

# 2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)  
or [contact us](#) for more help.

**Please begin by selecting your program name in the drop down.** If the program name is not listed, please enter it below:

**BS FACS**

**OR**

## Question 1: Program Learning Outcomes

### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any assessed PLOs not included above:

a.

b.

c.

### Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

For AY 2016-17, our assessment focused on our Department's Program Learning Outcome 2 (PLO 2) - Written and Oral Communication. FACS PLO2 explicitly aligns with University's Baccalaureate Learning Goals for the 21st Century, "Intellectual and Practical Skills"  
<http://www.csus.edu/programassessment/docs/baccalaureatelearninggoalsforthe21stcentury.pdf>

The department PLO2 is adopted from the Written and Oral Communication Value Rubric developed by the Association of American Colleges and Universities (Attachment 1). PLO2 is listed below:

**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)**

*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

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)

This PLO(2) for the FACS BS is aligned with the Baccalaureate Learning Goal of Intellectual and Practical Skills, Including: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication. A variety of written and oral communication assignments incorporate quantitative literacy, information literacy, teamwork and problem solving, that are practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

**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
- 5. Other, specify:

**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 Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip 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", see <http://degreeprofile.org>) 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?

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

**(Remember: Save your progress)**

## Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Oral Communication

If your PLO is **not listed, please enter it here:**

and Written communication

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

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

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)

**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

**Q2.3.**

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See attached Rubrics for oral and written communication from the Association of American Colleges and Universities. The standard of performance and expectations is that 75% of undergraduate students need to achieve an average score of 70% of the maximum of 4.0.

 WrittenCommunicationVALUE.pdf  
97.77 KB

 OralCommunicationVALUE.pdf  
90.57 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

#### Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

#### Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

#### Q3.2.

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

#### Q3.2.1.

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:

## Oral communication

Faculty members of the FACS assessment committee attended student group presentations in our FACS 168 Senior Seminar course in the spring semester of 2017. Students enrolled in this course are seniors graduating spring or fall of 2017 in the FACS major. A normative session was attended by the majority of committee members where each faculty completed a rubric scoring for each student. Scores were compared and validated for consistency. Subsequent presentations were assessed by various committee members. Scores from the rubrics were compiled and averaged for the FACS major.

## Written communication

Student work from two writing intensive courses, FACS 140 & 150, were collected. CMS reports were used to verify students as FACS majors and graduating spring or fall 2017. Faculty members of the FACS assessment committee convened for a normative session to assess one student paper using the rubric. Scores were compared and validated for consistency. Student work was randomly assigned to each committee member for assessment using the rubric. Scores from the rubrics were compiled and averaged for the FACS major.

**(Remember: Save your progress)**

## Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

### Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

### Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used?

[Check all that apply]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

### Q3.3.2.

Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The written communication assignment required that students develop a manuscript that provided evidence of the following criteria from the rubric.

- Context of and Purpose for Writing
- Content Development
- Genre and Disciplinary Conventions
- Sources and Evidence
- Control of Syntax and Mechanics

The oral communication assignment required that students develop and deliver an oral presentation that provided evidence of the following criteria from the rubric.

- Organization
- Language
- Delivery
- Supporting Material
- Central Message



**FACS written assignment.docx**  
13.56 KB



**FACS 168 assignment oral comm.pdf**  
64.98 KB

**Q3.4.**

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:  (skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

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

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

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

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

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

**Q3.5.**

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

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

4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Oral communication

Only students from FACS 168 Senior Seminar Capstone course were evaluated. Enrollment in this course is restricted to students expecting to graduate within the same, or following, semester.

Written communication

CMS was used to identify which FACS students in these writing intensive courses were expected to graduate spring or fall of 2017. All papers meeting these criteria were forwarded by the instructor(s).

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

Oral communication

The sample size was determined by the availability of faculty to schedule attendance at student presentations in 3 sections of FACS 168. The total enrollment for FACS 168 in spring 2017 was 104 resulting in a total of 44 students (42%) being observed delivering their individual portion of the group presentation.

Written communication

The sample size was determined by the enrollment of FACS majors in several sections of FACS 140 or 150 writing intensive courses during spring 2017. CMS was used to identify which among the FACS majors, were graduating spring or fall of 2017. Among the student work that was forwarded by the instructor(s), a total of 28 papers met these criteria.

**Q3.6.2.**

How many students were in the class or program?

112

**Q3.6.3.**

How many samples of student work did you evaluate?

44 oral  
28 written

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

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

**(Remember: Save your progress)**

## Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)

- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

A survey was developed to supplement, and not replace, the direct assessment process. As graduating seniors, our students are nearing graduation and will soon apply for jobs. Our department is interested in how prepared students feel they are with various aspects of professional work/tasks involving oral and written communication.

The survey questions or items assess written and oral communication. The language in the survey mirrors the language from our PLO document (<http://csus.edu/facs/facs-learning-outcomes.html>). The response options included (1) Not proficient, (2) Somewhat proficient, and (3) Very proficient. The survey was pilot tested in a FACS 100 course. FACS 100 was selected because it has a representation of students from all four concentrations.

During the Spring 2017 semester, the survey was offered to students in all three sections of FACS 168 (Senior Seminar). The instructor explained that the survey was optional/voluntary. Fifty-three students, all of which were graduating seniors, completed the survey. With 120 students in all three sections, we had a 44% response rate, which is respectable given the survey was not required nor was an incentive provided.

The 5 items or questions corresponding to the written communication PLO, and the 3 items or questions corresponding to the oral communication PLO, demonstrate acceptable reliability ( $\alpha = .83$ ;  $\alpha = .80$ , respectively).

Operationalization consisted of calculating the total "written communication" as well as total "oral communication" scores for each student.



**COMMUNICATION SURVEY PLO ASSESSMENT.docx**  
14.22 KB



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**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

The sample consisted of all FACS 168 students enrolled during the spring 2017 semester (N = 120). This sample was used for several reasons:

1. FACS 168 is a capstone course and these students will graduate within a year or less time.
2. FACS 168 was also used for the direct assessment of oral communication, so the survey may be compared/contrasted with the direct assessment in that class.

