

FCS Assessment Report 2019 – 2020

Assessment Committee

Kristin King

Dena Herman

Rosalia Garcia-Torres

A. Measured student work within program major/options.

Overview of Annual Assessment Project(s).

On a separate sheet, provide a brief overview of this year's assessment activities, including:

- an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted.

The department of Family and Consumer Sciences (FCS) in the college of Health and Human Development (HHD) offers a Bachelor of Science (BS) in FCS with options in the following six areas of study: Apparel Design and Merchandising, Consumer Affairs, Family and Consumer Sciences Education, Family Studies, Interior Design, Nutrition and Dietetics, and food Science. The FCS department also offers the following graduate level programs; Apparel Design and Merchandising, Consumer Affairs and Family Studies, and Human Nutrition. Currently, all FCS majors take five core courses (14 units) in the department. These courses include: Creative Expression in Family and Consumer Sciences (FCS 170), Individual and Family Development (FCS 232), Family Resource Management (FCS 320), Family and Consumer Sciences Foundations and Research (FCS 380), and Academic Internship and Evaluation (FCS 494/I). In response to Executive Order 1071 (EO1071), which states "...an option, concentration, or special emphasis (or similar sub-program) must constitute less than one half of the units required in the major program.", initiated the options to begin the process of elevating to independent degree programs within the FCS department. As part of the department discussion, a desire to keep one or more core courses from the current list was noted. Two courses; Family and Consumer Sciences Foundations and Research (FCS 380), and Academic Internship and Evaluation (FCS 494/I) were identified. All options maintain that undergraduate research is a core competency among all disciplines represented, therefore, Family and Consumer Sciences Foundations and Research (FCS 380) was selected for assessment of student work in the 2019-2020 academic year. The objective and process for assessment of student work included review of course syllabi, assignments, course specific Student Learning Outcomes (SLOs), and student writing evidence in all course sections from 2019-2020 academic year. The FCS assessment committee leading this charge is made up of three tenured and tenure-track faculty members from the options of Interior Design, Nutrition and Dietetics, and Food Science.

- if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year's measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)

To begin, the assessment committee reviewed the course description of FCS 380 in the CSUN catalog. The course description "Historical and philosophical background, current issues and analysis of research in the field of Family and Consumer Sciences.", indicates that the course provides students an opportunity to study and analyze research within the diverse areas of study in the department of Family and Consumer Science. The course learning outcomes directly respond to **FCS SLO 3: Demonstrate and apply appropriate research, technology and skills in professional practice**, and the **College of Health and Human Development SLO 3: Evidence-Based Practices:**

Students will engage in evidence-based practice when making open and thoughtful professional decisions, incorporating current, high-quality research evidence with professional experience and client preferences and values.

3.1 Engages in sound scientific inquiry and critical analyses.

3.2 Identifies critical issues, accesses and applies relevant evidence in one's field of practice. (Appendix A – HHD SLOs and Appendix B - FCS SLOs)

Next, the committee reviewed syllabi and course learning outcomes (CLOs) available from Spring, Summer and Fall 2019. The CLOs varied from one instructor's section to another (Table 1) but they were all aligned with the FCS SLOs (Table 2) and Appendix C – Course Alignment Matrix)

Table 1. FCS 380 Course Learning Objectives for different instructors

Instructor 1 (Mimura)	Instructor 2 (Mathews)	Instructor 3 (Yang)	Instructor 4 (Lewis-Goldstein)
	Identify and describe the basic processes involved in planning and carrying out research		
Develop specific skills needed to carry out research, including the use of the library, selection of appropriate methodology, development of a research proposal, use of sampling and measurement techniques, data collection and analysis, and written and oral presentations of the results of the research			Identify, analyze, and apply various types of research to better understand the nature and practice of Family and Consumer Sciences Demonstrate appropriate use of technology for personal, interpersonal and professional growth
Review and critique research articles			
Describe the history and philosophy of Family and Consumer Sciences and examine contemporary issues in Family and Consumer Sciences			Understand the Body of Knowledge and the integrative nature of Family and Consumer Sciences
Identify career goals and make career investigations			
	Demonstrate professional writing skills and mastery of written English.		
	Identify ethical standards for the Family and Consumer Sciences profession.	Apply professional practice standards and skills	Demonstrate knowledge of interpersonal values and ethical standards
			Demonstrate knowledge of Human Ecological Theory
			Understand the impact of appropriate advocacy and public policy on the quality of life of individuals, families, and communities

Family & Consumer Sciences Student Learning Outcomes:

1. Demonstrate knowledge of human ecological theory and the integrative nature of the family and consumer sciences profession.
2. Demonstrate and apply knowledge from their program of study to issues of well-being of individuals, families, and communities.
3. Demonstrate and apply appropriate research, technology and skills in professional practice.
4. Demonstrate knowledge and application of ethical and professional standards.

