2018 - 2019
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:
Please use the "Guidelines" and "Examples for Answering Open-Ended Questions" to answer each question in the template as you complete the report. Please provide and attach the following information:
  1. PLO Assessed **(Q1.1, Q2.1)**
  2. Definition of the PLO(s) **(Q2.1.1)**
  3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
  4. Direct Measures **(Q3.3.2)**
  5. Data Table(s) **(Q4.1)**
  6. Curriculum Map **(Q21.1)**
  7. Most Updated Assessment Plan **(Q20.2)**

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

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: All the Program Learning Outcomes Assessed

Q1.1.
Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs)or 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. **Research**
☐ 21A. Other, specify any assessed PLOs not included above:

a. | Please note this will be the last annual assessment for FACS. Moving forward there will be separate assessments for BS Family Studies and Human Development, BS Nutrition and Food, BS Fashion Merchandising and Management, BS Family and Consumer Sciences Education |

b. | |

c. | |

☐ 21B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.
Are your PLOs closely aligned with the mission and/or the strategic plan of the university?

◉ 1. Yes
○ 2. No
○ 3. Don't know

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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):

| Critical Thinking |

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

| |

Q2.1.1.
Please provide the definition for this PLO (**See Appendix 15 Sample Answer to Q2.1.1**).

Undergraduate students will demonstrate critical thinking ability that involves combinations of analytical thinking and effective problem solving related to their field (PLO3: Critical Thinking adopted from the VALUE rubric) They will :

3.1: Clearly state the issue/problem which needs to be considered critically (Explanation of issues)

3.2: Gather, organize and review data/information with enough interpretation to develop a comprehensive analyses or synthesis (Evidence)

3.3: Analyze their own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position (Influence of context and assumptions)

3.4: Students' specific position takes into account the complexities of an issue. Limits of position and others' points of view are acknowledged and synthesized within position (Student's position)

3.5: Develop an effective solution or strong argument (Conclusions and related outcomes)

Q2.2.
Has the program developed or adopted *explicit program standards of performance/expectations* for this PLO? (e.g. "We expect 80% 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

Undo

Q2.2.a.
Please provide the standards of performance/expectations for this PLO:

We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Critical Thinkin...

Q2.3.
Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment**(
See Appendix 15 Sample Answer to Q2.3):**

VALUE Rubric for Standards of Performance for Critical Thinking Skills is attached.

VALUE Rubric CriticalThinking.pdf
93.09 KB   Click here to attach a file

Q2.4.	Q2.5.	Q2.6.	Please indicate where you have published the **PLO**, the **standard (stdrd)** of
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☑	☑	☑	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In new course proposal forms in the department/college/university
☐	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

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**)

Undo

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Don't know

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**)

Undo

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:

In order to collect data representing various FACS concentrations (i.e., Nutrition and Food, Family Studies, and Fashion Merchandising and Design), the assessment committee selected the following courses to evaluate student performance:

Nutrition and Food: Nutrition: Preconception through Childhood (FACS 115)

Family Studies: Family Stress and Coping (FACS 150)

Fashion Merchandising and Design: Merchandise Buying (FACS 135)

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)
[Undo]

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 **attach the assignment instructions that the students received to complete the assignment (**
See Appendix 1 Sample Answer to Q3.3.2):

For all FACS concentrations, direct measures (i.e., key assignments) were used to assess the critical thinking PLO

(all three assignment instructions are attached):

The key assignment for **Nutrition and Food concentration was term paper** where students chose and
researched a topic related to lifespan nutrition. Students read and interpreted recent peer-reviewed articles and
wrote a research paper with clear purpose and hypothesis, and highlighting strengths and weaknesses of the
reviewed literature.

The key assignment for **Family Studies was research paper** focused on family systems theory. Students
described the concepts of family roles and responsibilities and provided peer-reviewed sources to support their
data.

