

2015-2016 Annual Assessment Report Template

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Report: BA FACS Nutrition

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **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 and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

- a. PROGRAM REVIEW 2015/16 - Focused Inquiry at http://www.csus.edu/acaf/programreview/self_study_report/15-1...
- b.
- c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Faculty discussion prompted the decision to conduct a focused inquiry into the disparity between Nutrition and Food (NUFD) graduates' employment status and experiences, in terms of their competencies and skills to be employed, and current employers' perception of NUFD graduates' career readiness. The goal of the focused inquiry is to critically review curriculum and experiential learning activities to prepare NUFD graduates for relevant careers.

Therefore, the specific objectives of the focused inquiry were:

1. Assess NUFD graduates' perception of the program to prepare them for a relevant career.
2. Conduct an employer survey to determine valuable curriculum content and experiential activities for career readiness.
3. Establish an Advisory Committee to inform the department of curriculum, internship and job opportunities.
4. Develop strategies to enhance career readiness.

These 4 objectives are not explicitly linked to the Sac State BLGs, but are related to the purpose of the BLGs in supporting the mission of the university. We are measuring aspects of student success in using their degree after graduation and employer's perception of their career readiness. To view how the program PLOs align with BLGs see table 2.4 of the Program Review document.

http://www.csus.edu/acaf/programreview/self_study_report/15-16_reports/facs_ssreport_15-16.pdf

Q1.2.1.

Do you have rubrics for your PLOs?

1. Yes, for all PLOs
2. Yes, but for some PLOs
3. No rubrics for PLOs
4. N/A
5. Other, specify:

Undo

Q1.3.

Are your PLOs closely aligned with the mission of the university?

1. Yes
2. No
3. Don't know

Undo

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

1. Yes
2. No (skip to **Q1.5**)
3. Don't know (skip to **Q1.5**)

Undo

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
2. No
3. Don't know

Undo

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

1. Yes
2. No, but I know what the DQP is
3. No, I don't know what the DQP is
4. Don't know

Undo

Q1.6.

Did you use action verbs to make each PLO measurable?

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

Undo

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **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):

Select PLO from list ⌵

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Program review background

Increased demand is fueled by a growing emphasis on disease prevention, population growth overall and a rapidly aging population that will increase need for nutrition services in residential care, nursing homes, and other clinical settings and institutional foodservice establishments. Career paths include Registered Dietitian Nutritionist (RDN), Dietetic Technicians, and Food Service Managers. Additionally, students are employed in nutrition education capacities as many government agencies of public health and education. We endeavored to measure how well we are preparing them for these occupations.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Undo

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

This is not applicable to our Program Review - Focused Inquiry.

Click here to attach a file

Click here to attach a file

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text" value="The program review is published at: http://www.csus.edu/acaf/progra..."/>

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**)

Q3.1.1.

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

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**)

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:

Employer survey
 Nutrition and Food (NUFD) Alumni survey
 Talking points for FACS advisory board meeting

(**Remember:** Save your progress)

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**)

Q3.3.1.


Which of the following direct measures 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 **explain** and **attach** the direct measure you used to collect data:

 [Click here to attach a file](#)

 [Click here to attach a file](#)

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.**)

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

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

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.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

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.)?

Q3.6.1.

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

Q3.6.2.

How many students were in the class or program?

Q3.6.3.

How many samples of student work did you evaluated?

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- 1. Yes

2. No
3. Don't know

Undo

(Remember: Save your progress)

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:

A three-fold data collection was conducted to examine the objectives.

- Develop an email survey to be administered by the Alumni Center to recent NUFD graduates (N=295) Attached and the link: <https://coursesurveys.csus.edu/classclimate/online.php?p=2015NUFD>
- Develop an email survey using Google Docs Forms to be sent to employers in the Sacramento region (N=52) Attached and the link: <http://goo.gl/forms/3hQQYppWsZ>
- Convene Advisory Committee (N=15) and conduct meeting in spring 2016 (see below)

Discussion Questions for the Advisory Committee

1. What are some of the current trends, biggest challenges and/or greatest rewards faced by those working in your field or related fields?
2. After reviewing the program advising sheet for your area, can you recommend specific knowledge areas or skill sets that we should be sure are included in the curriculum in order to best prepare students to face the challenges and respond to the trends identified above (see question one)?
3. What advice or tips do you have, or what steps do you recommend, for students who are seeking to join the workforce in your field given today's economic and social climate?



NUFD Alumni Survey.pdf
185.75 KB



Employer Survey Spring 2016.pdf
274.17 KB

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Food and Nutrition (NUFD) Alumni survey: The 295 students who graduated between fall 2010 to spring 2015 were invited to participate in the survey. These years were chosen to encompass the time period since our last review by the Accreditation Council for Education in Nutrition and Dietetics. This sample size was determined by the number of NUFD graduates during this time period.

