**2015-2016 Annual Program Assessment Report**

**College of Health and Human Development**

**Department of Family and Consumer Sciences**

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**September 12, 2016**

Our Family and Consumer Sciences (FCS) Department has been highly active the past several years on assessment activities related to the accreditation of our undergraduate program and the program review of our graduate program. During the 2015-2016 academic year, our department took on the large task of restructuring our existing graduate program. As a result, two new graduate programs have emerged, one has been approved and the other is in its final stages of approval. Needless to say, our assessment activities for the 2015-2016 academic year were focused on the careful review and revision of our graduate program, including program learning outcomes (PLOs), existing and new curriculum, course and PLO alignment and student assessment strategies.

FCS Department Graduate Program Assessment Efforts

In our previous graduate program, FCS graduate students completed six units of required core courses, 24 elective/area-required units in their selected areas (Apparel Design and Merchandising, Consumer Affairs, Family Studies, Interior Design, and Nutrition, Dietetics and Food Science) and a capstone course designated either for a thesis/project or a comprehensive examination. The core requirements for all graduate students in the FCS graduate program included two research-related courses: FCS 681, Research Methods and FCS 682, Research Applications. Assessment efforts in previous years focused on the collection and analysis of student work completed in those two core classes, as well as the collection and analysis of graduate student exit data from a survey that was developed to assess all four graduate program learning outcomes.

For the purpose of this annual assessment report, a review and discussion of our department’s assessment activities related to the review and total revision of our FCS graduate program will be presented. Essentially, our previous FCS graduate program was split into two separate graduate programs, with each program offering two separate Options:

**Master of Science in Family and Consumer Sciences****, Option in Apparel Design and Merchandising and Option in Consumer Affairs and Family Studies**

**Master of Science in Human Nutrition (with Options in Human Nutrition or Dietetic Internship)**

Restructuring our graduate program involved assessment work related to the revision and/or development of new (a) program learning outcomes, (b) curriculum, (c) graduate course and PLO alignment, and (d) course assessment strategies for student learning outcomes (SLOs).

Program Learning Outcomes

The following program learning outcomes were developed for the previous graduate program in Family and Consumer Sciences during the 2012-2013 academic year. These PLOs were approved by the FCS Graduate Committee and FCS faculty, as well as the College of HHD Assessment, Accreditation, and Program Review Committee.

*In an effort to support the well-being of individuals, families and communities through their professional area of interest in FCS, students will be able to:*

1. *Apply the American Association of Family and Consumer Sciences (AAFCS) Code of Ethics in scholarship as FCS professionals.*
2. *Demonstrate ongoing synthesis and application of relevant literature, current trends, and emerging issues within their professional area of interest within FCS.*
3. *Design a research study/creative project investigating topics within their professional area of interest including diverse populations.*
4. *Apply sound evidence -based practices and applications within their professional area of interest in FCS.*

These same four PLOs were retained in the **Master of Science in Family and Consumer Sciences, Option in Apparel Design and Merchandising and Option in Consumer Affairs and Family Studies** Graduate Program.

However, four new PLOs were developed for the **Master of Science in Human Nutrition:**

1. *Demonstrate competence in research design, statistical methods and ethical conduct in research studies.*
2. *Integrate knowledge of macronutrient and micronutrient metabolism into the development of recommendation for populations and individuals in health promotion and disease prevention.*
3. *Design and evaluate nutrition interventions utilizing evidenced based practice and application of human nutrition across diverse populations.*
4. *Evaluate current U.S. and global nutrition trends and develop an understanding of policy and program development and leadership.*

Curriculum

The curriculum in the previous FCS graduate program consisted of six units of core classes, 24 units of elective classes relevant to students’ respective Option emphases, and a three unit culminating experience course. A significant amount of faculty work focused on the planning of new curricula that would include a majority of coursework in a common core curriculum. Through much faculty discussion among the five options in our department, it was decided that two separate programs would best fit students’ interests and needs, while at the same time ensuring that our proposed graduate programs would meet the CSUN graduate program requirements.

Thus, the **Master of Science in Family and Consumer Sciences, Option in Apparel Design and Merchandising and Option in Consumer Affairs and Family Studies** Graduate Program was designed with 18 units of shared core curriculum, 12 units in each of the two Option’s curriculum, and 3 units for the culminating experience:

**Core Courses (18 units):**

1. FCS 681 Research Methods (3)
2. FCS 682 Research Applications (3)
3. FCS 685 Decision Making in Family and Consumer Sciences (3)
4. FCS 686 Current Issues in Family and Consumer Sciences (3)
5. FCS 429 Family and Consumer Public Policy (3)
6. HHD 596LCH: Leadership/Professional Competencies for Health and Human Development Disciplines (3)

**Option Courses (12 units):**

Apparel Design and Merchandising Option Courses (12 units)