The key assignment for **Fashion Merchandising and Design was 'mock buying trip' project.** The objectives
of this assignment were:
1.   To better understand the concepts, methods, and procedures in merchandise buying;

2.   To improve the analytical skills and buying skills in a buying-trip setting;

3.   To experience the whole buying process.

📎 **FACS 115 Research Paper Guidelines.docx**
15.12 KB

📎 **FACS 150 and FACS 135 Guidelines.doc**
47.5 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.**)
[Undo]

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

  Undo

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

  Undo

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

  Undo

Q3.5.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

[6   ]

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

[6   ]

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

  Undo

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Data were collected from graduating seniors (Fall 2018 or Spring 2019) from various FACS concentrations. **A total of three different assignments** were chosen to evaluate student performance across all of the departmental concentrations (NUFD, FAMS, and FASH). Faculty who administered these assignments were asked to provide 10 samples (some of which were group projects) of student work to the committee.

Q3.6.1.
How did you **decide** how many samples of student work to review?

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.

Of the total 120 students from various FACS courses, a sample of 30 students will provide 95% confidence in our findings with a margin of error of 15% (National Statistics Survey sample size calculator

(https://www.abs.gov.au/websitedbs/D3310114.nsf/home/Sample+Size+Calculator).

Therefore, a sample size of 30 student responses was deemed appropriate for the purpose of this assessment.

Q3.6.2a.
Please enter the number (#) of students *__from ONLY your program__* that were assessed for this program learning outcome (not all students in the class).

120

Q3.6.3a.
Please enter the number (#) of samples of student work *__from ONLY your program__* that were evaluated for this program learning outcome.

30

Q3.6.4.
Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

Undo

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:

📎 **Click here to attach a file**   📎 **Click here to attach a file**

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**)

Undo

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**)

Undo

Q3.8.3.
If other measures were used, please specify:

📎 Click here to attach a file   📎 Click here to attach a file

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)
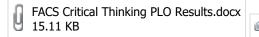

Question 4: Data, Findings, and Conclusions

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.) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

The mean score for FACS students ranged **between 2.5 – 2.9 out of 4.0** on all criteria for critical thinking skills (see attached tables). Data are presented separately for Fashion Merchandising and Design (FASH) concentration because the project was group work and the committee agreed to list the results separately from individual student work.

As seen in Table 1, nutrition and food (NUFD) and family studies (FAMS) students met the criteria for explanation of issues (80%), influence of context and assumptions (70%), and student's position (80%) based on the assessment of our selected Critical Thinking PLO and our identified program standards of performance (75% of students should achieve a score of 3 or higher in all dimensions of the Critical Thinking Rubric). NUFD and FAMS students did not meet the performance criteria for providing evidence (60%) and conclusion (55%).

Similarly, results for fashion (FASH) students are listed in Table 2. Students met the criteria for explanation of issues (70%), providing evidence (70%) and their position (80%). FASH students did not meet the criteria for influence of context and assumptions (60%) and conclusion (50%).

📎 FACS Critical Thinking PLO Results.docx
15.11 KB   📎 Click here to attach a file

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 (**See Appendix 15 Sample Answers to Q4.1-Q4.3**)?

From our evaluation, FACS students are **partially meeting** the program standard for critical thinking skills.

In order to help our students develop critical thinking skills, we will design more classroom activities and assignments related to: 1) **Re-examination of evidenc**e and developing a comprehensive analysis or synthesis; and 2) **Evaluation of context and assumptions** in research; and we will 3) Require students to apply these skills as they **compose comprehensive responses** for all their assignments.

The FACS assessment committee will communicate these findings with faculties within our department and provide any guidance on revising assignment instructions and/or grading rubrics.

📎 FACS Critical Thinking PLO Results.docx
15.11 KB   📎 Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?
- ○ 1. Yes, describe your plan:

- ○ 2. No
- ○ 3. Don't know

Undo

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
Undo 1-12 Undo 12-23					

	1	2	3	4	5
1. Improved specific courses	○	○	◉	○	○
2. Modified curriculum	○	○	◉	○	○
3. Improved advising and mentoring	○	○	○	○	◉
4. Revised learning outcomes/goals	○	○	○	◉	○
5. Revised rubrics and/or expectations	○	○	◉	○	○
6. Developed/updated assessment plan	○	○	○	◉	○
7. Annual assessment reports	○	○	○	◉	○
8. Program review	◉	○	○	○	○
9. Prospective student and family information	◉	○	○	○	○
10. Alumni communication	◉	○	○	○	○
11. WSCUC accreditation (regional accreditation)	◉	○	○	○	○
12. Program accreditation	◉	○	○	○	○
13. External accountability reporting requirement	○	○	○	○	◉
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	○	○	◉
16. Institutional benchmarking	○	○	○	○	◉
17. Academic policy development or modifications	○	○	○	○	◉
18. Institutional improvement	○	○	○	○	◉
19. Resource allocation and budgeting	○	○	○	○	◉
20. New faculty hiring	○	○	○	○	◉
21. Professional development for faculty and staff	○	○	○	◉	○
22. Recruitment of new students	○	○	○	◉	○
23. Other, specify:	○	○	○	○	◉

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

During 2017 – 2018, the FACS departmental assessment committee evaluated '*Intercultural Knowledge and Competency*' PLO. We found that 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.

The assessment committee shared these findings and report with all FACS faculties during departmental meetings. Furthermore, faculties were recommended to develop specific class activities, discussions, and/or assignments aimed at improving cultural knowledge, awareness, and competence.

Based on our follow-up, faculty have had discussions and reported making changes in their teaching delivery and content to incorporate cultural sensitivity and competence. For example, in one of our required upper division course (FACS 107, Nutrition Education and Counseling), faculty has developed lecture, class activities, and test questions around intercultural competence, and incorporated cultural issues while practicing mock counseling sessions with students.

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

Undo 1-9					
1. Program Learning Outcomes	○	○	○	◉	○
2. Standards of Performance	○	○	○	◉	○
3. Measures	◉	○	○	○	○
4. Rubrics	○	○	○	◉	○
5. Alignment	○	○	○	◉	○
6. Data Collection	○	○	○	◉	○
7. Data Analysis and Presentation	○	○	○	◉	○
8. Use of Assessment Data	◉	○	○	○	○
9. Other, please specify:	○	○	○	○	○

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:

Based on the previous feedback received from the Office of Academic Program Assessment, we paid close attention to **'Measures, Rubrics and their Alignment'** area in order to assess critical thinking skills. For example, instead of using a broad measure, we used a more specific direct measure to measure student performance in our program. This year, core class assignments were used to evaluate critical thinking skills. Our measure was specifically aligned with the PLO and the VALUE rubric.

We have also provided updated versions of our assessment plan and curriculum map.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)**

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:

⬗ Click here to attach a file   ⬗ Click here to attach a file

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. **Research**
☐ 21. Other, specify any PLOs not included above:

a. | Now that FACS is 4 distinct programs, each will need to independantly determine which of their new PLOs to assess in the next academic year |

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 a more specific direct measure to assess student performance in our program. This year, core class assignments were used to evaluate critical thinking skills. Our measure was specifically aligned with the PLO and the VALUE rubric.

Q9. Please attach any additional files here:

📎 Click here to attach a file   📎 Click here to attach a file

📎 Click here to attach a file   📎 Click here to attach a file

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, Seunghee Wie, Nadine Braunstein, Minjeong Kang, Henry Gonzalez

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):

768

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:

Undo

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

1

Q16.1. List all the names:

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:

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?	◉	○	○	○	○	○	○	○
Q20.1. Last updated?	○	○	○	○	◉	○	○	○

[Undo]

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

📎 **FACS assessment plan from 2016.docx**
49.12 KB

Q21.
Has your program developed a **curriculum map? Please note: A curriculum map is not a roadmap. A roadmap is a graphical representation of the courses students must take to graduate. A curriculum map is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.**

⦿ 1. Yes
◯ 2. No
◯ 3. Don't know

[Undo]

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

📎 FACS Curriculum map af of 2016.docx
65.45 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

⦿ 1. Yes
◯ 2. No
◯ 3. Don't know

[Undo]

Q23.
Does your program have a capstone class?

⦿ 1. Yes, specify:

FACS 168 Senior Seminar

◯ 2. No
◯ 3. Don't know

[Undo]

Q23.1.
Does your program have a capstone project(s)?