As mentioned previously, attrition brought the sample size to 53 or 44%.

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

Please see above.

**Q3.7.4.**

If surveys were used, what was the response rate?

44%

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)



**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

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


**Q3.8.2.**


Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

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**(Remember: Save your progress)**

## Question 4: Data, Findings, and Conclusions

**Q4.1.**

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1**:

Three assessment tools were used: (1) the VALUE rubric for student presentations (oral communication PLO) in FACS 168, (2) the VALUE rubric for student papers in FACS 140 and FACS 150 (written communication PLO), and (3) a survey was given to students in FACS 168 (indirect assessment of both oral and written communication).

1. For oral communication, the majority of graduating students were assessed at the "3" (out of 4) or "milestone" level across *each* of the VALUE rubric categories; the strongest oral communication category average is "(delivering a) central message" (i.e. 86% of the students met the milestone of 3 or capstone of 4). The skill with the lowest assessment is "Delivery" (i.e. only 52% met the milestone of 3 or capstone of 4 ranking). The standard of performance and expectation is that 75% of undergraduate students need to achieve an average score of 70% (or 2.8) of the maximum of 4.0. Our results indicate that 66% (or 24 out of 44) of our students achieved an average score of 70% (or 2.8 out of 4.0). (Please see the attached document, "Average VALUE Oral Communication"). It is clear from the assessment data that the "delivery" scores are primarily responsible for not reaching our standard of performance.

2. For written communication using the VALUE rubric, 61% of the students achieved an average score of 2.8 or better (out of 4.0 on the written assessments across all VALUE rubric scores). This percentage falls short of our standard of performance and expectation. Our students, collectively speaking, performed best in the category "Context and Purpose," followed by the following categories (in rank order): "Content Development," "Genre and Disciplinary Convention," "Control of Syntax and Mechanics," and "Sources and Evidence." For the last two categories (i.e. Control of Syntax/Mechanics; Sources/Evidence) student scores averaged less than 2.8 (out of 4.0). Please refer to the attached document, "written results bar graph."

3. For the indirect measure, and for all items/questions in the survey, more than 60% of students self-report being "very proficient"; more than 80% of students indicated either "very proficient" or "somewhat proficient" for all survey items/questions. Although it is no surprise that students tend to report more favorable attitudes toward their skills (compared to direct assessment), there were some interesting results.

-Of all the items in the self-report (indirect) survey, the item that students rated themselves as the weakest (or least proficient) was oral "delivery". This finding corresponded to our direct assessment finding with oral communication.

-Of all the "written" items in the self-report (indirect) survey, the item that students rated themselves as the weakest (or least proficient) was "writing technical reports." The use of "sources and evidence" and "syntax and mechanics," which our direct assessment found to need improvement among our students, appears to correspond with the students' self-reporting that their biggest weakness is with addressing "technical" aspects of a report or paper.

In conclusion, the standard of performance of expectations for written communication and oral communication were not met. For oral communication, "delivery" was the primary reason why the standard of performance was not met. For written communication, "control of syntax/mechanics" and "sources and evidence" were the primary reasons why the standard of performance was not met.



written results bar grap updated28h.jpg  
45.47 KB



average VALUE oral communication.jpg  
34.14 KB

#### Q4.2.

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

Although many of our students are doing well with each of our PLOs, the data indicates there is room for improvement, especially with the following categories: (1) delivery (oral communication), (2) sources and evidence (written communication), and (3) syntax and mechanics (written communication). There are three avenues for improving student performance:

1. The instructors teaching FACS 100 and FACS 168, courses all of our majors are required to take, will provide more time and effort in providing opportunities and techniques for helping students improve their "delivery" during oral presentations.

2. In FACS 100, instructors will increase the amount of time addressing "sources and evidence" (including citation).

3. We will work with the instructors in 3 different courses to address gaps in "sources and evidence" and "control of syntax and mechanics." The courses identified are:

A. FACS 150 (Family Stress & Coping). This is a course all Family Studies students take. It addresses theory, research, grammar, spelling, syntax, and integration of concepts.

B. FACS 137 (Clothing, Society, and Culture). This course is taken by all Apparel (i.e. Fashion) students. It requires that students write a paper applying theory and analyzing concepts from the class.

C. FACS 113 (Nutrition and Metabolism). This course is required for all Nutrition/Dietetic students. The research paper in FACS 113 is graded for writing style, grammar, syntax, spelling and command of standard English as well as in depth critical analysis of the research, use of credible sources of evidence, referencing and citation method.



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**Q4.3.**

For the 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/standard has been specified
- 6. Don't know

## Question 4A: Alignment and Quality

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**Q4.4.**

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

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

**Q4.5.**

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

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

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

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**Q5.1.**

As a result of the assessment effort and based on 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 (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

**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.

Based on our findings from the assessment, we propose the following action items to enhance students' oral and written communication skills.

1. Ask all instructors, especially those teaching FACS 100 and FACS 168, courses all of our majors are required to take, to provide clear instructions and more opportunities for helping students improve their "delivery" during oral presentations. For example, we will recommend instructors provide students with a handout detailing various components of effective oral communication and a short video clip demonstrating an exemplary oral presentation in a professional setting.
2. Ask all instructors who have research paper assignments, especially instructors of FACS 100 (Research Methods and Applications in FACS) to increase the amount of time addressing "sources and evidence" (including citation).
3. Continue to actively advise students to take FACS 100 (Research Methods and Applications in FACS) early in their academic program to better prepare for writing research papers in upper division classes
4. Encourage students to specifically utilize their learning in FACS 100 when writing research papers in upper division classes.
5. Work with the instructors in 3 different courses to address gaps in "sources and evidence" and "control of syntax and mechanics." The courses identified are FACS 150 (Family Stress & Coping), FACS 137 (Clothing, Society, and Culture) and FACS 113 (Nutrition and Metabolism).

Future assessments will be conducted utilizing the same measurement tools to compare with this year's findings.