Employer survey: 52 employers were identified by department faculty based on their knowledge of alumni and community contacts

Advisory committee size was decided by requesting 2-3 advisors for each of the 4 concentrations and 1 emphasis in our program

Q3.7.3.

If surveys were used, how did you **select** your sample:

Nutrition and Food (NUFD) Alumni survey: The 295 students who graduated between fall 2010 to spring 2015 were invited to participate in the survey. We worked with the Sacramento State Alumni Center to target NUFD alumni.

Employer survey: These employers were targeted based on faculty knowledge of where alumni are/have working/ed

Advisory committee was selected by all department faculty to reflect all concentrations and emphases equally and from balanced perspectives within each concentration/emphasis based on what we know about where our students find employment.

Q3.7.4.

If surveys were used, what was the response rate?

15% - NUFD alumni survey
21% - Employer survey

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)

Question 4: Data, Findings, and Conclusions

Q4.1.


Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for Q2.1:

The FACS Program Review 2016 - Focused inquiry can be found at:
http://www.csus.edu/afac/programreview/self_study_report/15-16_reports/facs_ssreport_15-16.pdf

NUFD alumni survey: To assess NUFD graduates' perception of the program to prepare them for a relevant career. Survey results are attached. The narrative summary of the results is below. In addition, see page 32 of the Program Review for the full version.

The faculty developed 10 specialized questions to be included in a NUFD alumni survey.


 NUFDA_Alumni_Survey Results 2015-16_n=45.pdf
101.87 KB


 Employer survey result_NUFD focused inquiry.pdf
33.05 KB

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?

We concluded that we could improve on helping students with their career readiness. This work will continue with the insight of the FACS department committees on Curriculum and Assessment in conjunction with the NUFD area faculty and the input of the FACS Advisory Committee.

 Click here to attach a file

 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

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

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**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

The FACS Program Review 2016 can be found at http://www.csus.edu/aca/programreview/self_study_report/15-16_reports/facs_ssreport_15-16.pdf.

Based on our findings from the Focused Inquiry, we propose the following action items to enhance career readiness:

1. Develop a student handout with examples of alumni who have obtained jobs in the nutrition field.
2. Develop a student handout with programs and companies who hire nutrition professionals including, websites and required skills.
3. Explore masters and certificate programs to better prepare students for careers.
4. Continue working with the Advisory Committee to develop strategies and courses to better prepare students for nutrition-related careers.

Future alumni and employer surveys will be conducted to compare with this year's findings. The FACS Advisory Committee will be convened semi-annually.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

1. Yes

2. No

3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? **[Check all that apply]**

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

Q5.2.1.

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

We have used the data collected from assessing our PLO 4 (Understanding of ethical codes and key values as individuals and illustrating of ethical and value application and their relationship in the field) to update course assignments in FACS 100 (Research: Methods and application in family and consumer sciences), FACS 155 (Family Life Education), FACS 162 (Family Support Services), FACS 115 (Nutrition: Preconception through childhood), FACS 119 (Nutrition: Adolescence through older adult), and FACS 139 (Textiles and Apparel in Global Economy) were suggested for targeting PLOs 4.2 and 4.3 specifically.

In FACS 115 (Nutrition: Preconception through childhood) students are presented with a case study assessment of a complex situation. A woman/mother does not want more children and has discovered that she can reduce her fertility by remaining obese and restricting physical activity. Her husband wants to have more children and insists that she not use any birth control, but is not aware of his wife's efforts to reduce her fertility. The mother is risking having several disabling and life threatening diseases due to her lifestyle. Students have also just learned that these pose significant life-long risks for a child born to a woman with these issues before her pregnancy. This assignment requires students to describe the ethical dilemmas in this scenario, such as: mother's health, health of a possible fetus, health of the marriage, effects on other children if mom's health declines, etc. Then they are asked to propose how they would advise each of these parents individually regarding nutrition and health, and how that conversation may be different if they were talking with the couple together.

In FACS 139 (Textiles and Apparel in Global Economy), being the main upper division course on international trade in fashion industry, throughout the whole semester, issues on fair trade, sweatshops, illegal transshipment, unfair pay to workers in developing countries, and other social and trading topics are intertwined into lectures to help students understand the different ethical perspectives and concepts (Understanding different ethical perspectives/concepts) and recognize ethical issues within complex scenarios and articulate how ethical dilemmas interact (Ethical issue recognition).