⦿ 1. Yes
◯ 2. No
◯ 3. Don't know

[Undo]

Q24.
BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:
☐ 1. PLO Assessed **(Q1.1, Q2.1)**
☐ 2. Definition of the PLO(s) **(Q2.1.1)**
☐ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
☐ 4. Direct Measures **(Q3.3.2)**
☐ 5. Data Table(s) **(Q4.1)**
☐ 6. Curriculum Map **(Q21.1)**
☐ 7. The Most Updated Assessment Plan **(Q20.2)**

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!
(**Remember**: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.**11**.19

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U
Association of American Colleges and Universities

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 by shared nationally through a common dialog and understanding of student success.

Definition

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.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

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

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

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.

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

FACS 150
Guidelines for Systems Paper

These guidelines must be precisely adhered to.

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
- 4 pages of content (does not include cover paper or bibliography

Content guidelines:

Organize your paper as follows, using three levels of headings (primary, secondary and tertiary) according to APA guidelines.

_____**Briefly describe an overview of family systems theory**
_____**Describe the concepts of**:
- **Family Homeostasis**
- **Rules and Roles**
- **Subsystems**
- **Family Hierarchy**

_____**Apply the concepts presented in the previous section to your family**
      or a fictional family
_____**Use two peer reviewed sources and properly cite them**

Help with Headings

NOTE: <u>A heading cannot appear at the bottom of a page</u>. Even if you have space for the heading, it will not appear at the bottom of the page unless there is room for two lines of text following the heading. Just start a new page. This is the only exception to the one-inch bottom margin, as the margin may be larger when a heading moves to the top of the next page.

• **Primary headings** are <u>centered and capitalized</u> like a title. You use primary headings for *each major section.*

Family Systems Theory

• **Secondary headings** are left justified and capitalized. They appear on a line by themselves. They are **not** followed by a period or colon.

Family Homeostasis

  Family homeostasis refers to …..

Rules and Roles

  Family rules and roles aim and maintaining …….

Family Hierarchy

  Within the structure of a family is …….

• **Tertiary headings** have the first word capitalized, are indented five spaces, and are *followed by a period*. <u>The text continues on the same line as the tertiary heading</u>.

Family Subsytems *(note, this is a secondary heading)*

  Mother and father subsystem. The mother and father subsystem has unique rules…

  Sibling subsystem. The sibling subsystem consists of   ….

Just to make reading easier for me, please use bold for all heading levels, but do not increase font size!!

Writing Tips

1. **Proof read, proof read, and proof read again. I want you to find all errors so that the paper I grade is graded for content, not grammar.**
2. **Review basic writing rules. Check for subject-verb agreement, noun-pronoun agreement, parallel forms in all lists. Be sure there are no sentence fragments, no run-on sentences, etc.**
3. **Check for correct word usage. Spell check will not find there vs. their, teachers vs. teacher's, accept vs. except, aloud vs. allowed.**
4. **Pay attention to punctuation.**
5. **Quotations are not typically very useful**
6. **Cite the work of others**. When using research done by others be sure to give them proper credit by properly citing their work.
7. **We will be using APA guidelines for citing sources**. Please find a good source for help with APA, either a book or an online source.

==Project – Mock Buying Trip for Spring 2019==
==FACS 135 - Fall 2018==

I. **Objectives**
   1. To better understand the concepts, methods, and procedures in merchandise buying;
   2. To improve the analytical skills and buying skills in a buying-trip setting;
   3. To experience the whole buying process.

II. **Key information**

   1. Schedule
      1) Report 1 due on 9/27;
      2) Report 2 due on 10/23;
      3) Mock buying trip is scheduled on 11/27;
      4) Report 3 due on 12/4.