Table 2. Alignment of FCS 380 Course Learning Objectives with Family & Consumer Sciences Student Learning Outcomes (PLO)

Course Objectives	PLO 1	PLO 2	PLO 3	PLO 4
1. Identify and describe the basic processes involved in planning and carrying out research (Instructors 2 and 3)			X	
2a. Develop specific skills needed to carry out research, including the use of the library, selection of appropriate methodology, development of a research proposal, use of sampling and measurement techniques, data collection and analysis, and written and oral presentations of the results of the research (Instructors 1, 2 and 3)		X	X	
2b. Identify, analyze, and apply various types of research to better understand the nature and practice of Family and Consumer Sciences (Instructor 4)				
2c. Demonstrate appropriate use of technology for personal, interpersonal and professional growth (Instructor 4)				
3. Review and critique research articles (Instructors 1,2, 3)			X	
4a. Describe the history and philosophy of Family and Consumer Sciences and examine contemporary issues in Family and Consumer Sciences (Instructors 1,2, 3).	X			
4b. Understand the Body of Knowledge and the integrative nature of Family and Consumer Sciences (Instructor 4).				
5. Identify career goals and make career investigations (Instructors 1,2, 3).			X	
6. Demonstrate professional writing skills and mastery of written English (Instructor 2).			X	
7a. Identify ethical standards for the Family and Consumer Sciences profession (Instructor 2)				X
7b. Apply professional practice standards and skills (Instructor 3)				
7c. Demonstrate knowledge of interpersonal values and ethical standards (Instructor 4)				
8. Demonstrate knowledge of Human Ecological Theory (Instructor 4)	X			
9. Understand the impact of appropriate advocacy and public policy on the quality of life of individuals, families, and communities		X		

Each member of the FCS assessment committee reviewed a minimum of five student work samples from each of the sections offered for FCS 380 in Fall 19; including final papers, process writing assignments, and research assignments to assess the learning objectives as written for the course and also as they related to course learning objectives from alternate sections. A matrix was developed and shared among the committee members as a tool for comparative analysis and assessment (see Appendix C). As a result of this assessment, the committee concluded that a universal set of course learning outcomes would better serve the diversity of options represented in the student body. **The committee recommends that the department use one standardized syllabus for FCS 380 that incorporates a single set of course learning objectives.**

The committee has provided a revised set of course learning objectives providing an equitable cross section from each of the sections represented in the assessment process (see Table 3 below).

Table 3. Recommended FCS 380 Course Learning Objectives

Course Objectives	PLO 1	PLO 2	PLO 3	PLO 4
1. Develop specific skills needed to carry out research, including the use of the library, selection of appropriate methodology, development of a research proposal, use of sampling and measurement techniques, data collection and analysis, and written and oral presentations of the results of the research (Instructors 1, 2 and 3)		X	X	
2. Review and critique research articles (Instructors 1,2, 3)			X	
3. Describe the history and philosophy of Family and Consumer Sciences and examine contemporary issues in Family and Consumer Sciences (Instructors 1,2, 3).	X			
4. Identify career goals and conduct career investigations (Instructors 1,2, 3).			X	
5. Demonstrate professional writing skills and mastery of written English (Instructor 2).			X	
6. Identify and apply ethical and professional practice standards for the Family and Consumer Sciences disciplines. (Instructor 2 and Instructor 3)				X

- in what way(s) your assessment activities may reflect the university's commitment to diversity in all its dimensions but especially with respect to underrepresented groups
- any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

This year committee assessment activities are aligned with the university's commitment to support underrepresented students by securing that all sections of FCS 380 are taught following the same CLOs regardless of the instructor and all students acquire the knowledge and skills that this course is intended to provide.

3. Preview of planned assessment activities for 2020-21. Include a brief description as reflective of a continuous program of ongoing assessment.