In FACS 162 (Family Support Services) instruction is given on several theories for addressing ethical dilemmas and students use case studies to practice and apply these concepts. An example case study involves Heidi.

Heidi's selected community partner is a non-profit organization serving homeless (or formerly homeless) women and children. She is working in a preschool program for the young children who typically have experienced low-income living conditions, domestic violence and/or mental health issues, and homelessness. The adults in the preschool are from the same population of low-income and formerly homeless adults from the organization's associated shelter.

Heidi reports back in her weekly journaling and in-class discussion that she is uncomfortable with the way children are spoken to and treated in the center. She describes teachers telling a child that he is disgusting for soiling himself. She believes that the child may have also been denied lunch due to this incident. This is discussed in class where classmates (students of color) ask directly about the racial/ethnic identify of the teachers and introduce the possibility of a cultural difference in perception and values. My two courses of action are to direct her to the center director to see what she has to say about the behaviors that have been observed and to discuss this issue with the representative from the Child Abuse and Prevention Center who provided our class with training on what it is to be a Mandated Reporter.

1. What else could be done, what else should be done?
2. Is one theoretical perspective more helpful than the others? Role Theory, Bio-ecological Theory, Cultural Sensitivity/Cultural Competence?

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

See Program Review attached here and can be found at:

http://www.csus.edu/acaf/programreview/self_study_report/15-16_reports/facs_ssreport_15-16.pdf

 FACS Program Review 2016.pdf
822.28 KB

 Click here to attach a file

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 and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any PLOs not included above:

a.

b.

c.

Q8. 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

Q8.1. Have you attached any files to this form? If yes, please list every attached file here:

Program Information (Required)

P1. Program/Concentration Name(s): [by degree]

P1.1.

Program/Concentration Name(s): [by department]

FACS Nutrition BA

P2.

Report Author(s):

Lynn Hanna, Kelly Thompson, Seunghee Wie

P2.1.

Department Chair/Program Director:

Seunghee Wie

P2.2.

Assessment Coordinator:

Lynn Hanna, Kelly Thompson, Mical Shilts

P3.

Department/Division/Program of Academic Unit

Family and Cons. Sciences

P4.

College:

College of Social Sciences & Interdisciplinary Studies

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

735 studnets enrolled in fall 2015

P6.

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:

P7. Number of **undergraduate degree programs** the academic unit has?

1

P7.1. List all the names:

BS Family and Consumer Sciences

P7.2. How many concentrations appear on the diploma for this undergraduate program?

4

P8. Number of **master's degree programs** the academic unit has?

0

P8.1. List all the names:

Fashion Merchandizing and Design (AMPD)
 Family Studies (FAMS)
 FACS Eudcation - Pre-credential Single Subject Program (HEED)
 Nutrition and Food (NUFD)

P8.2. How many concentrations appear on the diploma for this master's program?

N/A

P9. Number of **credential programs** the academic unit has?

N/A

P9.1. List all the names:

[Empty text area for listing names]

P10. Number of **doctorate degree programs** the academic unit has?

N/A

P10.1. List all the names:

[Empty text area for listing names]

When was your **assessment plan...**

Undo

	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:

 **FACS assessment plan from 2016.pdf**
 121.84 KB

P12.

Has your program developed a **curriculum map**?

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

Undo

P12.1.

Please attach your latest **curriculum map**:



FACS Curriculum map af of 2016.pdf
91.56 KB

P13.

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

1. Yes
 2. No
 3. Don't know

Undo

P14.

Does your program have a capstone class?

1. Yes, indicate: FACS 168 Senior Seminar
 2. No
 3. Don't know

Undo

P14.1.

Does your program have **any** capstone project?

1. Yes
 2. No
 3. Don't know

Undo

(Remember: Save your progress)

Question 4.1

The FACS Program Review 2016 - Focused inquiry can be found at: http://www.csus.edu/acaf/programreview/self_study_report/15-16_reports/facs_ssreport_15-16.pdf

NUFD alumni survey: To assess NUFD graduates' perception of the program to prepare them for a relevant career. Survey results are attached. The narrative summary of the results is below. In addition, see page 32 of the Program Review for the full version.

The faculty developed 18 specialized questions to be included in a NUFD alumni survey (<https://coursesurveys.csus.edu/classclimate/online.php?p=2015NUFD>). The survey was deployed to NUFD alumni via the Sacramento State Alumni Association in Fall 2015 and Winter 2016. Alumni (n=45) responded to the email survey providing the department with useful information. Respondents (75.6% female; 49% Caucasian) were graduates from Fall 2009 to Spring 2015. A majority of NUFD graduates reported not being employed in a nutrition related field. The most common reasons reported were Lack of available jobs in my field (61.8%) and Need of additional training (47.1%). Of those students reporting employment in the nutrition related field, only 9.1% indicated they learned about the job from an internship or volunteer experience and 0% reported getting the information from the FACS Department. More than half of alumni reported that they are not a member of a professional organization or attended a meeting or training since graduation and over three-quarters of graduates are not involved in community or civic engagement.