   2. Grading (total 90 points)
   Report 1 (30 points), Report 2 (32 points), Report 3 (28 points).

III. **Report 1 – Customer Report – Who are you buying for?** Report 1 due on 9/27

   1. You are a buyer for Macy's. Assume you need to buy for the following stores:
1) Store 1 – Macy's at Union Square San Francisco - 170 O'Farrell St. SF, CA 94102
2) Store 2 – Macy's at Arden Sacramento - 1701 Arden Way, Sacramento, CA 95815
3) Store 3 – Macy's at Modesto - 500 Vintage Faire Mall, Modesto, CA 95356

   2. Pick your title according to the following categories. *Note: If you choose to be a men's tailored clothing buyer, you will need to buy men's tailored clothing for all three stores. If you choose to be a girl's toddler wear buyer, you will need to buy girl's toddler wear for all three stores.*

   Men's Wear
   - Men's tailored clothing (such as suits, sport coats, tuxedos, overcoats)
   - Men's sportswear (such as sport shirts, casual jackets)
   - Men's active sportswear (athletic wear)
   - Men's furnishings (such as sweaters, socks, underwear, robes, pajamas)
   - Full size
   Women's Wear
   - Women's career
   - Women's casual
   - Women's sportswear
   - Maternity line
   - Resort/vacation line
   - lingerie
   - Full size
   Children's Wear
   - Junior line (boy's line)

- Junior line (girl's line)
- Tween (girl's line)
- Tween (boy's line)
- Toddler (boy's line)
- Toddler (girl's line)

3. Research and find out who shop at these three Macy's
   1) Geographic data? – Where do they live? Urban? Suburban? Countryside?
   2) Demographic data? – Gender, age, income, profession, marital status, ethnicity
   3) Psychographic data? – For example, shopping motives? What do they look for when they shop? Brand? Price? Quality? Style? Lifestyles, personality, attitudes, opinion, or life stage.
   4) Behavioral data? – For example, shopping habits, fashion leaders/fashion followers?

4. Follow Report 1 Template to draft your report

5. Grading rubric - Report 1 (30 points)
   1) Define your title (1 point)
   2) All the tables need to be typed (4 points)
   3) Explain why your customer profiles are appropriate and reasonable – **research based** (20 points)
   4) 2-3 pages (excluding the tables), double space, 1-inch margin, 12 font, Times New Roman, page number, no misspelling and grammar error, and APA citation. (5 points)

IV. **Report 2 – Product Report – What will you buy?** Report 2 due on 11/1

   1. Focus on your own category to research style trends, color trends, and fabric/trim trends of
spring 2019
   2. Among all the trendy styles, colors, and fabrics/trims of spring 2019, what are the correct styles, colors, and fabrics/trims for your target customer? Why?
   3. Follow Report 2 Template to draft your report
   4. Grading rubric - Report 2 (32 points)
   1) According to your product research, what will be the style trends, color trends, and fabric/trim trends of spring ~~2018~~2019? (15 points)
   2) Among all the trends, what will work for your target customers? Why? (9 points)
   3) Attach a table to show the styles, colors, and fabrics/trims for each of your groups of customers (see the report template). (3 points)
   4) 2-3 pages. Use subheadings for color, style, and fabrics/trims, double space, 1-inch margin, 12 font, Times New Roman, page number, no misspelling and grammar error, and APA citation. (5 points)

V. **Report 3 – Purchase Report** Report 3 due on 12/4

1. Each of you will have a budget of $500,000 for the whole season for all three stores. Use your money wisely and your decision on the order form should be reasonable.
2. Make sure you will check out all vendors and you won't miss any vendor in your category.
3. Fill out the Purchase Order Form. *Note: You will need multiple order forms to deal with different vendors.*
4. Fill out the schedule table from your handout.
5. Explain why your orders are appropriate and reasonable, and explain how you plan to break down your orders to the three stores (Report 3).
6. Show me how you use your Report 1 and Report 2 in Report 3 (a close connection among Report 1, 2, and 3).

