

2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: HEALTH AND HUMAN DEVELOPMENT

Department: FAMILY AND CONSUMER SCIENCES

Program: -NA-

Assessment liaison: ANU THAKUR

1. Overview of Annual Assessment Project(s). Provide a brief overview of this year's assessment plan and process.

2012-13 was a planning year for the Department of Family and Consumer Sciences. Three projects were undertaken:

- a. Graduate program assessment – Developing Program Learning Outcomes, Alignment of Graduate core courses and assignments with PLOs, and starting the graduate exit survey
- b. Undergraduate alumni survey – In an effort to collect the information required by the undergraduate accreditation agency, American Association of Family and Consumer Sciences, and to develop a database of the department's alumni; an alumni survey was developed and disseminated.
- c. Alignment of course objectives from the undergraduate core courses with the undergraduate accreditation agency's standards in preparation of the self-study for reaccreditation due in February 2014.

2. Assessment Buy-In. Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

The Department of FCS has an assessment committee led by the assessment liaison and comprised of 5 faculty from different options in the department. This allows for buy-in from faculty across all 6 options in the department. The assessment committee is on every department meeting's agenda where they report progress and get faculty input on all activities.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

The following Student Learning Outcomes were developed for the graduate program in Family and Consumer Sciences. These SLOs 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.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking
- Oral Communication
- Written Communication
- Quantitative Literacy
- Information Literacy

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

A strategic plan was created to assess the SLOs developed for the graduate program in FCS. It was agreed that the assessment would be done in the three core classes for the graduate program. All students in the program, irrespective of their option in Family and Consumer Sciences, take FCS 681, Research Methods; FCS 682, Research Applications; and FCS 697 or FCS 698, the thesis/project/comprehensive exam. FCS 681 is a prerequisite for FCS 682. The thesis/project/comprehensive exam are the culminating experience for all students.

Overall, the program progresses on all identified learning outcomes through the Introduction of concepts at a graduate level in FCS 681, extensive Practice in FCS 682 and Demonstration via a research thesis, project, or comprehensive exam in FCS 697/FCS 698.

Direct and indirect instruments will both be used to assess the SLOs for the graduate program. A graduate exit survey is being developed to be incorporated in the culminating experience, FCS 697/FCS 698.

In FCS 681:

A series of topics related to research in FCS are introduced through class lectures, textbook, and supplemental readings. The topics include formulating research questions and hypotheses, research design, sampling, measurement, data collection, data analysis, and ethical issues in research. Students show their understanding of the research concepts through 4 assignments and one exam. Students also start a research project with research questions and relevant literature.

In FCS 682:

Students practice the knowledge and skills learned in FCS 681 through 4 case study assignments as how to conduct a research to address a variety of questions or problems. More importantly, students continue the project they started in FCS 681 finalize it by proposing a reliable and valid scientific research to answer the research questions. Through the assignments and the project, they practice on how to identify a population, how to draw a sample, how to design a research, how to deal with ethical/protection issues in research, how to conduct a survey, how to collect data, and how to do a data analysis.

In FCS 697/698:

By finalizing a five-chapter thesis/project or six-essay comprehensive exam, students demonstrate not only their understanding and application of theories and principles in their fields of study, but also shows how to use the knowledge and skills from the course work to address empirical issues, e.g., conducting a research or design as thesis/project, or analyze a variety of issues in the exam and provide solutions.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used. The SLOs will be assessed longitudinally across the three core courses in the graduate program – FCS 681, FCS 682, FCS 697/FCS698 – taken in that order. The exit survey will be administered to all students as they defend the thesis/project/comprehensive exam.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

Once collected assessment data will be used for the evaluation of the overall graduate program. Since the SLOs are newly developed, assessment data may provide insights that lead to the revision of the SLOs.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

As of the writing of this report no assessment data has been collected. Preliminary review of the SLOs and their alignment with direct assessment strategies in each of the identified courses has led to a discussion of SLO#1: *Apply the American Association of Family and Consumer Sciences (AAFCS) Code of Ethics in scholarship as FCS professionals*. Faculty agree that this SLO may need to be revisited and broadened to include all “ethics in social research” at not limited to the AAFCS code of ethics. This discussion will continue as data is collected and revisions made to the SLO as needed.