More than 1/3 of alumni reported pursuing further study after graduation and another 35.6% are considering it. Those that are pursuing further study reported Master's degree (50%) and certificate programs (25%) most frequently.

FACS Employer Survey: To determine valuable curriculum content and experiential activities for career readiness.

Survey results are attached. The narrative summary of the results is below. In addition, see page 34 of the Program Review for the full version.

An eight item employer survey was developed to assess employers' perceptions of NUFD alumni competencies/preparation in areas such as nutrition knowledge, communication skills, and ability to work effectively with a diverse audience. In addition, questions were asked about the importance of additional training such as registered dietitian credentialing, graduate degree, certificates and/or previous work experience. The survey was sent to 52 known employers of NUFD alumni. Twenty-one percent of the employers completed the survey in winter 2016.

Overall, employers' responses were very positive. A majority (90.9%) of employers were extremely or very satisfied with NUFD graduates' preparation for work in the field of nutrition & food and none indicated less than satisfactory in the competencies assessed. Employers also provided relevant suggestions on how NUFD graduates can become more competitive in getting a job with their organization. Sample responses were prior work history in a diet office, bi-lingual skills, experience with low-income populations, volunteering with our agency, master's degree or RDN, leadership development, and experience in school foodservice. Employers were asked the importance of specific qualifications when hiring our NUFD graduates. Although 54.5% of the employers rated obtaining the NUFD degree as extremely

important, further study with achievement of a Registered Dietitian Nutritionist certification and/ or a Master's degree was also indicated at relevant.

FACS Advisory Committee: To inform the department of curriculum, internship and job opportunities.

The narrative summary of the results is below. In addition, see page 35 of the Program Review for the full version.

Our department convened a 12 member advisory committee representing all FACS concentrations. NUFD advisory committee members represented several different areas of the field: clinical, community and food service. A two-hour advisory committee meeting was held on March 2, 2016 focusing on a review of curriculum and a discussion of trends, skills and career readiness (Table 3. Content of NUFD Advisory Committee Discussion, p. 35, Program Review Self-Study Report). The next advisory committee meeting is scheduled for September 28, 2016.



Nutrition and Food Alumni Survey

 Activate contrast mode

1

2

1 Section 1

Thank you for taking part in the Nutrition and Food Alumni Survey. This brief survey will provide us with information to improve the program.

1.1 What concentration did you graduate from?

- Nutrition & Food Dietetics

1.2 What is your gender?

- Female Male Decline to state

1.3 What is your primary ethnic background?

- African American
 American Indian or Alaska Native
 Asian
 Caucasian
 Hispanic
 Native Hawaiian or Other Pacific Islander
 Other

1.4 When did you graduate from the CSUS FACS Department?

Please select...

1.5 What was your overall GPA? (maximum 4 characters)

1.6 What is your employment status now?

- Employed in a nutrition related field
 Employed in another field
 Not employed

1.7

Which of the following best describes the reason that you are not working in a nutrition related field OR are currently not employed?
Select as many as apply.

- Loss of interest
 Lack of available jobs in my field
 Geographic restriction, unable to relocate
 Need of additional training or experience
 In the process of completing further education or training
 Currently volunteering in an unpaid position in my field of study
 Currently volunteering in an unpaid position outside of my field of study
 Changing or changed to another field

Family or other personal obligations

1.8 What is your current job title and employer name?

1.9 Where did you get information about the nutrition related job? Select as many as apply.

- FACS department
- Classmate
- CSUS Career Center
- Internship or volunteer experience
- other

1.10 When did you obtain employment in your degree concentration or related field?

1.11 Rate the adequacy of your undergraduate major courses and experiences from Nutrition and Food Program in preparing you for a career in your field.

<< Previous

Next >>



California State University Sacramento Employer Survey

Thank you for taking the time to complete this brief survey! As an employer of graduates of our Nutrition and Food or Dietetics program at California State University Sacramento (Sacramento State), your feedback is valuable to us as we make improvements to strengthen our program and work to ensure that we are educating graduates who are prepared to succeed in the workforce. We appreciate the time that you are taking to complete this survey. This survey is anonymous.

Thank you for your participation!