**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

**Q5.2.**

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

23. Other, specify:

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

We have focused significant effort toward improving student advising. We have adopted the SmartPlanner as our advising tool and have been working with students to have them use this tool before they arrive for one-on-one advising. From the self-study we discovered that there was room for improvement in helping students become career ready. Faculty have listened to the feedback from the FACS advisory board regarding the skills that future employers are seeking and what qualities our students have been lacking as recent hires.

**Q5.3.**

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text" value="Updated curriculum maps"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.3.1.**

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

Recommendations: As the program continues its annual assessment efforts we encourage it to: Measures, Rubrics and their Alignment:  Use Direct Measures to assess your PLO. We have identified direct measures for all of our PLOs

Summary:  Use your curriculum map to help students develop their roadmaps (academic plan) for the degree, so that their roadmap to the degree is explicitly linked to student learning (annual program assessment and 6-year program review), PLOs (program learning outcomes), advising, and the mission of the program and the university. Our curriculum maps have been recently updated for the campus-wide SmartPlanner and Keys to Degree. Department faculty will discuss the development of a table similar to the assessment plan that specifies which courses in each concentration will help students met the PLOs.

**(Remember: Save your progress)**

## Additional Assessment Activities

**Q6.**

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:



FACS Curriculum map af of 2017.docx  
69.71 KB



No file attached

**Q7.**

What PLO(s) do you plan to assess next year? [**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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

**Q8.** Please attach any additional files here:



No file attached



No file attached



No file attached



No file attached

**Q8.1.**

Have you attached any files to this form? If yes, please list every attached file here:

## Program Information (**Required**)

**Program:**

(If you typed your program name at the beginning, please skip to Q10)

**Q9.**

Program/Concentration Name: [skip if program name appears above]

BS FACS

**Q10.**

Report Author(s):

Jerry Cook, Lynn Hanna, Kelly Thompson, Minjeong Kang, Urvashi Mulasi

**Q10.1.**

Department Chair/Program Director:

Seughnee Wie

**Q10.2.**

Assessment Coordinator:

Jerry Cook

**Q11.**

Department/Division/Program of Academic Unit

Family and Cons. Sciences

**Q12.**

College:

College of Social Sciences & Interdisciplinary Studies

**Q13.**

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

650 students enrolled in fall 2015

**Q14.**

Program Type:

1. Undergraduate baccalaureate major  
 2. Credential  
 3. Master's Degree  
 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)  
 5. Other, specify:

**Q15.** Number of **undergraduate degree programs** the academic unit has?

1

**Q15.1.** List all the names:

BS Family and Consumer Sciences

**Q15.2.** How many concentrations appear on the diploma for this undergraduate program?

4

**Q16.** Number of **master's degree programs** the academic unit has?

N/A

**Q16.1.** List all the names:

Fashion Merchandizing and Design (AMPD)  
 Family Studies (FAMS)  
 FACS Eudcation - Pre-credential Single Subject Program (HEED)  
 Nutrition and Food (NUFD)

**Q16.2.** How many concentrations appear on the diploma for this master's program?

N/A

**Q17.** Number of **credential programs** the academic unit has?

N/A

**Q17.1.** List all the names:

**Q18.** Number of **doctorate degree programs** the academic unit has?

N/A

**Q18.1.** List all the names:

When was your <b>assessment plan</b> ...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
<b>Q19.</b> developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q19.1.</b> last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q19.2. (REQUIRED)**

Please **obtain** and **attach** your latest **assessment plan**:



**FACS assessment plan from 2016.pdf**  
121.84 KB

**Q20.**

Has your program developed a **curriculum map**?

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



**Q20.1.**

Please **obtain** and **attach** your latest **curriculum map**:



FACS Curriculum map af of 2016.pdf  
91.56 KB

**Q21.**

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

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

**Q22.**

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

**Q22.1.**

Does your program have **any** capstone project?

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

(Remember: **Save your progress**)

## ABC-X Model Analytical Paper

This is an analytical paper. You are to use the ABC-X model to explain and evaluate the stress experienced by the family in “The Family Stone.”

### **Outline**

1. Clearly identify the family stressor (A of the Model)
2. Type of stressor (justify you choices)
3. Family Resources (B of the Model)
4. Meaning of the stressor (C of the model)
5. Internal Context
6. External Context
7. What variables in the internal and external context of the model hindered the family in constructively dealing the identified stressor
8. What variables in the internal and external context helped the family deal with the identified stressor constructively

### **Format guidelines:**

- Use APA formatting and writing guidelines
- Cover page to include name, title of paper, course number and section
- Font set to 12 point, Times or Times New Roman
- 8 pages of content (does not include cover paper or bibliography)
- Paper must have two peer reviewed sources properly cited

## **PowerPoint group presentation guidelines**

Your group presentation reflects what each member of your team has contributed to the project and involves thorough planning, sequencing and transitioning of the presentation materials. I believe that a good project presentation enhances the learning experience, challenges the group members to develop socialization, public-speaking and leadership skills and offers a learning opportunity for the entire class.

The following are strategies on how to organize and present your group project:

### **1. Make sure that the group members share cohesive project objectives and goals:**

To be successful in a group presentation, it is important to know about the whole presentation even though group members are assigned and are responsible for their individual parts. Take the time to discuss your respective objectives, key findings/conclusions to make sure that there is a unified and complete view of the project.

### **2. Before preparing the presentation, the group must think through the following:**

You need to interest your audience by developing an engaging opener, plan your key points, necessary supporting points, summary of key findings and take-away. The goal is to concisely deliver the necessary points, findings and conclusions within the time allotted for each group.

### **3. Building the presentation slides:**

Since you have 15 – 20 minutes/group to present, on average, use 5 slides per presenter. The title slide must include the topic, names of the presenters in the order of presentation and the slide numbers they will be presenting. Make every slide count by using them for the most relevant information; you may include a picture with a caption or sidebars; include your reference/citation at the bottom of each slide and not on the last slide. Plan on your narrative and choose your speaking points.