Faculty also agree that there needs to be more discussion about the definition of I,P,D at the graduate level as the introductory courses on any topic also cover the topic in much depth and include coursework that requires students to “demonstrate” their understanding of the concept through development of a research study.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

- NA –

5. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

New SLOs developed. See course alignment matrix below:

TABLE 1.
Course Alignment Matrix

Course	SLO #1	SLO #2	SLO #3	SLO #4
FCS 681	I	I	I	I
FCS 682	P	P	P	P
FCS 697/FCS698	D	D	D	D

I = Introduced, P = Practiced, D = Demonstrated

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

The FCS assessment liaison was on sabbatical for the 2012-13 academic year. Now that Angie Giordano has returned from sabbatical and resumed her responsibilities as the FCS assessment liaison, she will create the 5-year plan for assessment of these graduate SLOs and five undergraduate SLOs.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

- na -

8. Other information, assessment or reflective activities or processes not captured above.

The undergraduate assessment survey was disseminated to the alumni from 2009-12. As of the writing of this report, the response rate is 10%, with 90 alumni reporting on the survey. This information is being compiled for department records, assessment, and for inclusion in the department's undergraduate program reaccreditation self-study.

The alignment of learning outcomes from core courses and their alignment with AAFCS standards for accreditation was compiled (Table 2). The faculty teaching core courses assessed each of these in their courses through embedded assessment strategies like projects and exam questions. The matrices with this assessment are being completed for inclusion in the self-study. One sample of the matrices being compiled for the self-study is shown in Table 3.

Table 2. Core class course objectives alignment with AAFCS accreditation standards

		CORE CONCEPTS				INTEGRATIVE ELEMENTS		CROSS-CUTTING THEMES				
LO#	LEARNING OUTCOMES	Basic Human Needs	Community Vitality	Family Strengths	Individual Well-being	Life Course Development	Human Ecosystem	Appropriate Use of Technology	Capacity Building	Global Interdependence	Resource Development & Sustainability	Wellness
1	Demonstrate knowledge of human ecological theory	FCS 170 FCS 232		FCS 232	FCS 170 FCS 232	FCS 232	FCS 380	FCS 232				FCS 232
2	Identify, analyze, and apply various types of research to better understand the nature and practice of FCS	FCS 232 FCS 320	FCS 170 FCS 320	FCS 320	FCS 232	FCS 320		FCS 320 FCS 380			FCS 320 FCS 494	
3	Demonstrate appropriate use of technology for personal, interpersonal and professional growth	FCS 494						FCS 170			FCS 380	FCS 232
4	Demonstrate knowledge of interpersonal values and ethical standards	FCS 320 FCS 494	FCS 320	FCS 170 FCS 320	FCS 320	FCS 320		FCS 380	FCS 494		FCS 380	

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5	Apply professional standards and skills to the practice of FCS								FCS 494			
6	Gain knowledge of human development throughout the lifespan among the primary domains	FCS 232			FCS 232	FCS 232			FCS 170			FCS 232
7	Develop an understanding of the decision-making process for individuals and families through observation, research, and analysis		FCS 232	FCS 232 FCS 320				FCS 320			FCS 320	FCS 320
8	Explore the diverse lifestyles and relationships of individuals, families, and communities	FCS 170 FCS 232 FCS 320	FCS 320	FCS 320	FCS 170 FCS 320	FCS 170 FCS 320						FCS 232

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9	Recognize the importance of interpersonal and professional communication toward fostering strong families and communities	FCS 320	FCS 320 FCS 494	FCS 232 FCS 320		FCS 320		FCS 320			FCS 320	
10	Analyze the relationship between creative expression and the quality of life of individuals, families, and communities	FCS 170			FCS 170						FCS 170	
11	Analyze the impact of regional and global social, political, and economic trends on individuals, families, and communities	FCS 320	FCS 320		FCS 320	FCS 320	FCS 320	FCS 320	FCS 320	FCS 494		FCS 320

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12	Understand the Body of Knowledge and the integrative nature of Family and Consumer Sciences		FCS 232		FCS 170		FCS 380					
13	Understand the impact of appropriate advocacy and public policy on the quality of life of individuals, families, and communities				FCS 380							

TABLE 3.

Sample matrix compiled for AAFCS self-study



Council for Accreditation

AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES

MATRIX 2.1a: Core Concepts
Elements Common to All Components of the Unit

Illustrate the infusion of the core concepts of the body of knowledge into program curricula. Include completed Matrix 2.1a with INTENT 2.1 documentation in the self-study report.

