

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

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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 enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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 2017-18, our assessment focused on our **Program Learning Outcome 5 (PLO5), Intercultural Knowledge and Competency**. Cultural and global awareness/sensitivity include demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures. FACS PLO5 aligns with University's Baccalaureate Learning Goals for the 21st Century, "Personal and Social Responsibility".

The department PLO5 is adopted from the 'Intercultural Knowledge and Competence' VALUE rubric developed by the Association of American Colleges and Universities (Attachment 1).

5: Assessment criteria include demonstrated ability to:

5.1: Articulate insights into their own cultural rules and biases.

5.2: Express an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs or practices.

5.3: Interpret intercultural experience from their own perspectives.

5.4: Articulate an understanding of cultural differences in verbal and/or nonverbal communication.

5.5: Develop questions about other cultures and answer these questions.

5.6: Initiate and develop interactions with different cultures and suspends judgment in valuing her/his interactions with culturally different others.

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)

Section 2: Report One Learning Outcome in Detail

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):

Intercultural Knowledge, Competency, and Perspectives

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

Q2.1.1.

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

Our assessment focused on our Department's Program Learning Outcome 5 (PLO5), **Intercultural Knowledge and Competency**. PLO5 is adopted from the 'Intercultural Knowledge and Competence' VALUE rubric developed by the Association of American Colleges and Universities.

Assessment criteria include demonstrated ability to:

5.1: Articulate insights into their own cultural rules and biases.

5.2: Express an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs or practices.

5.3: Interpret intercultural experience from their own perspectives.

5.4: Articulate an understanding of cultural differences in verbal and/or nonverbal communication.

5.5: Develop questions about other cultures and answer these questions.

5.6: Initiate and develop interactions with different cultures and suspends judgment in valuing her/his interactions with culturally different others.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the


Written Communication VALUE rubric.")


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

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

The Intercultural Knowledge and Competence VALUE rubric is attached. We expect that at least 70% of our students will achieve a score of 3 or higher in all six dimensions of the Intercultural Knowledge and Competence VALUE rubric.

 Intercultural Knowledge and Competence VALUE.pdf
95.53 KB

 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL 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:

During Spring 2018, our Senior Seminar capstone course (FACS 168) was chosen to collect data for PLO5 since students enrolled in this course are graduating in either Spring 2018 or Fall 2018 semesters. Furthermore, FACS 168 represents students from all concentrations within the program (Nutrition and Food, Family Studies, Fashion Merchandising and Design, and FACS Education). The FACS assessment committee met multiple times during the Fall 2017 semester to reach a consensus on data collection methods. The committee agreed to develop a tool using mixed methodologies with both qualitative and quantitative questions to collect data.

Once the data collection tool was finalized, it was incorporated in an online platform (Qualtrics) for distribution to students. The university's IT team was consulted for Qualtrics-related training and questions. All data were collected anonymously with no direct identifiers for protecting student information and in order to encourage honest flow of ideas from students.

(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:

Assignment developed using cultural scenarios and Likert scale questions

Q3.3.2.

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

After reaching a consensus to collect data using an assignment, the assessment committee developed a mixed methodologies tool using both qualitative and quantitative questions. Our tool included three brief scenarios (qualitative data) and five questions with Likert scale responses (quantitative data) (see attachment). Before distributing to students, the tool was opened to FACS department faculties and staff for any input and/or suggestions. Furthermore, during a pilot-run, a few department faculties and staff completed the tool questions,

and modifications were made based on their responses.

Our measure assesses the PLO because the Intercultural Knowledge and Competence VALUE rubric was used as a guide to develop the tool in order to cover the six dimensions of PLO5. **In our final tool, each scenario and/or question assessed a specific dimension (or dimensions) from the VALUE rubric.**

Scenarios covered real-life examples focused on diversity and cultural competency in the workplace setting and students were asked to answer how they would respond to a given situation. Apart from scenarios, the Likert scale questions were asked to assess cultural self-awareness. Finally, one open-ended question was asked to assess overall cultural competency. The committee agreed that having a variety in the types of questions asked would give a breadth of information for the purposes of intercultural knowledge and competency evaluation.

 **FACS_Intercultural Knowledge and Competency.docx**
22.84 KB

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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.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who 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.)?