* Required

1. What year did you most recently hire a graduate from Sacramento State's Nutrition and Food program?

2. In general, which of the following areas do these employees work? *

- Nutrition
- Food
- Health-care
- Management
- Education
- Other

3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable: *

	Excellent	More than satisfactory	Satisfactory	Less than satisfactory	Poor	Not applicable
Nutrition knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to make health recommendations based on scientific evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foodservice or management knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of proper techniques for food preparation, production, and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community nutrition knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of appropriate behavioral or counseling interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of specific computer applications required for the job or use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with a diverse group of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How important are each of the following qualifications when hiring our graduates? *

	Extremely	Very	Somewhat	Not very	Not at all
Previous work experience in the field of Nutrition and Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialized certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition and Food Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dietetics Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree in any field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate's Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registered Dietitian Nutritionist (RDN) certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dietetic Technician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Registered (DTR)
certification

5. Overall, how satisfied are you with: *

Extremely

Very

Somewhat

Not very

Not at all

Our graduates'
knowledge and
understanding of
their major field of
study

Our graduates'
preparation for work
in the field of
Nutrition and Food

6. How can a student from Sacramento State's Nutrition and Food program be more competitive in getting a job with your organization?

7. What do you anticipate will be the demand for new hires in the area of Nutrition and Food at your organization in the next 5 years?

8. If students want to search for job openings at your organization, where should they look?

Submit

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Mical Shiits : FINAL_NUFD Survey

- ()
No. of responses = 45 / (%)



Overall indicators

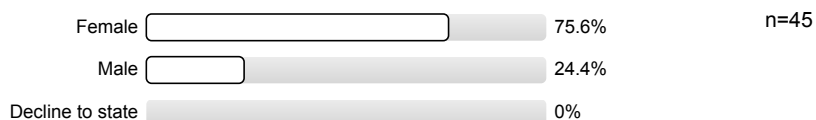
Survey Results

1. Section 1

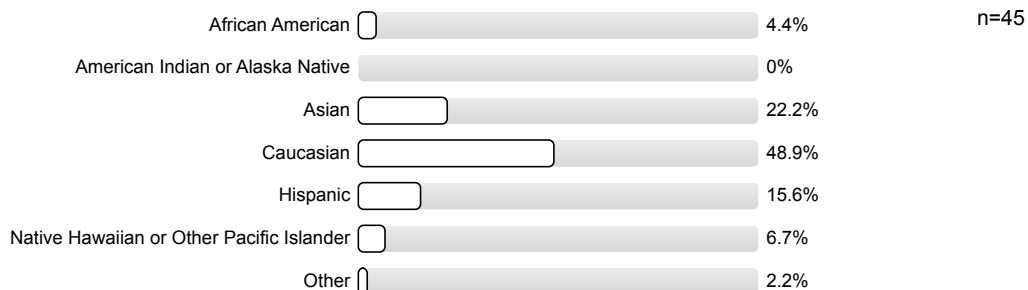
1.1) What concentration did you graduate from?



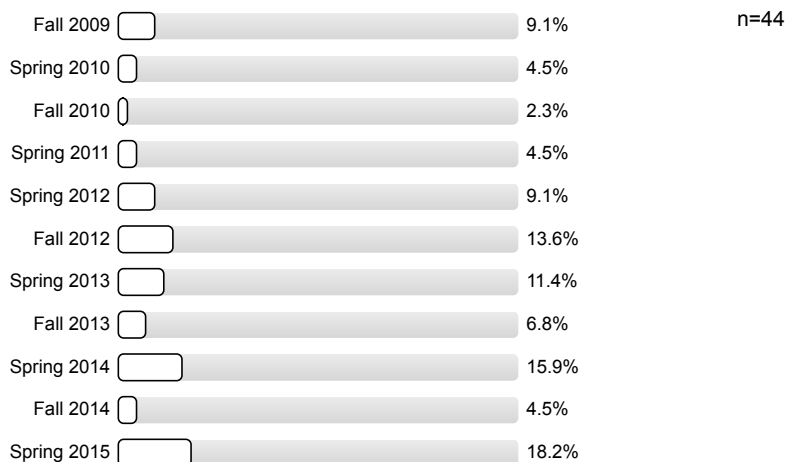
1.2) What is your gender?



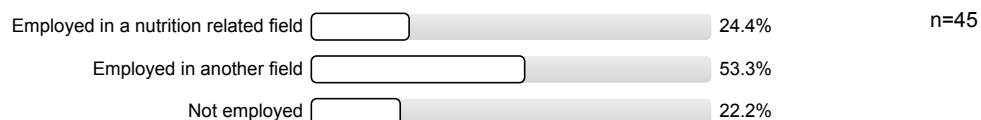
1.3) What is your primary ethnic background?