7. Grading rubric - Report 3 (28 points)
1) The schedule table (2 points)
2) Fill out Purchasing Order Form (8 points) All the tables need to be typed
3) Explain why your orders are appropriate and reasonable, and explain how you plan to break down your orders to the five stores (13 points)
4) Attach your final table from Report 1 and final table from Report 2 (2 points)
5) 2-3 pages (excluding the tables), double space, 1-inch margin, 12 font, Times New Roman, page number, no misspelling and grammar error, and APA citation. (3 points)

VI.   Mock Buying Trip Check List

1. Multiple copies of Purchase Order Form – one copy for one vendor
2. The Schedule Form
3. A calculator
4. The Table from your Report 1.
5. The Table from your Report 2.
6. How much $ do you plan to spend on your buying trip day?
7. How much $ do you plan to spend for each of the three stores?

Schedule Table
Macy's

Buyer:
Dept.:
Date:

Schedule
12:05
12:15
12:25
12:35
12:45
12:55
1:05
1:15

The research paper FACS 115 fall 2018

Find two peer reviewed journal article describing original research (**NOT REVIEWS**) on a nutrition topic related to what you have been exploring in one of these databases or resources. These may not be published before 2008.

Find one peer reviewed journal article that reviews the nutrition topic you chose for your two original research articles. This must not be published before 2008.

Use the library resources to find peer reviewed articles

Paper format

- Double space all content including the references
- Provide a short title

Your paper will have the following sections separated by a space:

- Introduction
- Current research
- Conclusion
- Resources for the general public
- References

Introduction: should provide the following:

- Description: Provide a clear definition, etiology, or concern etc. for your topic
- Background: Why should your reader be concerned or interested in this topic/issue?
- Demographics: who are the effected people?
- Scope: how many people are affected?
- Include relevant current data or news from a site that you explored (see above)
- There must be APA formatted citations for all factual information
- Do not exceed a total of 500 words

Current Research: should summarize the two peer-reviewed original research articles

- Purpose/hypothesis
- Methods
- Results
- Summarizing sentence about overall outcome or finding
- There must be APA formatted citation for the first sentence you describe the content of each article.
- Do not exceed a total of 500 words

Conclusion: should tie it all together

- Discuss the quality of the research
  - Identify limitation(s) in the experimental design
  - Identify strength(s) of the experimental design

- Connect all of these sources of information together to summarize the current state of knowledge on the topic you chose.
- You must use the content of at least one other peer-reviewed article to compare the results from each of the original research articles you summarize in the Current Research section.
- Consider making suggestions about next steps that could be taken, solutions, further research questions that need to be answered, long term implications of what is current in this topic, etc.
- There must be APA formatted citations to peer-reviewed articles and URLs for your inspiration data/news in this section each time you refer to them in this section.
- Do not exceed a total of 500 words

Resources for the general public

- Find an online resource that is a government or non-profit that is available to support people who are affected by the topic you have chosen.
- This must describe the **nutrition** related aspects of the topic
- Verify that valid **nutrition** information is provided
- Describe some of the highlights about what a person would find at this site(s) related to **nutrition** in the topic you chose
- There must be an APA formatted citation to the website(s). The URL for this site must be to the nutrition focused information not the general home page.
- Do not exceed a total of 250 words

References

- Use APA format for journal articles
- Use APA format for website URLs
- https://www.apastyle.org/
- Minimum references
    - o 2 original research articles from peer-reviewed journals
    - o 1 review articles from peer-reviewed journal
    - o 1 data summary from Peristats or YRBSS, or 1 link to the news article/report from one of the other sources above FOR STATISTICS
- Maximum references
    - o 5 peer-reviewed articles
    - o 3 website references for statistics other than the data summary and news article/report

Table 1. Critical Thinking Program Learning Outcome findings for 'Nutrition and Food' and 'Family Studies' Concentrations (n=20).

Criterion*	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Overall Mean Score	% Scoring at least 3 /4
Explanation of issues	5%	75%	20%	0	**2.9**	**80%**
Evidence: Selecting and using information to investigate a point of view or conclusion	5%	55%	40%	0	**2.6**	**60%**
Influence of context and assumptions	0	70%	20%	1%	**2.5**	**70%**
Student's position (perspective, thesis/hypothesis)	5%	75 %	20%	0	**2.8**	**80%**
Conclusions and related outcomes (implications and consequences)	5%	50%	45%	0	**2.6**	**55%**

*As listed in the Critical Thinking VALUE Rubric

Table 2. Critical Thinking Program Learning Outcome findings for 'Fashion Merchandising and Design' Concentration (n=10).