### **4. Helping group members prepare to present:**

Every group member must plan out their presentation narrative. You may want to use the notes in PowerPoint to write down the major points and then practice delivering these points. Plan on the first speaker to do group introductions; create transitions between speakers and have an ending. Decide on who will be responsible for clicking on the slides to advance them.

### **5. Getting ready to present:**

It's time to tackle the fear we all face before any presentation. Remind yourself that the classroom is a safe environment and there is little to fear. The audience is your classmates and they are rooting for you to succeed. Remember that you know more about your topic than your

audience because you have researched it thoroughly. Your goal then is to inform and share the information you have found.

#### **6. Immediately before the presentation, remind yourself of the following:**

Be enthusiastic; smile while speaking. Make eye contact and move your eyes to different areas of the room to include all members of the audience. Project your voice so that you can be heard throughout the room. Modulate your voice to avoid talking in a monotone; raise volume for emphasis and lower volume for intensity.

#### **7. During the presentation:**

Smile, project your voice, and make eye contact. Present with confidence, and be part of the group in the room. Enthusiasm and passion are a speaker's best friends! Modulate your voice. Dress appropriately for the presentation as you will be in front of the room. If you must have notes in your hand, don't read from them. An occasional glance is fine but reading is never fine. Be mindful of your posture - don't stand with your arms crossed or with your hands in your pocket. Have your hands on the side with occasional, simple gestures. Keep to the time allocated so that you don't take time away from the next group. Practice your key points and stick with them. Briefly recap your key points and then transition to the next presenter.

#### **8. After the presentation:**

Since the class will earn participation points for asking questions or providing comments, prepare for a brief Question and Answer session after the presentation. Consider the following:

Let the appropriate person answer the question. If you don't understand the question, ask the questioner for clarification. Keep your answers brief. If you don't know the answer, do not make it up. It is best to be honest and say, "I am not certain, but I could look into it and let you know what I find." There is no need to get defensive with an audience member who disagrees with you.

#### **9. Wrapping Up:**

The group should close out the presentation after the Q&A, thank the audience and go back to their seats while the next group comes to the front.

What is your rank?

1. Freshman 2. Sophomore 3. Junior 4. Senior

Not counting THIS CURRENT semester, how many semesters do you have until you graduate? \_\_\_\_\_

We are interested in how well we have been preparing you to communicate in a professional setting. This might include oral presentations, face-to-face conversations, and written reports. Please respond to the following questions, indicating how proficient/efficient you are in the following.

	1 Not proficient	2 Somewhat Proficient	3 Very proficient
Writing technical and lay reports			
Organizing materials and arguments to explain or persuade effectively in your writing			
Using credible, relevant, and updated evidence and sources in your writing			
Including research findings into your writing			
Displaying proficiency in your writing (grammar, spelling)			
Choosing appropriate language to enhance the effectiveness of your oral presentation			
Delivering a compelling central message in your oral presentation			
Using different types of materials to support your oral presentation			

What is your rank?

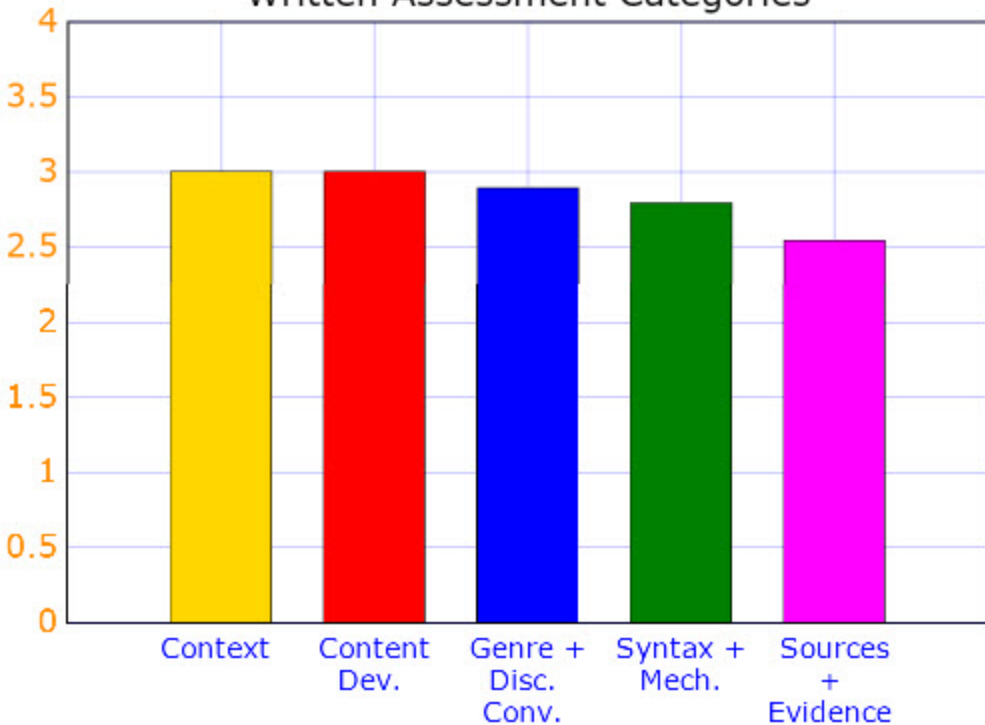
1. Freshman 2. Sophomore 3. Junior 4. Senior

Not counting THIS CURRENT semester, how many semesters do you have until you graduate? \_\_\_\_\_

