4.66
12. prepared me to reflect upon experiences in the and how these experiences relate to concepts and theories in my specialization.	25	19	3	0	0	4.47
						4.46
Preparation in Foundation Knowledge. My FACS classes have prepared me to:						
13. understand and apply theory in my field.	16	23	6	1	1	4.11
14. understand how people and their environments are dependent on each other.	26	15	5	0	1	4.38
15. identify the current trends and issues related to my field.	25	16	5	0	1	4.36
16. utilize resources/ technology to develop products or materials for my profession.	20	20	6	0	1	4.23
17. understand how to access and apply research to my field.	23	18	5	0	1	4.32
18. understand public policy issues related to my field.	18	21	7	0	1	4.17
19. understand the integration of the different concentrations in FACS.	21	15	8	2	1	4.13
						4.24

^a N = 49

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