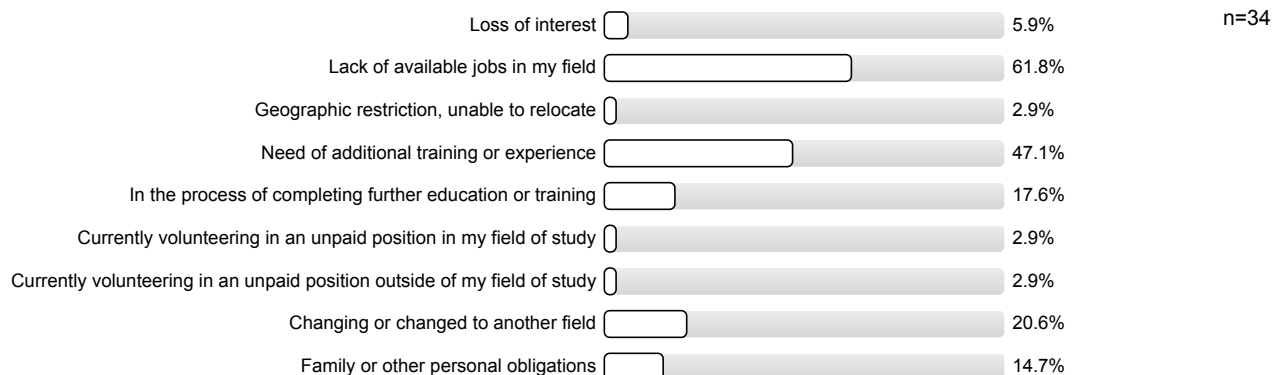
1.4) When did you graduate from the CSUS FACS Department?



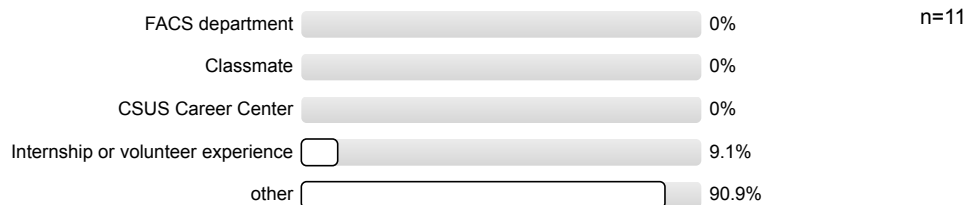
1.6) What is your employment status now?



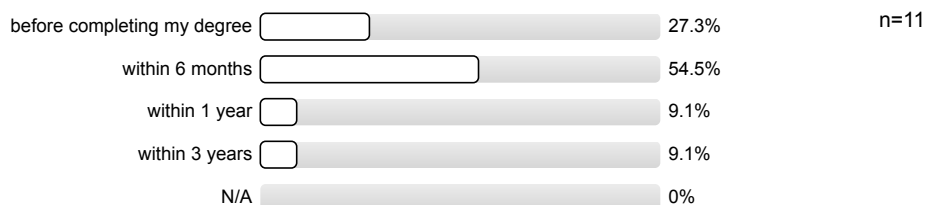
1.7) Which of the following best describes the reason that you are not working in a nutrition related field OR are currently not employed? Select as many as apply.



1.9) Where did you get information about the nutrition related job? Select as many as apply.



1.10) When did you obtain employment in your degree concentration or related field?



1.11) Rate the adequacy of your undergraduate major courses and experiences from Nutrition and Food Program in preparing you for a career in your field.



2. Section 2

2.1) While pursuing your degree, did you volunteer or participate in an internship related to nutrition?



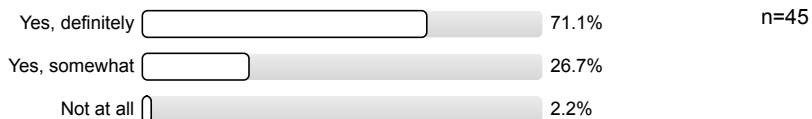
2.2) Have you become a member of a professional organization or attended at least one seminar, workshop, meeting, or conference in your field of study since graduating?



2.3) Are you currently involved in any community service or civic engagement activities in or related to your field of study?