For 2020-21, unless otherwise requested, we will not be assessing section E., lifelong learning courses. Instead, we would like to continue with the assessment of evidence-based practices as a core competency, the committee will review the Research Methods (FCS 681) and Research Applications (FCS 682) courses. These two courses are common to the three graduate programs in the FCS department: Apparel Design and Merchandising, Consumer Affairs and Family Studies, and Human Nutrition. We believe this is important to ensure consistency in a core set of FCS learning objectives and to maximize graduation rates for the CSUN Graduation Initiative 2025. In addition, in CSUN's role as a minority-serving institution, it will guarantee that all students have a pathway to enter and excel in the STEM sciences

APPENDICES

Appendix A: HHD SLOs

Appendix B: FCS SLOs

Appendix C: Course Alignment Matrix (all assessment committee members' annotations)

CSU Northridge
College of Health and Human Development
Student Learning Outcomes
Fall 2017

Our Mission and Values

Our mission is to prepare competent and caring professionals who share our commitment to enhance and promote the health and well-being of the diverse communities we serve.

We advance our mission through our teaching, scholarship and service, and we are guided by several unifying values: a commitment to academic quality, student success, community engagement, and educational effectiveness. As a college we share a strong commitment to offering academic programs that achieve regional and national standards of professional practice and adhere to faculty-defined indicators of academic quality. We adopt a learning-centered approach that values active learning and meaningful engagement not only in the classroom but also in clinical and community practice sites. We embrace and respect diverse and multicultural perspectives as we strive to improve and transform the lives of the individuals and diverse communities we serve.

Our Standards of Excellence

Graduates from this college are expected to demonstrate competence of what we call Student Learning Outcomes (SLOs). Through coursework, research, service, practicums, internships and assessments, they are expected to demonstrate achievement of the skills, knowledge and abilities deemed important at three different academic levels.

- At the university level, all students are expected to achieve the Fundamental Learning Competencies that include critical thinking, written communication, oral communication, quantitative literacy and information literacy.
- At the college level, students are expected to achieve the SLOs that address expected behaviors of professionals who graduate from our various professional degree programs. These learning outcomes are 1) Ethical and Professional Standards, (2) Cultural Competencies, (3) Evidence Based Practices, and (4) Interprofessional Education.
- The third level involves the professional competencies unique to the students' major, often identified by its accrediting bodies and licensure requirements.

College Level Student Learning Outcomes (SLOs)

Outcomes in black are appropriate for both undergraduate and graduate level work.

Outcomes identified in red are intended for graduate level work.

SLO 1: Ethical and Professional Standards: Students will adhere to the ethical and professional standards deemed essential in their professional practice.

Comportment Code

1.1 Demonstrates the codes of conduct expected at the work site, including the appropriate use of technology

- 1.2 Complies with workplace dress code, and maintains a professional appearance.
- 1.3 Is punctual (arrives and departs on time) and has regular attendance.
- 1.4 Is dependable and completes tasks and deadlines in a timely manner.

Human Relations Code

- 1.5 Works cooperatively and effectively, with empathy for others.
- 1.6 Listens attentively to other opinions or views, and accepts constructive criticism and feedback.
- 1.7 Does not discriminate against others.

Ethical Code

Typically egregious violations of these ethical codes will not only be unethical, but also illegal. However, one should not rely on the law as a standard for ethical behavior. One should avoid acting unethically, even if the action is not illegal.

- 1.8 Shows strict adherence to HIPAA regulations to maintain confidentiality and privacy of all parties.
- 1.9 Does not engage in harassment or inappropriate sexual behavior.
- 1.10 Avoids conflicts of interest.
- 1.11 Follows protocol when seeking informed consent.

SLO 2 Cultural Competencies: Students will actively engage in diverse local and global communities, demonstrating knowledge and awareness of multi-cultural differences and disparities of the health and well-being of individuals and families.

Cultural Awareness

- 2.1 Recognizes and acts upon cultural factors that affect health and well-being of others.
- 2.2 Demonstrates ability to interact effectively with people of different cultures.

Disparities of Health and Well-Being

2.4 Engages with community partners to promote a healthy environment and healthy behaviors.

SLO 3 Evidence-Based Practices: Students will engage in evidence-based practice when making open and thoughtful professional decisions, incorporating current, high-quality research evidence with professional experience and client preferences and values.

- 3.3 Engages in sound scientific inquiry and critical analyses.
- 3.4 Identifies critical issues, accesses and applies relevant evidence in one's field of practice.
- 3.8 Evaluates practices and identifies strengths and limitations.

