

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 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?
<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 117 115, 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