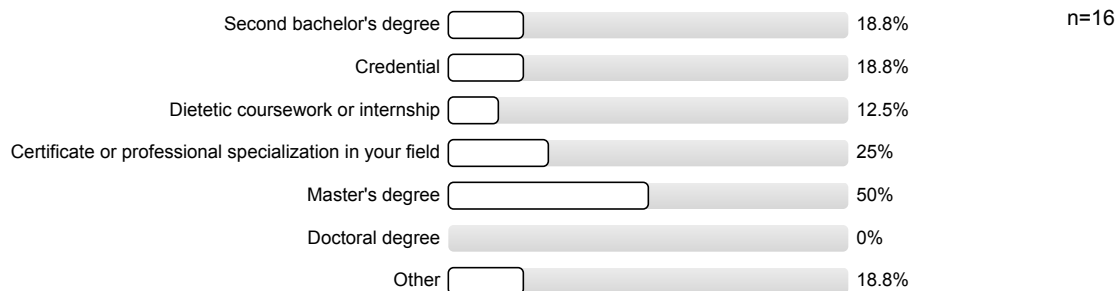
2.4) Do you feel your education and training at CSUS provided adequate information on cultural awareness and sensitivity?



2.5) Have you pursued further study after graduating (graduate degree, certificate, credential, etc..)?



2.6) Please select the option or options that best describes your post-graduate training. Select as many as apply.



2.7) Would you recommend the FACS Nutrition and Food major at CSUS to a friend considering a college education?



Comments Report

1. Section 1

1.5) What was your overall GPA?

- 2.5
- 2.6
- 2.7
- 2.8
- 2.85
- 2.9
- 2.94
- 2.96
- 2.99
- 3.00
- 3.0 (7 Counts)
- 3.1
- 3.15
- 3.2
- 3.26
- 3.27
- 3.3
- 3.33 (2 Counts)
- 3.5 (2 Counts)
- 3.67
- 3.68
- 3.7
- 3.75 (3 Counts)
- 3.8 (3 Counts)
- 3.85
- 3.88
- 3.92
- ?

1.8) What is your current job title and employer name?

- Administrative Assistant- King Properties, Inc.
- Agpa, California department of education, nutrition services division
- Associate Information Systems Analyst, Caltrans
- Civic Engagement Coordinator, City Year New York (2 Counts)
- Degreed Nutritionist, San Mateo County Health Department
- Department of Healthcare Services
- Dept of social services
- Diet Clerk at NorthBay Healthcare
- Diet Clerk at NorthBay Healthcare in Fairfield, CA.
- EMT
- Food Service assistant and Educator
Fletcher Academy
- General Manager, Circo Innovations, Inc. (wholesale plastics)
- Health Benefits Account Manager
OmegaComp HR
- Health Records Technician - Elk Grove Unified School District
- Legal Secretary
- Mail room staff employee in an insurance office.
- Management trainee at Enterprise Holdings
- Medical Secretary/Transcriptionist, Pathology Department, Kaiser Permanente
- Medifast
- Nanny, Private employer
- Program Specialist and BHC Alhambra Hospital
- Sacramento County
- Server at Islands Fine Burgers & Drinks
- Server- Islands Fine Burgers & Drinks
- Social Services Consultant; Department of Social Services
- State Farm Insurance
- State of CA Business Analyst
- Store manager Starbucks
- Support Services Coordinator, Kaiser Permanente
- Water Efficiency Specialist
- river bend medical

11 responses

Summary

1. What year did you most recently hire a graduate from Sacramento State's Nutrition and Food program?

10%	10%	80%	2010	1	10%
			2011	0	0%
			2012	0	0%
			2013	0	0%
			2014	1	10%
			2015	8	80%

2. In general, which of the following areas do these employees work?

0	2	4	6	8	Nutrition	10	90.9%
					Food	2	18.2%
					Health-care	2	18.2%
					Management	0	0%
					Education	3	27.3%
					Other	0	0%

Nutrition knowledge [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

0.01.53.04.56.0ExcellentMore than sa SatisfactoryLess than
sat PoorNot applicable

Excellent	3	27.3%
More than satisfactory	7	63.6%
Satisfactory	1	9.1%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	0	0%

Ability to make health recommendations based on scientific evidence [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

01234ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	2	18.2%
More than satisfactory	5	45.5%
Satisfactory	4	36.4%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	0	0%

Foodservice or management knowledge [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

01234ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	1	9.1%
More than satisfactory	3	27.3%
Satisfactory	2	18.2%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	5	45.5%

Use of proper techniques for food preparation, production, and safety [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

01234ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	2	18.2%
More than satisfactory	3	27.3%
Satisfactory	2	18.2%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	4	36.4%

Community nutrition knowledge [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

01234ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	2	18.2%
More than satisfactory	5	45.5%
Satisfactory	2	18.2%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	2	18.2%

Use of appropriate behavioral or counseling interventions [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

0123ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	2	18.2%
More than satisfactory	3	27.3%
Satisfactory	2	18.2%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	4	36.4%

Oral communication skills [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

0123ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	4	36.4%
More than satisfactory	4	36.4%
Satisfactory	3	27.3%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	0	0%