Criterion*	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Overall Mean Score	% Scoring at least 3/4
Explanation of issues	10%	60%	30%	0	**2.9**	**70%**
Evidence: Selecting and using information to investigate a point of view or conclusion	20%	50%	30%	0	**2.9**	**70%**
Influence of context and assumptions	20%	40%	40%	0	**2.8**	**60%**
Student's position (perspective, thesis/hypothesis)	30%	50%	20%	0	**2.8**	**80%**
Conclusions and related outcomes (implications and consequences)	20%	30%	40%	10%	**2.6**	**50%**

*As listed in the Critical Thinking VALUE Rubric

Table 1. Critical Thinking Program Learning Outcome findings for 'Nutrition and Food' and 'Family Studies' Concentrations (n=20).

Criterion*	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Overall Mean Score	% Scoring at least 3 /4
Explanation of issues	5%	75%	20%	0	**2.9**	**80%**
Evidence: Selecting and using information to investigate a point of view or conclusion	5%	55%	40%	0	**2.6**	**60%**
Influence of context and assumptions	0	70%	20%	1%	**2.5**	**70%**
Student's position (perspective, thesis/hypothesis)	5%	75 %	20%	0	**2.8**	**80%**
Conclusions and related outcomes (implications and consequences)	5%	50%	45%	0	**2.6**	**55%**

*As listed in the Critical Thinking VALUE Rubric

Table 2. Critical Thinking Program Learning Outcome findings for 'Fashion Merchandising and Design' Concentration (n=10).

Criterion*	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Overall Mean Score	% Scoring at least 3/4
Explanation of issues	10%	60%	30%	0	**2.9**	**70%**
Evidence: Selecting and using information to investigate a point of view or conclusion	20%	50%	30%	0	**2.9**	**70%**
Influence of context and assumptions	20%	40%	40%	0	**2.8**	**60%**
Student's position (perspective, thesis/hypothesis)	30%	50%	20%	0	**2.8**	**80%**
Conclusions and related outcomes (implications and consequences)	20%	30%	40%	10%	**2.6**	**50%**

*As listed in the Critical Thinking VALUE Rubric

A.   Comprehensive Assessment Plans for the Next Review Cycle

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

<u>FOCUS: Student Learning</u>

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

(Adopted from the CSU Chancellor's Office)

Name of the Program: <u>B.S. in Family and Consumer Sciences</u>

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?
1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in *at least one major field of study* and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.	I. Students who graduate with a baccalaureate degree in FACS will demonstrate competence in their chosen professional concentration.	1.Family: FACS 162 2. Fashion: FACS 133 or FACS 139 3.Nutrition: FACS 117 115, 116, 119 4. FACS Education: FACS 195A	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
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	II. Students who graduate with a BS in FACS will demonstrate effective communication skills as individuals and collaborators in written and verbal delivery	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 **5. Integrative Learning**	and receipt, including the use of current technology				these tools.	assessment report.	to get 75% (3 out of 4 Scales) of assessment questions correct.		
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. **5. Integrative Learning**	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
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 *at least one major field of study* 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** Written communication is the development and expression of ideas in writing. **3.3** 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 **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** 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. **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** Ethical Reasoning 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** 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**

[1] Currently this is only for the undergraduate program.

Table 2.5-1: Curriculum Map _Family Studies Concentration

Linking Program Learning Outcomes[1] (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					
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		
8. FACS 168 Senior Seminar		M	M	M	M
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
15. FACS 162 Family Support Services	M	M	M	M	M

[1] use "I" for "Introduced", "D" for "Developed", and "M" for "Mastered". Highlighted items indicate where PLOs are assessed

Table 2.5-2: Curriculum Map_Fashion Merchandising and Design

Linking Program Learning Outcomes[1] (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					
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

Table 2.5. 3: Curriculum Map_Nutrition and Food Concentration

Linking Program Learning Outcomes[1] (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		

[1] 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[1] (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 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				

[1] 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[1] (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 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