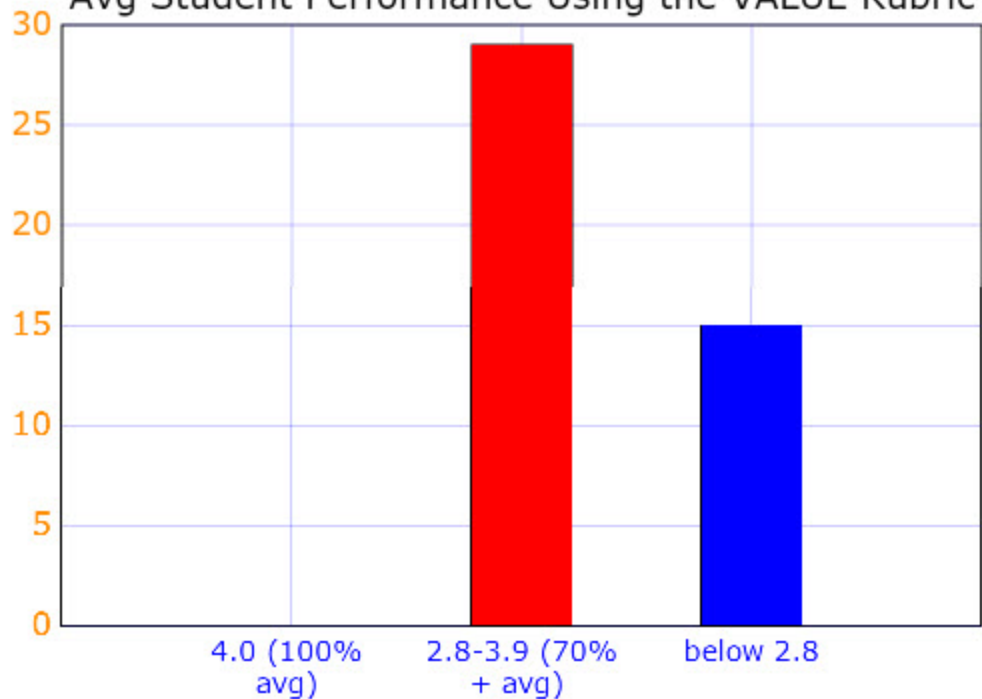
We are interested in how well we have been preparing you to communicate in a professional setting. This might include oral presentations, face-to-face conversations, and written reports. Please respond to the following questions, indicating how proficient/efficient you are in the following.

	1 Not proficient	2 Somewhat Proficient	3 Very proficient
Writing technical and lay reports			
Organizing materials and arguments to explain or persuade effectively in your writing			
Using credible, relevant, and updated evidence and sources in your writing			
Including research findings into your writing			
Displaying proficiency in your writing (grammar, spelling)			
Choosing appropriate language to enhance the effectiveness of your oral presentation			
Delivering a compelling central message in your oral presentation			
Using different types of materials to support your oral presentation			

# Written Assessment Categories



Avg Student Performance Using the VALUE Rubric



## 2017-18 Curriculum Map \_Family Studies Concentration

Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

Courses \ Outcomes (PLOs)	Outcome 1: Knowledge/Skills in concentration	Outcome 2: Effective Communication	Outcome 3: Critical Thinking	Outcome 4: Ethical Codes and Key Values	Outcome 5: Cultural and Global Awareness
<b>Required Courses</b>					
1. FACS 10 Nutrition and Wellness	I	I	I		I
2. FACS 50 The Family and Social Issues	I	I	I	I	I
3. FACS 52 The Child in the Family	I	I	I		I
4. FACS 100 Research: Methods and Application in FACS	D	D	D	D	
5. FACS 140 Family Resource Management	D	D	D		D
6. FACS 141 Family Finance	D	D	D		
7. FACS 168 Senior Seminar		M	M	M	M
8. FACS 108 Family Communication	D	D	D		D
9. FACS 150 Family Stress and Coping: Multicultural Focus	M	M	M		M
10. FACS 152 Adolescent Development	D	D	D	D	D
11. FACS 154 Issues in Parenting	D	D	D	D	D
12. FACS 155 Family Life Education	M	M	M	M	M
13. FACS 159 Adulthood and Aging in Human Development	I	I	D	D	I
14. FACS 162 Family Support Services	M	M	M	M	M
Upper Division Elective (3 units)					

<sup>1</sup> use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed



## 2017-18 Curriculum Map\_Fashion Merchandising and Design

Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

Courses \ Outcomes (PLOs)	Outcome 1: Knowledge/Skills in concentration	Outcome 2: Effective Communication	Outcome 3: Critical Thinking	Outcome 4: Ethical Codes and Key Values	Outcome 5: Cultural and Global Awareness
<b>Required Courses</b>					
1. FACS 30 Fashion and Human Environment	I	I	I		I
2. FACS 31 Textiles	D	I	I	I	I
3. FACS 32 Fundamentals of Apparel Production	I	I	I		
4. FACS 100 Research: Methods and Application in FACS	D	D	D	D	
5. FACS 168 Senior Seminar		<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
6. FACS 140 Family Resource Management		D	D		D
7. FACS 130 History of Fashion	D	M	M	D	M
8. FACS 131 Quality Analysis: Apparel	M	M	M	D	D
9. FACS 133 Creative Principles of Apparel Design	<b>M</b>	D	M	D	D
10. FACS 134 Introduction to the Fashion Industry	D	D	D	D	D
11. FACS 135 Merchandise Buying	M	M	M		
12. FACS 136 Fashion Retailing	M	M	D		
13. FACS 137 Clothing, Society, and Culture	D	D	D	D	D
14. FACS 139 Textiles and Apparel in the Global Economy	M	M	M	D	M
<b>Elective Courses</b>					
FACS 10 Nutrition and Wellness OR		I	I		I
FACS 50 The Family and Social Issues		I	I	I	I