Outcome Measures	Course Number/Name	Assessment Strategy	Summary of Data Collected	Follow-Up Action	Core Concepts			
					Basic Human Needs	Community Vitality	Family Strengths	Individual Well-Being
At the conclusion of their undergraduate study in FCS, students will be able to:								
Demonstrate knowledge of human ecological theory	FCS 170: Creative Expressions in FCS	Personal Environment Project	95% of students did exceptionally well on the project and were able to accurately describe their favorite environment and apply elements and principles of design to this description	No change in assessment strategy	X			X
Identify, analyze, and apply various types of research to better understand the nature and practice of Family and Consumer Sciences	FCS 170: Creative Expressions in FCS	Cross-cultural Project	98% of groups were able to focus on qualities unique to individual cultures	No change in assessment strategy		X		
	FCS 320: Family Resource Management	Home-buying Case Study and Personal Financial Statement	90% of students passed the Home-buying Case Study and over 95% of students passed the Personal Financial	Case study changed to reflect the market conditions, e.g., the interest rate and price fluctuations.	X	X	X	

		Exercise	Statement Exercise					
Demonstrate appropriate use of technology for personal, interpersonal and professional growth	FCS 494/I: Academic Internship and Seminar	Final Employer Evaluation: Line item "Demonstrate s appropriate use of technology"	Students score an average 4.8 on a scale of 1-5	No change in assessment strategy	X			
Demonstrate knowledge of interpersonal values and ethical standards	FCS 170: Creative Expressions in FCS	Cross-cultural Project	100% of groups were able to successfully research family relationships unique to a culture	No change in assessment strategy			X	
	FCS 320: Family Resource Management	Values Paper and Midterm Exam	Over 98% of students passed the assignment Midterm Exam: 6 questions (80, 82, 85, 88, 75, 79% passed)	No change in the assessment strategy	X	X	X	X
	FCS 494/I: Academic Internship and Seminar	Discussion Thread: Implementatio n of ethical standards at internship site	100% of students are able to identify ethical standards in their field and assess their implementation at respective internship sites	No change in assessment strategy	X			
Apply professional standards and skills to the practice of Family and Consumer Sciences								
Gain knowledge of human development throughout the lifespan among the primary domains								
Develop an understanding of the decision-making process for individuals and families through observation, research, and analysis	FCS 320: Family Resource Management	Decision Model Assignment	95% of students passed the Decision Model Assignment	No change in the assessment strategy			X	
Explore the diverse lifestyles and relationships of individuals, families, and communities	FCS 170: Creative Expressions in	Cross-cultural Project	95% of groups successfully explored and presented the lifestyles of	No change in assessment strategy	X			X

	FCS		people and families from culturally diverse communities					
	FCS 320: Family Resource Management	Class Discussion and Understanding the Population assignment	98% of students passed the Understanding the Population assignment	Adding current events to the class discussion topics	X	X	X	X
Recognize the importance of interpersonal and professional communication toward fostering strong families and communities	FCS 320: Family Resource Management	Class Discussion, Lecture and Class Reading, Midterm Exam	Midterm Exam: 5 questions (80, 85, 80, 82, 86% passed)	No change in the assessment strategy	X	X	X	
	FCS 494/I: Academic Internship and Seminar	Final Employer Evaluation: Line items: “Demonstrates appropriate rapport with clients”	Students score an average 4.8 on a scale of 1-5	No change in assessment strategy		X		
		Final Employer Evaluation: Line items: “Demonstrates appropriate rapport with colleagues & coworkers”	Students score an average 4.8 on a scale of 1-5	No change in assessment strategy				
		Final Employer Evaluation: Line items: “Is willing and able to work	Students score an average 4.85 on a scale of 1-5	No change in assessment strategy				

		cooperatively and effectively with others”						
Analyze the relationship between creative expression and the quality of life of individuals, families, and communities	FCS 170: Creative Expressions in FCS	Personal Environment Project	98% of students were able to identify and define elements and principles and analyze the relationship to design everyday life as it relates to housing, apparel, textile, food, and individuals	No change in assessment strategy	X			X
		Logo Project	80% of students were able to use elements and principles to design a visual image representing themselves as individuals and as a business/organization	Assign as a group project so students can capitalize on each other’s technical strengths Additional lecture on logo design, maybe with a guest speaker				X
Analyze the impact of regional and global social, political, and economic trends on individuals, families, and communities	FCS 320: Family Resource Management	Class Discussion, Lecture and Class Reading, Final Exam	Final Exam: 4 questions (85, 80, 85, 75% passed)	Updated to reflect the changes in economic conditions	X	X		X
Understand the Body of Knowledge and the integrative nature of Family and Consumer Sciences	FCS 170: Creative Expressions in FCS	Personal Environment Project	98% of students effectively explore the design of everyday life as it relates to housing, apparel, textile, food, and individuals	No change in assessment strategy				X
Understand the impact of appropriate advocacy and public policy on the quality of life of individuals, families, and communities	FCS 380: FCS Foundations and Research	Exam 4 Questions	3 sections % correct Q 14: 62.5% Q 36: 0% Q 37: 58.3% Q 38: 66.7%	Clarify questions and place greater emphasis on this section of readings				X

			Q 36: 68.4% Q 37: 36.8% Q 38: 68.4% Q 7: 100% Q 43: 61.9% Q 44: 47.6% Q 45: 4.76% Overall 56.8% correctly answered questions					