SLO 4 Interprofessional Education Practices: Students will participate as an effective interprofessional team member demonstrating patient or client and community-focused care.

- 4.1 Works with individuals of other professions to maintain a climate of mutual respect and shared values.
- 4.2 Uses knowledge of one's own role.
- 4.3 Communicates in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and healthy lifestyle.
- 4.4 Performs effectively in different team roles to plan, deliver and evaluate health care programs and policies that are safe, timely, efficient, effective and equitable.

Appendix B – FCS SLOs

CSUN Syllabus Policy:

To better inform students about the requirements, content, and methodology of the university's curricula, all faculty teaching classes will distribute a written syllabus to each student in the class and/or post it online no later than the first class meeting.

For sample syllabi and more details – please visit faculty development: <http://www.csun.edu/undergraduate-studies/faculty-development/syllabus-ideas-and-policies>

The written syllabus must be readily printable as a single document, and must contain the following information:

Required Information:

1. Course description (as stated in the CSUN Catalog)
2. Course objective(s) or Student Learning Outcomes (cut & paste from below)
 - a. Department Learning Outcomes (all courses)
 - b. General Education/Upper Division General Education Student Learning Outcomes (when applicable)
 - i. GE sections: explain how the course meets section requirements
 - ii. Upper Division GE: provide a writing statement (see below)
3. Brief list or summary of topics or projects covered.
4. Course requirements, including methods of evaluation and tentative due dates for major assignments and/or exams
5. Grading criteria, including whether the plus/minus system will be used
6. Contact information including:
 - a. Instructor's Name
 - b. Office Hours and location
 - c. CSUN email address
 - d. Campus phone number, if applicable
7. If the syllabus is revised after the first class meeting, date(s) of revision(s)
8. Make-up exam/assignment policy
9. Student Conduct/Academic dishonesty clause
10. Students with disabilities statement

Family & Consumer Sciences Student Learning Outcomes:

5. Demonstrate knowledge of human ecological theory and the integrative nature of the family and consumer sciences profession.
6. Demonstrate and apply knowledge from their program of study to issues of well-being of individuals, families, and communities.
7. Demonstrate and apply appropriate research, technology and skills in professional practice.
8. Demonstrate knowledge and application of ethical and professional standards.

Graduate Level Student Learning Outcomes:

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.

General Education (GE) Student Learning Outcomes: (When applicable)

Family and Consumer Sciences classes fulfilling university General Education Requirements must satisfy the requirements set down by the university. If you are teaching a general education, Information Competence, and/or

Upper Division Writing designated classes you must include the student learning outcomes that accompany each of the additional designations and explain how your class is fulfilling the mission.

Lifelong Learning

FCS 207, 315, 323, 324, 330 & 340 satisfy the Section 4 Lifelong Learning requirements. The syllabus must list the relevant Student Learning Outcomes of the General Education section in which it resides.

Goal: Students will develop cognitive, physical and affective skills which will allow them to become more integrated and well-rounded individuals within various physical, social, cultural, and technological environments and communities.

Student Learning Outcomes

1. Students will be able to identify and actively engage in behaviors conducive to individual health, well-being, or development, and understand the value of maintaining these behaviors throughout their lifespan;
2. Students will be able to identify and apply strategies leading to health, well-being, or development for community members of diverse populations;
3. Apply the knowledge and skills of science and technology and evaluate how they impact individuals, the community, and/or society.

FCS 207, 315, 323, 324, 330 & 340 are also designated as Information Competence GE courses. The syllabus must list the Student Learning Outcomes for Information Competence

Goal: Students will progressively develop information competence skills throughout their undergraduate career by developing a basic understanding of information retrieval tools and practices as well as improving their ability to evaluate and synthesize information ethically.

Student Learning Outcomes

1. Students will be able to determine the nature and extent of information needed;
2. Students will be able to demonstrate effective search strategies for finding information using a variety of sources and methods;
3. Students will be able to locate, retrieve, and evaluate a variety of relevant information including print and electronic formats.
4. Students will be able to organize and synthesize information in order to communicate effectively;
5. Students will be able to explain the legal and ethical dimensions of the use of information.

Upper Division Writing Requirement (When applicable):

FCS 315, 323, 324, 330 and 340 are also designated as Upper Division General Education courses that satisfy the Writing Intensity requirement. The syllabus must list the Writing Intensive Student Learning Outcomes

Goal: Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Analytical Reading and Expository Writing section of Basic Skills. In each WI course students will be required to complete writing assignments totaling a minimum of 2,500 words.