<sup>1</sup> use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed

## 2017-18 Curriculum Map\_Nutrition and Food Concentration

### Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

Courses	Outcomes (PLOs)	Outcome 1: Knowledge/Skills in concentration	Outcome 2: Effective Communication	Outcome 3: Critical thinking	Outcome 4: Ethical Codes and Key Values	Outcome 5: Cultural and Global Awareness
<b>Required Courses</b>						
	<b>FACS 9 Food Safety and Sanitation</b>	<b>M</b>	D	I	I	
	FACS 10 Nutrition and Wellness	I	I	I		I
	FACS 11 Principles of Food Preparation	D	D	D		
	FACS 50 The Family and Social Issues		I	I	I	I
	FACS 100 Research: Methods and Application in FACS	I	D	D	D	
	FACS 107 Nutrition Education, Communication, and Counseling	D	D	D	D	D
	FACS 110 Food Production and Sustainability	M	D	D	D	D
	<b>FACS 113 Nutrition and Metabolism</b>	<b>D</b>	D	D		
	FACS 140 Family Resource Management	D	M	M		M
	<b>FACS 168 Senior Seminar</b>		<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>Elective Courses (Select four)</b>						
	FACS 114 Cultural and Social Aspects of Food	D	D		I	M
	FACS 115 Nutrition: Pre-conception through Childhood	M	M	M	D	D
	FACS 116 Foodservice Management	M	M	M		
	FACS 117 Community Nutrition	M	M	M	M	M
	FACS 119 Nutrition: Adolescence through Older Adulthood	M	M	M	D	D
	FACS 120 Practical Application in Sports Nutrition	M	M	M		
	FACS 121 Nutrition Assessment	M	M	M		

<sup>1</sup>use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed

**2017-18 Curriculum Map\_Dietetic Emphasis within Nutrition and Food Concentration  
Emphasis in Dietetics**

Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

<b>Outcomes (PLOs)</b> <b>Courses</b>	<b>Outcome 1:</b> Knowledge/Skills in concentration	<b>Outcome 2:</b> Effective Communication	<b>Outcome 3:</b> Critical thinking	<b>Outcome 4:</b> Ethical Codes and Key Values	<b>Outcome 5:</b> Cultural and Global Awareness
<b>Required Courses</b>					
<b>FACS 9 Food Safety and Sanitation</b>	<b>M</b>	D	I	I	
FACS 10 Nutrition and Wellness	I	I	I		I
FACS 11 Principles of Food Preparation	D	D	D		
FACS 100 Research: Methods and Application in FACS	I	D	D	D	
FACS 107 Nutrition Education, Communication, and Counseling	D	D	D	D	D
FACS 110 Food Production and Sustainability	M	D	D	D	D
FACS 113 Nutrition and Metabolism	D	D	D		
FACS 114 Cultural and Social Aspects of Food	D	D		I	M
FACS 115 Nutrition: Pre-conception through Childhood	M	M	M	D	D
FACS 116 Foodservice Management	M	M	M		
FACS 117 Community Nutrition	M	M	M	M	M
<b>FACS 118A Medical Nutrition Therapy I</b>	<b>M</b>	M	M		
<b>FACS 118B Medical Nutrition Therapy II</b>	<b>M</b>	M	M		
FACS 119 Nutrition: Adolescence through Older Adulthood	M	M	M	D	D
FACS 121 Nutrition Assessment	M	M	M		
<b>FACS 199D Senior Seminar</b>		<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>

<sup>1</sup> use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed

## 2017-18 Curriculum Map\_FACS Education

### Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

Courses	Outcomes (PLOs)	Outcome 1: Knowledge/Skills in concentration	Outcome 2: Effective Communication	Outcome 3: Critical thinking	Outcome 4: Ethical Codes and Key Values	Outcome 5: Cultural and Global Awareness
<b>Required Courses</b>						
FACS 9 Food Safety and Sanitation		M	D	I	I	
FACS 10 Nutrition and Wellness		I	I	I		I
FACS 11 Principles of Food Preparation		D	D	D		
FACS 30 Fashion and Human Environment		I	I	I		I
FACS 32 Fundamentals of Apparel Production		I	I	I		
FACS 50 The Family and Social Issues		I	I	I	I	I
FACS 52 The Child in the Family		I	I	I		I
FACS 100 Research: Methods and Application in FACS		D	D	D	D	
FACS 110 Food Production and Sustainability		M	D	D	D	D
FACS 130 History of Fashion		D	M	M	D	M
FACS 137 Clothing, Society, and Culture		D	D	D	D	D
FACS 140 Family Resource Management		D	D	D		D
FACS 141 Family Finance		D	D	D		
FACS 154 Issues in Parenting		D	D	D	D	D
FACS 155 Family Life Education		M	M	M	M	M
FACS 168 Senior Seminar			M	M	M	M

<sup>1</sup>use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed

[Type here]

[Type here]

[Type here]

**Table 2.5-1: Curriculum Map \_Family Studies Concentration**

Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

Courses \ Outcomes (PLOs)	Outcome 1: Knowledge/Skills in concentration	Outcome 2: Effective Communication	Outcome 3: Critical Thinking	Outcome 4: Ethical Codes and Key Values	Outcome 5: Cultural and Global Awareness
<b>Required Courses</b>					
1. FACS 10 Nutrition and Wellness	I	I	I		I
2. FACS 30 Fashion and Human Environment	I	I	I		I
3. FACS 50 The Family and Social Issues	I	I	I	I	I
4. FACS 52 The Child in the Family	I	I	I		I
5. FACS 100 Research: Methods and Application in FACS	D	D	D	D	
6. FACS 140 Family Resource Management	D	D	D		D
7. FACS 141 Family Finance	D	D	D		
<b>8. FACS 168 Senior Seminar</b>		<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
9. FACS 108 Family Communication	D	D	D		D
10. FACS 150 Family Stress and Coping: Multicultural Focus	M	M	M		M
11. FACS 152 Adolescent Development	D	D	D	D	D
12. FACS 154 Issues in Parenting	D	D	D	D	D
13. FACS 155 Family Life Education	M	M	M	M	M
14. FACS 159 Adulthood and Aging in Human Development	I	I	D	D	I
<b>15. FACS 162 Family Support Services</b>	<b>M</b>	M	M	M	M