FACS 168 students enrolled during the Spring 2018 semester were selected for assessment. As mentioned earlier, FACS 168 is a senior capstone course and these students will graduate within one year or less. FACS 168 also represents students from all concentrations within the department (Nutrition and Food, Family, Fashion, and FACS education). The online Qualtrics tool was distributed to students in all sections of FACS 168 (n=120). Our response rate was high, 87% of students completed the tool.

Q3.6.1.

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

The sample consisted of all FACS 168 students enrolled during the Spring 2018 semester (n = 120). The sample size was decided based on the FACS Department policy and guidelines for annual assessment. In past assessments, we have consistently observed that more than 50% of students meet PLO standards. Thus, the proportion parameter can be conservatively set at 0.5.

FACS 168 has 120 graduating seniors, so a sample of 35 students will provide 95% confidence in our findings with a margin of error of 15% (National Statistics Survey sample size calculator (<http://www.nss.gov.au/nss/home.nsf/pages/Sample+size+calculator>)).

The committee decided to collect data from all 120 students, but randomized 35 student responses for our data analysis. A sample size of 35 student responses was deemed appropriate for the purpose of this assessment.

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

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:

 No file attached

 No file attached

Q3.7.2.

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

Q3.7.3.

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

Q3.7.4.

If surveys were used, please enter the response rate:

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:

 No file attached

 No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

Based on the assessment of our selected Intercultural Knowledge and Competency PLO and our identified program standard of performance, that 70% of students should achieve a score of 3 or higher in all dimensions of the Intercultural Knowledge and Competence VALUE rubric, we can see using the above table that **students did not meet the criteria for most of the measured dimensions (see attachment)**:

5.2: Knowledge of cultural worldview frameworks (23%)

5.3: Skills (Empathy) (51%)

5.4: Skills (Verbal and nonverbal communication) (31%)


5.5 and 5.6: Attitudes (Curiosity and Openness) (20%)

The above mentioned criteria were assessed after grading student responses to scenarios in the tool. A lower performance could be attributed to the complexity involved in grading student responses based on subjective data.

Knowledge of cultural self-awareness (**5.1**) was assessed using a Likert scale response; this criteria met our standard of performance with at least 86% or more participants agreeing to knowing insights about their own cultural rules and biases. Interestingly, students self-reported themselves being higher on their knowledge of cultural self-awareness, while their subjective responses did not quite align with cultural knowledge, skills, and attitudes.

We also assessed **Overall Cultural Competency** using an open-ended question. After analyzing student responses, only 43% achieved a score of 3 or higher.

In conclusion, the standard of performance of expectations for intercultural knowledge and competency were not met. Specifically, knowledge of cultural worldview frameworks and attitudes were ranked as the lowest criteria based on student response.

 FACS 2018 Data.docx
20.44 KB

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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?

Our results indicate that FACS students do not meet the program standards for intercultural knowledge and competency. **The committee has identified the following courses in the program where changes can be made from the perspective of each of our concentration:**

1. First, the instructors teaching **Research Methods and Application in FACS (FACS 100)** and **Senior Seminar (FACS 168)**, the two courses that all of our majors are required to take, will incorporate specific activities and/or assignments aimed at improving cultural knowledge, awareness, and competence.
2. The following courses were identified from each concentration:
 - a. **Nutrition and Food/Dietetics (NUFD)**
 - i. **Nutrition Education and Counseling (FACS 107)** is a required upper division course for our NUFD majors. Faculties teaching this course will spend more time covering the intercultural communication skills and behaviors for effective interactions.
 - ii. **Cultural and Social Aspects of Food (FACS 114)** is a core upper-division course that most of our NUFD majors take. Faculties teaching this course will spend more time discussing the necessary skills and attitudes for cultural knowledge and competency.

- b. **Family Studies: Family Stress & Coping (FACS 150).** This is a required course for all Family Studies students. Faculties teaching this course will cover topics related to ethics and diversity in the classroom.
- c. **Fashion: Clothing, Society, and Culture (FACS 137).** This course is taken by all Apparel (i.e. Fashion) students. Faculties teaching this course will spend more time covering cultural knowledge and understanding in a diverse society.

3. During our departmental orientation at the beginning of Fall 2018 semester, the results from our assessment will be shared with all faculty in our program.