Student Learning Outcomes

1. Students will be able to develop and clearly define their ideas through writing;
2. Students will be able to ethically integrate sources of various kinds into their writing;
3. Students will be able to compose texts through drafting, revising, and completing a finished product;
4. Students will be able to express themselves through their writing by posing questions, making original claims, and coherently structuring complex ideas;
5. Students will be able to revise their writing for greater cogency and clarity;
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc.) where appropriate.

In compliance with the University's General Education Writing Intensive Requirement, these courses must incorporate writing assignments totaling 2,500 words. You must state the policy, student learning objectives, and explain how your writing assignment(s) will meet the university requirement.

University Policies:

The following university policies must be in your syllabi.

Academic Dishonesty, Cheating, Plagiarism:

The university is looking for specifics so that in the case of a challenge, the faculty member has a defense. An example would be:

“This class adheres to the university’s policies on academic dishonesty as outlined in sections E-2 through E-4 in the CSUN catalog. Students found cheating/plagiarizing will receive zero credit for the quiz/assignment and will not be given the opportunity to make-up the assignment.”

There have been cases when grades have been reversed because no specific policy was stated on an instructor’s syllabus

Students with Disabilities:

Disability-related accommodations will be made for students with special needs.

Students are asked to inform their instructors during the first week of class and register with the Students with Disabilities Resources Office, in SB 110 (818-677-2684). Reasonable and effective accommodations and services will be provided to students who make requests in a timely manner and with appropriate documentation in accordance with federal, state and university guidelines.

Additional Student Services:

CSUN Counseling Center: <http://www.csun.edu/counseling>

Learning Resource Center and writing help: <http://www.csun.edu/undergraduate-studies/learning-resource-center>

Rights and Options for Victims of Sexual Violence:

<http://www.csun.edu/sites/default/files/Rights%20and%20Options%20-%20EO%201095.pdf>

Please note that CSU Executive Order 1095 requires that the “Rights and Options for Victims of Sexual Violence” brochures be provided to any student, employee or third party who complains about sexual violence, domestic violence, or stalking, whether or not the offense occurred on campus.

Appendix C: Course Alignment Matrix

FCS 380 COURSE ALIGNMENT MATRIX with CHHD and FCS DEPARTMENT SLOs

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)

CHHD SLO 3 Evidence-Based Practices: Students will engage in evidence-based practice when making open and thoughtful professional decisions, incorporating current, high-quality research evidence with professional experience and client preferences and values.

Undergraduate

3.5 Engages in sound scientific inquiry and critical analyses.

3.6 Identifies critical issues, accesses and applies relevant evidence in one's field of practice.

FCS 380 Course Objectives	FCS SLO #1 Demonstrate knowledge of human ecological theory and the integrative nature of the family and consumer sciences profession.	FCS SLO #2 Demonstrate and apply knowledge from their program of study to issues of well-being of individuals, families, and communities.	FCS SLO #3 Demonstrate and apply appropriate research, technology and skills in professional practice.	FCS SLO #4 Demonstrate knowledge and application of ethical and professional standards
1. Identify and describe the basic processes involved in planning and carrying out research.			P,D	
2. Develop specific skills needed to carry out research, including the use of the library, selection of appropriate methodology, development of a research proposal, use of sampling and measurement techniques, data collection and analysis, and written and oral presentations of the results of the research.			P,D	

3. Review and critique research articles.			P,D	
4. Describe the history and philosophy of Family and Consumer Sciences and examine contemporary issues in Family and Consumer Sciences.			P,D	P
5. Apply professional practice standards and skills.		P,D	P,D	P