<sup>1</sup> use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed

**Table 2.5-2: Curriculum Map\_Fashion Merchandising and Design**

Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

Outcomes (PLOs) Courses	Outcome 1: Knowledge/Skills in concentration	Outcome 2: Effective Communication	Outcome 3: Critical Thinking	Outcome 4: Ethical Codes and Key Values	Outcome 5: Cultural and Global Awareness
<b>Required Courses</b>					
1. FACS 30 Fashion and Human Environment	I	I	I		I
2. FACS 31 Textiles	D	I	I	I	I
3. FACS 32 Fundamentals of Apparel Production	I	I	I		
4. FACS 100 Research: Methods and Application in FACS	D	D	D	D	
5. FACS 168 Senior Seminar		M	M	M	M
6. FACS 140 Family Resource Management		D	D		D
7. FACS 130 History of Fashion	D	M	M	D	M
8. FACS 131 Quality Analysis: Apparel	M	M	M	D	D
9. FACS 133 Creative Principles of Apparel Design	M	D	M	D	D
10. FACS 134 Introduction to the Fashion Industry	D	D	D	D	D
11. FACS 135 Merchandise Buying	M	M	M		
12. FACS 136 Fashion Retailing	M	M	D		
13. FACS 137 Clothing, Society, and Culture	D	D	D	D	D
14. FACS 139 Textiles and Apparel in the Global Economy	M	M	M	D	M
<b>Elective Courses</b>					
FACS 10 Nutrition and Wellness OR		I	I		I
FACS 50 The Family and Social Issues		I	I	I	I

<sup>1</sup>use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed

**Table 2.5. 3: Curriculum Map\_Nutrition and Food Concentration**

Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

Courses	Outcomes (PLOs)	Outcome 1: Knowledge/Skills in concentration	Outcome 2: Effective Communication	Outcome 3: Critical thinking	Outcome 4: Ethical Codes and Key Values	Outcome 5: Cultural and Global Awareness
<b>Required Courses</b>						
FACS 9 Food Safety and Sanitation		M	D	I	I	
FACS 10 Nutrition and Wellness		I	I	I		I
FACS 11 Principles of Food Preparation		D	D	D		
FACS 50 The Family and Social Issues			I	I	I	I
FACS 100 Research: Methods and Application in FACS		I	D	D	D	
FACS 107 Nutrition Education, Communication, and Counseling		D	D	D	D	D
FACS 110 Food Production and Sustainability		M	D	D	D	D
FACS 113 Nutrition and Metabolism		D	D	D		
FACS 140 Family Resource Management		D	M	M		M
FACS 168 Senior Seminar			M	M	M	M
<b>Elective Courses (Select four)</b>						
FACS 114 Cultural and Social Aspects of Food		D	D		I	M
FACS 115 Nutrition: Pre-conception through Childhood		M	M	M	D	D
FACS 116 Foodservice Management		M	M	M		
FACS 117 Community Nutrition		M	M	M	M	M
FACS 119 Nutrition: Adolescence through Older Adulthood		M	M	M	D	D
FACS 120 Practical Application in Sports Nutrition		M	M	M		

<sup>1</sup>use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed

**Table 2.5.3: Curriculum Map\_Dietetic Emphasis within Nutrition and Food Concentration  
Emphasis in Dietetics**

Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

Courses	Outcomes (PLOs)	Outcome 1: Knowledge/Skills in concentration	Outcome 2: Effective Communication	Outcome 3: Critical thinking	Outcome 4: Ethical Codes and Key Values	Outcome 5: Cultural and Global Awareness
<b>Required Courses</b>						
FACS 9 Food Safety and Sanitation		M	D	I	I	
FACS 10 Nutrition and Wellness		I	I	I		I
FACS 11 Principles of Food Preparation		D	D	D		
FACS 100 Research: Methods and Application in FACS		I	D	D	D	
FACS 107 Nutrition Education, Communication, and Counseling		D	D	D	D	D
FACS 110 Food Production and Sustainability		M	D	D	D	D
FACS 113 Nutrition and Metabolism		D	D	D		
FACS 168 Senior Seminar			M	M	M	M
FACS 114 Cultural and Social Aspects of Food		D	D		I	M
FACS 115 Nutrition: Pre-conception through Childhood		M	M	M	D	D
FACS 116 Foodservice Management		M	M	M		
FACS 117 Community Nutrition		M	M	M	M	M
FACS 118A Medical Nutrition Therapy I		M	M	M		
FACS 118B Medical Nutrition Therapy II		M	M	M		
FACS 119 Nutrition: Adolescence through Older Adulthood		M	M	M	D	D
FACS 170 Advanced Nutrition and Metabolism		M				

<sup>1</sup>use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed



**Table 2.5-4: Curriculum Map\_FACS Education**

Linking Program Learning Outcomes<sup>1</sup> (PLO) to Each Course in the Curriculum

Outcomes (PLOs) Courses	Outcome 1: Knowledge/Skills in concentration	Outcome 2: Effective Communication	Outcome 3: Critical thinking	Outcome 4: Ethical Codes and Key Values	Outcome 5: Cultural and Global Awareness
<b>Required Courses</b>					
FACS 9 Food Safety and Sanitation	M	D	I	I	
FACS 10 Nutrition and Wellness	I	I	I		I
FACS 11 Principles of Food Preparation	D	D	D		
FACS 30 Fashion and Human Environment	I	I	I		I
FACS 32 Fundamentals of Apparel Production	I	I	I		
FACS 50 The Family and Social Issues	I	I	I	I	I
FACS 52 The Child in the Family	I	I	I		I
FACS 100 Research: Methods and Application in FACS	D	D	D	D	
<b>FACS 110 Food Production and Sustainability</b>	<b>M</b>	D	D	D	D
FACS 130 History of Fashion	D	M	M	D	M
FACS 137 Clothing, Society, and Culture	D	D	D	D	D
FACS 140 Family Resource Management	D	D	D		D
FACS 141 Family Finance	D	D	D		
FACS 154 Issues in Parenting	D	D	D	D	D
<b>FACS 155 Family Life Education</b>	<b>M</b>	M	M	M	M
<b>FACS 168 Senior Seminar</b>		<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>

<sup>1</sup>use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed

**Table 2.3: A Comprehensive Assessment Plan for All the Programs in the Next Program Review Cycle**

**FOCUS: Student Learning**

Connecting Program Goals, Program Learning Outcomes (PLOs), and Assessments

(Adopted from the CSU Chancellor’s Office)