1. FCS 535 Theories and Applications in Apparel Design and Merchandising (3)
2. FCS 555 Textiles and Apparel in the Global Economy (3)
3. FCS 575 Textile Technology for Apparel Design and Merchandising (3)
4. Choose 3 units of Elective:
   * FCS 694C Supervised Field Study (3)
   * FCS 696C Directed Graduate Research (3)

Consumer Affairs and Family Studies Option Courses (12 units)

1. FCS 623 Family Financial Issues (3)
2. FCS 542 Theories of Family Development (3)
3. FCS 640 Family Strengths (3)
4. Choose 3 units of Elective:
   * FCS 690D Family Management (3)
   * FCS 690J Family Relations (3)

**Culminating Experience Course (3 units):**

1. FCS 697C Directed Comprehensive Studies (3)
2. FCS 698C Thesis/Project (3)

The **Master of Science in Human Nutrition** Graduate Program consists of a 24 unit core curriculum, 21 units in one of the two Options in Human Nutrition or Dietetic Internship, and a 3 unit culminating experience course:

**Core Courses (24 units):**

1. FCS 505 Drug and Nutrient Interactions (3)
2. FCS 601 Food and Nutrition Policies and Regulations (3)
3. FCS 606 Vitamin and Mineral Metabolism (3)
4. FCS 607 Carbohydrates, Lipids and Protein (3)
5. FCS 609 Nutrigenomics and Nutrigenetics (3)
6. FCS 681 Research Methods (3)
7. FCS 682 Research Applications (3)
8. EPC 600 Educational Statistics for Research and Measurement (3)

**Option Courses (21 units):**

Human Nutrition Option Courses (21 units)

1. FCS 506 Readings in Human Nutrition (3)
2. FCS 605 Ethics and Social Justice in Human Nutrition (3)
3. HHD 596LCH Leadership/Professional Competencies for Health and Human Development Disciplines (3)
4. HSCI 587 Seminar: Epidemiology (3)
5. EPC 451 Fundamentals in Counseling (3)
6. Choose 6 units of elective:
   1. FCS 409 Geriatric Nutrition (3)
   2. FCS 696C Directed Research (3)
   3. FCS 608 Sports Nutrition (3)
   4. HSCI 534 Lactation Education

for the Healthcare Professional (3)

Dietetic Internship Option Courses (21 units)

1. FCS 570 Practicum in Nutrition Therapy (3, 3)
2. FCS 571 Practicum in Food Service Systems Management (3)
3. FCS 572 Practicum in Community Nutrition (3, 3)
4. FCS 573 Seminar for Dietetic Interns (3, 3)

**Culminating Experience Course (3 units)**

1. FCS 698C Thesis/Project (3)
2. FCS 697 Directed Comprehensive Studies (3)

New courses were developed among FCS faculty for both graduate programs. Specifically, three new core courses were developed and will be taught within our FCS department for the **Master of Science in Family and Consumer Sciences, Option in Apparel Design and Merchandising and Option in Consumer Affairs and Family Studies** Graduate Program and four new courses were developed and will be taught by FCS faculty for the new **Master of Science in Human Nutrition** Graduate Program.

Course & PLO Alignment

During the evaluation and development of curricula, individual courses that were included in core program curricula needed to be considered in each’s relation to the respective graduate program’s PLOs. Faculty worked together to create the following matrices:

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| **Master of Science in Family and Consumer Sciences, Option in Apparel Design and Merchandising and Option in Consumer Affairs and Family Studies Matrix**  I=introduced (basic level of proficiency is expected)  P=practiced (proficient/intermediate level of proficiency is expected)  D=demonstrated (highest level/most advanced level of proficiency is expected)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Course Objectives | PLO #1 | PLO #2 | PLO #3 | PLO #4 | | FCS 681: Research Methods | P | D | P | P | | FCS 682: Research Applications | D | D | D | D | | FCS 685: Decision Making in Family and Consumer Sciences | I | D | D | P | | FCS 686: Current Issues in Family and Consumer Sciences | P | D | D | P | | FCS 429: Family and Consumer Public Policy | P | D | D | P | | HHD 596LCH: Leadership/Professional Competencies for Health and Human Development Disciplines | P | D | P | D | |

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| **Master of Science in Human Nutrition Matrix**  I=introduced (basic level of proficiency is expected)  P=practiced (proficient/intermediate level of proficiency is expected)  D=demonstrated (highest level/most advanced level of proficiency is expected)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Course Objectives | PLO #1 | PLO #2 | PLO #3 | PLO #4 | | FCS 681: Research Methods | D | N/A | D | N/A | | FCS 682: Research Applications | D | N/A | D | N/A | | FCS 609: Nutrigenomic and Nutrigenetics | P | D | D | P | | FCS 601: Food and Nutrition Policies and Regulations | D | D | D | D | | FCS 606: Vitamin and Mineral Metabolism | P | D | P | N/A | | FCS 607: Carbohydrate, Lipid and Protein Metabolism | P | D | P | N/A | | FCS 505: Drug and Nutrient Interactions | N/A | P | N/A | N/A | | EPC 600: Educational Statistics for Research and Measurement | N/A | N/A | N/A | N/A | |