KK Notes in Orange, RGT Notes in green DH Notes in Blue

Course Objectives	Assessments of Student Performance
<p>1. Identify and describe the basic processes involved in planning and carrying out research.</p> <p>Identify, analyze, and apply various types of research to better understand the nature and practice of Family and Consumer Sciences. (Lewis-Goldstein)</p>	<p>Assignment 1 _Research questions/hypothesis 50 points I feel the samples show the assignments had well-organized strategy for process and development learning. Although I do find the assignments I looked at a bit vague</p> <p>Exams (4 @ 50 each/430)</p> <p>The writing style is simple, but helps to demonstrate basic concepts as they relate to the individual's field of study. References are cited, which demonstrates research was conducted and that data were collected and analyzed. This assignment appears to fulfil this objective.</p>
<p>2. Develop specific skills needed to carry out research, including the use of the library, selection of appropriate methodology, development of a research proposal, use of sampling and measurement techniques, data collection and analysis, and written and oral presentations of the results of the research.</p> <p>Demonstrate appropriate use of technology for personal, interpersonal, and professional growth. (Lewis-Goldstein)</p>	<p>Assignment 2 Sampling and research design 50 points Assignment 3 _Statistical analysis 50 points I wonder whether calling out in the course objective, "...use of the library,...", is necessary. As we are more and more digitally driven, the specific platform could potentially be removed from the formal course objective</p> <p>Assignments: Library assignment (25/430), survey (5/430), group research proposal (25/430), group research paper (50/430), oral presentation of student work (10/430)</p>

	<p>In the group research proposal, students included a section explaining how the Human Ecological theory applies to their research topic. The samples I reviewed are consistent on the structure of the proposal. There was no discussion section, and what would be in the discussion section was in the conclusions which is not a common practice on the food science field where manuscripts have the results and discussion section separated from the conclusions. Samples of the group research proposal are reasonable to well written with just few grammatical errors.</p> <p>Literature and journal reviews are the only types of assignments provided. It appears research was conducted with technology, but there is no way to verify this. Samples are written in simple language, but are clear and concise.</p>
<p>3. Review and critique research articles.</p> <p>Identify, analyze, and apply various types of research to better understand the nature and practice of Family and Consumer Sciences. (Lewis-Goldstein)</p>	<p>Literature Review 100 points In the samples I reviewed, this is a solidly successful aspect of the course.</p> <p>Assignments: Review of literature (20/430) and annotated references (15/430)</p> <p>There are several examples of the “Review of Literature Assignment” – 50 points The writing style is simple, but helps to demonstrate basic concepts as they relate to the individual’s field of study. References are cited, which demonstrates research was conducted and that data were collected and analyzed. This assignment appears to fulfil this objective.</p> <p>Journal Review - 50 points? This appears to be the same type of assignment as the literature review. It is not possible to discern the difference.</p>
<p>4. Describe the history and philosophy of Family and Consumer Sciences and examine contemporary issues in Family and Consumer Sciences.</p> <p>Understand the body of knowledge and the integrative nature of Family and Consumer Sciences. (Lewis-Goldstein)</p> <p>Demonstrate knowledge of Human Ecological Theory (Lewis-Goldstein)</p>	<p>Assignment 4 _Foundation of FCS 40 points Assignment 5 _History of FCS 40 points I haven’t really seen evidence of this, in terms of foundations of FCS. Is the core value of FCS history a key component of research and writing within all of the disciplines and how?</p> <p>No assignment is directly related to this course objective but on the review of the literature assignment, students are asked to mention the theory being used</p> <p>See above. These are the only types of assignments provided for review. It appears research was conducted with technology, but there is no way to verify this. Otherwise, there is no assignment to directly related to this course</p>

	<p>objective. However, there is another objective that addressed the Human Ecological Theory.</p>
<p>5. Apply professional practice standards and skills.</p> <p>Identify ethical standards for the Family and Consumer Sciences profession. (Matthews)</p> <p>Demonstrate knowledge of interpersonal values and ethical standards (Lewis-Goldstein)</p>	<p>Assignment 6 Professional organizations of FCS 20 points Workshop attendance 50 points</p> <p>Does every section have a workshop component? Is this related to the library?</p> <p>The content of these literature reviews as provided focuses specifically on the topic of ethics in the profession/area of study for the student's assignment. Therefore, the research and the application to the field of study exemplify this objective.</p> <p>It is not clear if the example assignments provided represent the depth and variety of assignments in the class – all assignments shared focus on ethics. It would be helpful to know if other aspects of this topic are addressed in class/in student assignments.</p>
<p>6. Identify career goals and make career investigations. (Matthews)</p> <p>Understand the impact of appropriate advocacy and public policy on the quality of life of individuals, families, and communities (Lewis-Goldstein)</p>	<p>Assignment: professional development activities (40/430)</p> <p>No examples of assignments for this objective were provided for review. However, exams appear to be an appropriate method to assess this type of knowledge.</p>
<p>7. Demonstrate professional writing skills and mastery of written English. (Matthews)</p>	<p>Assignments: library assignment (25/430), review of literature (20/430), survey (5/430), group research proposal (25/430), group research paper (50/430)</p>