 No file attached

 No file attached

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

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)

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. Based on our findings, we propose the following action items to enhance students' intercultural knowledge and competence:

1. We will communicate with instructors teaching FACS 100 and FACS 168, courses all of our majors are required to take, to provide more opportunities for helping students improve their intercultural knowledge and competency.

For example, integrating case studies and/or group activities around diversity and implicit bias.

2. We will also communicate with instructors teaching concentration-specific courses such as Nutrition Education and Counseling (FACS 107), Cultural and Social Aspects of Food (FACS 114), Family Stress & Coping (FACS 150), and Clothing, Society, and Culture (FACS 137) to incorporate content relating to intercultural knowledge and competency.

3. We will continue to actively advise students to take FACS 100 (Research Methods and Applications in FACS) early in their academic program to better understand intercultural skills and attitudes in our upper division classes.

4. We will share our findings with all faculty during our Fall 2018 departmental orientation meeting.

Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

1. Yes, describe your plan:

We will follow-up with faculty of the identified courses and ask how did they implement changes to their course at a given semester. During faculty orientation, we will encourage faculty that they potentially incorporate hands-on/applied activities and assignments that focus on intercultural knowledge. For example, having students attend campus cultural events, tour a community cultural event, or visit an ethnic grocery store.

2. No
 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

	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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" 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: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2.1.

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

Our focus has been student advising and mentoring to ensure timely graduation. Our faculties are trained to use the SmartPlanner as an advising tool and students are encouraged to use SmartPlanner before they arrive for individualized advising sessions. Our faculty incorporate any feedback and suggestion from the FACS advisory board regarding the skills that future employers are seeking and what qualities our students have been lacking as recent hires. We discuss potential ideas for improvement in our departmental and area meetings on a regular basis. We have also hired a new tenure-track faculty in the Family Studies area.

Q5.3.

To what extent did you apply **previous assessment 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"/>	<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 **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

We have incorporated the following changes as suggested by the Office of Academic Program Assessment previous year:

Past Recommendations: As the program continues its annual assessment efforts we encourage it to pay attention to the following areas:

Measures, Rubrics and their Alignment:

Consider aligning the paper prompt a bit more to the VALUE rubric – just giving the students a bit of a reminder about their sourcing, use of language, organization, etc. It is already in alignment; this would just be moving good assessment to truly excellent assessment.

This year's assessment was aligned specifically to the VALUE rubric.

Data Collection and Presentation:

The oral communication data ought to be presented as clearly as the written communication data – either a data table or bar graphs for the individual criteria of the rubric, rather than the text description.

Express the survey data in tabular form, rather than just in text.

This year we have presented our data in a tabular form for all the dimensions highlighted in the VALUE rubric.


(Remember: Save your progress)


Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

 No file attached

 No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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 explain how this year's assessment activities help you address recommendations from your department's last program review?

Based on our previous year recommendations, we used the VALUE rubric to design our data collection tool. Furthermore, we have presented our findings in a tabular form.

Q9. Please attach any additional files here:

-
-

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

BS FACS

Q11.

Report Author(s):

Urvashi Mulasi, Lynn Hanna, Nadine Braunstein, Jerry Cook, Minjeong Kang

Q11.1.

Department Chair/Program Director:

Lynn Hanna

Q11.2.

Assessment Coordinator:

Urvashi Mulasi

Q12.

Department/Division/Program of Academic Unit (select):

Family and Cons. Sciences

Q13.

College:

College of Social Sciences & Interdisciplinary Studies

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Q15.

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:

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

BS Family and Consumer Sciences

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

4

Q17. Number of **master's degree programs** the academic unit has?

N/A

Q17.1. List all the names:

Nutrition and Food
 Family Studies
 Fashion Merchandizing and Design
 FACS Eudcation Precredential Single Subject Program

Q17.2. How many concentrations appear on the diploma for this master's program?

N/A

Q18. Number of **credential programs** the academic unit has?

N/A

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

N/A

Q19.1. List all the names:

When was your Assessment Plan...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. 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"/>
Q20.1. 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"/>

Q20.2. (Required)

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

No file attached

Q21.

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

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

Q21.1.

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

No file attached

Q22.

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

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

Q23.

Does your program have a capstone class?