Assessment of Student Learning Outcomes in Graduate Courses

Also during the development of the new graduate programs, faculty planned how students would be evaluated on measurable student learning outcomes in their respective graduate program’s core courses. FCS faculty worked together to create the following matrices:

**Master of Science in Family and Consumer Sciences, Option in Apparel Design and Merchandising and Option in Consumer Affairs and Family Studies Matrix**

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| --- | --- |
| **Courses** | **Assessment Tools of Student Performance** |
| FCS 681: Research Methods | Assignments (case studies on various topics of research methods), mini-research proposal (introduction, literature review, and methods), exams and quizzes, and presentation of the mini-proposal |
| FCS 682: Research Applications | Assignments (case studies on various statistical methods), methodology section in a research proposal, exams and quizzes, and presentation of the methodology section |
| FCS 685: Decision Making in Family and Consumer Sciences | Class discussions and exercises, decision/behavior model assignment, term paper (review of literature in family and consumer decision making and behavior), presentation of the literature review. |
| FCS 686: Current Issues in Family and Consumer Sciences | Weekly journals, assignments, proposal (term paper), and in-class discussions |
| FCS 429: Family and Consumer Public Policy | Student generated discussion questions; Discussion Participation; Exams; Student generated PowerPoint; Service-learning portfolio; Book Review; Letter to Policy Maker; Group Presentations; Impact analysis |
| HHD 596LCH: Leadership/Professional Competencies for Health and Human Development Disciplines | Leadership Self-Assessment, Leader Presentation, Leadership Studies Presentations, Exams |

**Master of Science in Nutrition Matrix**

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| **Course** | **Assessments of Student Performance** |
| FCS 681: Research Methods | Assignments (case studies on various topics of research methods), mini-research proposal (introduction, literature review, and methods), exams and quizzes, and presentation of the mini-proposal. |
| FCS 682: Research Applications | Assignments (case studies on various statistical methods), methodology section in a research proposal, exams and quizzes, and presentation of the methodology section |
| FCS 609: Nutrigenomics and Nutrigenetics | Midterm Exam, Cognitive Learning Project (analysis, synthesis, evaluation), Final Research Project, Research Discussion |
| FCS 601: Food and Nutrition Policies and Regulations | Weekly writing assignments summarizing current policies and events, debates on current food and nutrition policy topics, class discussions, meet with a legislator, participate in a policy event, research paper |
| FCS 606: Vitamin and Mineral Metabolism | Exams, research article critiques, research presentation. |
| FCS 607: Carbohydrate, Lipid and Protein Metabolism | Exams, research presentation, research paper. |
| FCS 505: Drug and Nutrient Interactions | Exams, research presentation, research paper. |
| EPC 600: Educational Statistics for Research and Measurement | Exams, assignments on various statistical methods and applications |

Department Assessment Efforts

As is clear by viewing the extensive modifications made to all aspects of the previous graduate program in FCS, a significant amount of assessment work was put forth to rethink graduate program offerings in our department. Graduate program core content was meaningfully evaluated to combine related academic content areas that retained existing courses and also added new coursework. In addition, several new graduate courses were designed in each of the new Option curricula. Assessment efforts included:

* Examining similar graduate programs at other universities.
* Reviewing contemporary issues and critical research avenues in our respective areas of scholarship.
* Analyzing current professional practice issues that should be addressed in our new graduate programs to ensure adequate preparation and marketability of our future graduate students.
* Evaluating the U.S. Bureau of Labor Statistics and the Occupational Outlook Handbook to ensure future job growth in areas being offered in the two new graduate programs.

Future Assessment Plans

With the development of brand new graduate programs, ongoing assessment efforts will be pivotal to evaluating the success of each program. At the current time, one of the most essential tasks involves modifications needed to redo the comprehensive examination. As the core and option curricula have dramatically changed, so, too, will the question areas covered on students’ comprehensive exams. Thus, core competency questions will need to be revised and/or newly created to coincide with new core and option coursework.

Second, our faculty will need to redesign and/or develop a new Graduate Student Exit Survey. Specifically, the content of the questionnaire will need to be created, as well as the most effective way to obtain students’ responses. Faculty will likely want to also discuss a method of tracking our recent graduates to capture information pertaining to their post-graduate studies, such as further education, current employment changes/promotions, new career tracks, etc.

Clearly, faculty will engage in ongoing assessment and dialogue about how the new graduate programs’ courses are being conducted, effective recruitment strategies for new graduate students, and how well the programs are meeting the needs of enrolled and graduating students.