**Name of the Program: B.S. in Family and Consumer Sciences**

Overarching Program Learning Goals	Corresponding Program Learning Outcomes (PLOs). (Each must directly relate to one or more Program Goals)	In which course(s) will the PLO(s) be assessed?	In which year will the PLO(s) be assessed and how often?	What types of assessment activities will be used to collect the data?	What types of tools will be used to score/evaluate the activity? Who will develop/modify the tool and/or evaluated the activities?	How will the data be collected? By whom?	How will the data be reported <sup>3</sup> (both aggregated and disaggregated), and by whom? What will be the standard of performance?	Who will analyze the data?	How will the data be used? By whom?
<p><b>1. Competence in the Disciplines:</b> The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</p>	<p>I. Students who graduate with a baccalaureate degree in FACS will demonstrate competence in their chosen professional concentration.</p>	1.Family: FACS 162	19/20	Quizzes, exams or assignments	Rubrics. Area faculty will develop these tools	Area faculty will collect data from the specified courses and the assessment committee will compile the results for the assessment report	A table of disaggregated data will be presented as relevant by the area faculty. And aggregated data will be compiled by the assessment committee. The standard of performance and expectations is that 80% of undergraduate students need to get 75% (3 out of 4 Scales) of assessment questions correct.	Department assessment committee	Used for course and curriculum revision and development by the area faculty
		2. Fashion: FACS 133 or FACS 139							
		3.Nutrition: FACS 117 115, 116, 119							
		4. FACS Education: FACS 195A							
<p><b>3. Intellectual and Practical Skills, Including</b>  <b>3.2 Written communication</b> is the development and expression of ideas in writing.  <b>3.3 Oral communication</b> is a prepared, purposeful presentation designed to</p>	<p>II. Students who graduate with a BS in FACS will demonstrate effective communication skills as individuals and collaborators in written and verbal delivery</p>	FACS 168 Senior Seminar	16/17	Projects and presentations	Rubrics. Assessment committee will develop	FACS 168 instructor will collect data and the assessment committee will compile the results for the	A table of disaggregated data will be presented as relevant by the area faculty. And aggregated data will be compiled by the assessment committee. The standard of performance and expectations is that 75% of undergraduate students need	Department assessment committee	Used for course and curriculum revision by all faculty

increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors	and receipt, including the use of current technology				these tools.	assessment report.	to get 75% (3 out of 4 Scales) of assessment questions correct.		
<b>5. Integrative Learning</b>									
<b>3. Intellectual and Practical Skills, Including</b> <b>3.1 Critical thinking</b> is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	III. Students who graduate with a BS in FACS will demonstrate critical thinking ability that involves combinations of analytical thinking and effective problem solving related to their field	FACS 168 Senior Seminar	18/19	Projects, assignments	Rubrics. Assessment committee will develop these tools.	FACS 168 instructor will collect data and the assessment committee will compile the results for the assessment report.	A table of disaggregated data will be presented as relevant by the area faculty. And aggregated data will be compiled by the assessment committee. The standard of performance and expectations is that 70% of undergraduate students need to get 75% (3 out of 4 Scales) of assessment questions correct.	Department assessment committee	Used for course and curriculum revision by all faculty
<b>5. Integrative Learning</b>									
<b>4. Personal and Social Responsibility</b> <b>4.3 Ethical Reasoning</b> is reasoning about right and wrong human conduct.	IV. Students who graduate with a BS in FACS will demonstrate understanding of ethical codes and key values as individuals and illustrating of ethical and value application and their relationship in the field.	FACS 168 Senior Seminar	20/21	Quizzes, exams or assignments	Rubrics. Assessment committee will develop these tools.	FACS 168 instructor will collect data and the assessment committee will compile the results for the assessment report.	A table of disaggregated data will be presented as relevant by the area faculty. And aggregated data will be compiled by the assessment committee. The standard of performance and expectations is that 70% of undergraduate students need to get 75% (3 out of 4 Scales) of assessment questions correct.	Department assessment committee	Used for course and curriculum revision by all faculty
<b>4. Personal and Social Responsibility</b> <b>4.2 Intercultural Knowledge and Competence</b> is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." <b>2. Knowledge of Human Cultures and the Physical and Natural World</b>	V. Students who graduate with a BS in FACS will demonstrate cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures.	FACS 168 Senior Seminar	17/18	Projects	Rubrics. Assessment committee will develop these tools.	FACS 168 instructor will collect data and the assessment committee will compile the results for the assessment report.	A table of disaggregated data will be presented as relevant by the area faculty. And aggregated data will be compiled by the assessment committee. The standard of performance and expectations is that 70% of undergraduate students need to get 75% (3 out of 4 Scales) of assessment questions correct.	Department assessment committee	Used for course and curriculum revision by all faculty

**Table 2.4: Linking Program Learning Outcomes to the University Baccalaureate Learning Goals (BALGs)<sup>1</sup>**

Program Learning Outcomes (PLOs)	University Baccalaureate Learning Goals (BALGs)
1 Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.	<b>1. Competence in the Disciplines:</b> The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.
2 Effective communication skills as individuals and collaborators in written and verbal delivery and receipt including the use of current technology	<b>3. Intellectual and Practical Skills, Including</b> <b>3.2 <u>Written communication</u></b> is the development and expression of ideas in writing. <b>3.3 <u>Oral communication</u></b> is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors  <b>5. Integrative Learning</b>
3 Critical thinking ability that involves combinations of analytical thinking and effective problem solving related to their field	<b>3. Intellectual and Practical Skills, Including</b> <b>3.1 <u>Critical thinking</u></b> is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. <b>5. Integrative Learning</b>
4 Understanding of ethical codes and key values as individuals and illustrating of ethical and value application and their relationship in the field.	<b>4. Personal and Social Responsibility</b> <b>4.3 <u>Ethical Reasoning</u></b> is reasoning about right and wrong human conduct.
5 Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures	<b>4. Personal and Social Responsibility</b> <b>4.2 <u>Intercultural Knowledge and Competence</u></b> is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."  <b>2. Knowledge of Human Cultures and the Physical and Natural World</b>

<sup>1</sup> Currently this is only for the undergraduate program