- 1. Yes, specify:

FACS 168 Senior Seminar

- 2. No
- 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

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

(Remember: Save your progress)
Save When Completed!

ver. 10.31.17

INTERCULTURAL KNOWLEDGE AND COMPETENCE 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

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

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

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

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		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Your FACS Concentration (check one) Nutrition and Foods/Dietetics _____ Family Studies _____ Fashion _____ FACS Education _____

I. Please write your answers to the following scenarios:

<p style="text-align: center;">SCENARIOS</p>	<p>For each scenario, briefly answer the 2 questions:</p> <p>a. From your point of view, what may be some factors that influence these behaviors?</p> <p>b. What information might be helpful to these individuals to understand while working together?</p>
<p>1. Picture a company with employees from various backgrounds and ethnicities. One worker begins her work day at 8:00 AM and leaves at 5:00 PM. She notices that several members of her team arrive at work after 8:00 AM, heading directly for coffee and conversation. She also notices that these team members take an extended lunch break. She is frustrated by their lack of punctuality and wonders how she will be able to work with them on this new project.</p>	<p>a.</p> <p><i>This scenario covers the Attitudes: Curiosity and Openness in our VALUE rubric (and so on, below...)</i></p> <p>b.</p>
<p>2. One businessman wants to tell his client that he is uninterested in doing business with him. In order to be very polite and avoid being direct, the businessman says, "<i>That will be very difficult.</i>" The client interprets the statement to mean that there are still unresolved problems, not that the deal is off. He responds by asking how his company can help solve the problems. The businessman, believing he has sent the message that there will be no business, is mystified by the client's response.</p>	<p>a.</p> <p><i>--Knowledge of cultural worldview frameworks</i> <i>--Skills: Verbal and Nonverbal Communication</i></p> <p>b.</p>
<p>3. In your workplace, an employee is an observant Muslim who prays 5 times a day, 3 of those prayers occurring during work. Another employee complained to you on several occasions regarding a coworker making racist remarks and acting with hostility when the employee would pray at work.</p>	<p>a.</p> <p><i>--Skills: Empathy</i> <i>--Attitudes: Openness</i></p> <p>b.</p>

II. Read each statement and circle the number that best describes your behavior or belief. Be as candid as possible with your responses, *there are no right or wrong answers: (Questionnaire covers the Knowledge: Cultural Self-awareness from VALUE rubric)*

	Almost Never	Rarely	Sometimes	Usually	Always
	1	2	3	4	5
1. I am aware of my own cultural biases and how they affect my thinking and behavior.	1	2	3	4	5
2. I'm interested in the ideas and beliefs of someone outside my own culture who doesn't think and believe as I do.	1	2	3	4	5
3. I respect the opinion of someone outside my own culture even when I disagree.	1	2	3	4	5
4. I encourage culturally diverse people to speak out on their issues and concerns and I do my best to validate their issues.	1	2	3	4	5
5. I understand that I'm a product of my upbringing and believe there are valid beliefs other than my own.	1	2	3	4	5

III. i. Can you think of an interaction with someone from a different culture where you learned something about yourself/others?
 a. Yes b. No

ii. If you answered Yes, please describe that interaction and explain what you learned about yourself or others. **(Covers Overall Cultural Competency)**

From Q4.1, FACS 2018 Data

2018 Assessment Committee Data (Intercultural Knowledge and Competency)

Criteria [±]	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=35)
5.2 Knowledge of cultural worldview frameworks	0	8 (23%)	11 (31%)	16 (46%)	35 (100%)
5.3 Skills (Empathy)	0	18 (51%)	12 (34%)	5 (14%)	35 (100%)
5.4 Skills (Verbal and nonverbal communication)	0	11 (31%)	12 (34%)	12 (34%)	35 (100%)
5.5, 5.6 Attitudes (Curiosity and Openness)	2 (6%)	5 (14%)	18 (51%)	10 (29%)	35 (100%)
Overall Cultural Competency	2 (6%)	13 (37%)	14 (40%)	5 (14%)	34 (97%)

5.1 Knowledge (Cultural self- awareness)*	5 (Always)	4 (Usually)	3 (Sometimes)	2 (Rarely)	1 (Almost Never)	Total (N=35)
I am aware of my own cultural biases and how they affect my thinking and behavior.	14 (40%)	16 (46%)	4 (11%)	1 (3%)	0	35 (100%)
I'm interested in the ideas and beliefs of someone outside my own culture who doesn't think and believe as I do.	17 (49%)	14 (40%)	4 (11%)	0	0	35 (100%)
I respect the opinion of someone outside my own culture even when I disagree.	21 (60%)	11 (31%)	1 (3%)	2 (6%)	0	35 (100%)
I encourage culturally diverse people to speak out on their issues and concerns and I do my best to validate their issues.	25 (71%)	9 (26%)	1 (3%)	0	0	35 (100%)
I understand that I'm a product of my upbringing and believe there are valid beliefs other than my own.	30 (86%)	3 (9%)	2 (6%)	0	0	35 (100%)

[±] Assessed using student responses from brief scenarios and an open-ended question.

*Assessed using the 5 Likert Scale questions.

Comprehensive Assessment Plans for 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

In which year will the PLO(s) be assessed and how often?	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?	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 evaluate the activities?	How will the data be collected? By whom?	How will the data be reported ³ (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?
16/17	<p>3. Intellectual and Practical Skills, Including 3.1 Written communication is the development and expression of ideas in writing. 3.2 Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors</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 and receipt, including the use of current technology</p>	FACS 168 Senior Seminar	Projects and presentations	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 75% 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
17/18	<p>4. Personal and Social Responsibility 4.1 Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." 4.2. Knowledge of Human Cultures and the Physical and Natural World</p>	<p>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.</p>	FACS 168 Senior Seminar	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

18/19	<p>3. Intellectual and Practical Skills, Including 3.1 Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</p>	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	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
19/20	<p>1. Competence in the Disciplines: 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>	I. Students who graduate with a baccalaureate degree in FACS will demonstrate competence in their chosen professional concentration.	<p>1. Family: FACS 162</p> <p>2. Fashion: FACS 133 or FACS 139</p> <p>3. Nutrition: FACS 117, 116, 119</p> <p>4. FACS Education: FACS 195A</p>	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
20/21	<p>4. Personal and Social Responsibility 4.3 Ethical Reasoning is reasoning about right and wrong human conduct.</p>	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	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

2017-18 Curriculum Map _Family Studies Concentration

Linking Program Learning Outcomes¹ (PLO) to Each Course in the Curriculum

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
Required Courses					
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)					

¹ 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 Outcomes¹ (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
Required Courses					
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
Elective Courses					
FACS 10 Nutrition and Wellness OR		I	I		I
FACS 50 The Family and Social Issues		I	I	I	I

¹ 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 Outcomes¹ (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
Required Courses						
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
Elective Courses (Select four)						
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		

¹use "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 Outcomes¹ (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
Required Courses					
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 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 121 Nutrition Assessment	M	M	M		
FACS 199D Senior Seminar		M	M	M	M

¹ 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 Outcomes¹ (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
Required Courses						
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

¹ 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 ³ (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>1. Competence in the Disciplines: 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, 116, 119							
		4. FACS Education: FACS 195A							
<p>3. Intellectual and Practical Skills, Including 3.2 Written communication is the development and expression of ideas in writing. 3.3 Oral communication 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.		
5. Integrative Learning									
3. Intellectual and Practical Skills, Including 3.1 Critical thinking 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
5. Integrative Learning									
4. Personal and Social Responsibility 4.3 Ethical Reasoning 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
4. Personal and Social Responsibility 4.2 Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." 2. Knowledge of Human Cultures and the Physical and Natural World	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)¹

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.	1. Competence in the Disciplines: 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	3. Intellectual and Practical Skills, Including 3.2 <u>Written communication</u> is the development and expression of ideas in writing. 3.3 <u>Oral communication</u> is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors 5. Integrative Learning
3 Critical thinking ability that involves combinations of analytical thinking and effective problem solving related to their field	3. Intellectual and Practical Skills, Including 3.1 <u>Critical thinking</u> is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. 5. Integrative Learning
4 Understanding of ethical codes and key values as individuals and illustrating of ethical and value application and their relationship in the field.	4. Personal and Social Responsibility 4.3 <u>Ethical Reasoning</u> 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	4. Personal and Social Responsibility 4.2 <u>Intercultural Knowledge and Competence</u> is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." 2. Knowledge of Human Cultures and the Physical and Natural World

¹ Currently this is only for the undergraduate program