Written communication skills [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

0246ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	2	18.2%
More than satisfactory	8	72.7%
Satisfactory	1	9.1%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	0	0%

Knowledge of specific computer applications required for the job or use of technology [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

0.01.53.04.56.0ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	7	63.6%
More than satisfactory	2	18.2%
Satisfactory	2	18.2%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	0	0%

Problem solving skills [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

0.01.53.04.56.0ExcellentMore than sa SatisfactoryLess than
sat PoorNot applicable

Excellent	2	18.2%
More than satisfactory	7	63.6%
Satisfactory	2	18.2%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	0	0%

Ability to work with a diverse group of people [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

012345ExcellentMore than sa SatisfactoryLess than sat PoorNot
applicable

Excellent	6	54.5%
-----------	---	-------

More than satisfactory	5	45.5%
Satisfactory	0	0%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	0	0%

Leadership skills [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

01234ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	3	27.3%
More than satisfactory	5	45.5%
Satisfactory	3	27.3%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	0	0%

Professional behavior [3. Please rate the ability of your employees, as graduates of Sacramento State's Nutrition and Food program, as applicable:]

012345ExcellentMore than sa SatisfactoryLess than sat PoorNot applicable

Excellent	5	45.5%
More than satisfactory	6	54.5%

Satisfactory	0	0%
Less than satisfactory	0	0%
Poor	0	0%
Not applicable	0	0%

Previous work experience in the field of Nutrition and Food [4. How important are each of the following qualifications when hiring our graduates?]

012345	Extremely	2	18.2%
	Very	3	27.3%
	Somewhat	6	54.5%
	Not very	0	0%
	Not at all	0	0%

Specialized certification [4. How important are each of the following qualifications when hiring our graduates?]

012345	Extremely	0	0%
	Very	1	9.1%
	Somewhat	6	54.5%
	Not very	3	27.3%
	Not at all	1	9.1%

Nutrition and Food Degree [4. How important are each of the following qualifications when hiring our graduates?]

012345	Extremely	6	54.5%
	Very	1	9.1%
	Somewhat	4	36.4%
	Not very	0	0%
	Not at all	0	0%

Dietetics Degree [4. How important are each of the following qualifications when hiring our graduates?]

0.01.53.04.56.0ExtremelyVerySomewhatNot veryNot at all

Extremely	7	63.6%
Very	0	0%
Somewhat	4	36.4%
Not very	0	0%
Not at all	0	0%

Degree in any field [4. How important are each of the following qualifications when hiring our graduates?]

01234ExtremelyVerySomewhatNot veryNot at all

Extremely	0	0%
Very	2	18.2%
Somewhat	3	27.3%
Not very	5	45.5%
Not at all	1	9.1%

Associate's Degree [4. How important are each of the following qualifications when hiring our graduates?]

0123ExtremelyVerySomewhatNot veryNot at all

Extremely	2	18.2%
Very	1	9.1%
Somewhat	2	18.2%
Not very	4	36.4%
Not at all	2	18.2%

Bachelor's Degree [4. How important are each of the following qualifications when hiring our graduates?]

0.01.53.04.56.0ExtremelyVerySomewhatNot veryNot at all

Extremely	7	63.6%
Very	2	18.2%
Somewhat	2	18.2%
Not very	0	0%
Not at all	0	0%

Graduate Degree [4. How important are each of the following qualifications when hiring our graduates?]

0	1	2	3	4	5	Extremely	0	0%
						Very	2	18.2%
						Somewhat	6	54.5%
						Not very	3	27.3%
						Not at all	0	0%

Registered Dietitian Nutritionist (RDN) certification [4. How important are each of the following qualifications when hiring our graduates?]

0	1	2	3	4	5	Extremely	7	63.6%
						Very	0	0%
						Somewhat	1	9.1%
						Not very	2	18.2%
						Not at all	1	9.1%

Dietetic Technician Registered (DTR) certification [4. How important are each of the following qualifications when hiring our graduates?]

0	1	2	3	4	5	Extremely	0	0%
						Very	0	0%
						Somewhat	6	54.5%
						Not very	2	18.2%
						Not at all	3	27.3%

Our graduates' knowledge and understanding of their major field of study [5. Overall, how satisfied are you with:]

0	1	2	3	4	5	Extremely	5	45.5%
						Very	6	54.5%
						Somewhat	0	0%
						Not very	0	0%

Our graduates' preparation for work in the field of Nutrition and Food [5. Overall, how satisfied are you with:]

0	1	2	3	4	5	Extremely	4	36.4%
						Very	6	54.5%
						Somewhat	1	9.1%
						Not very	0	0%
						Not at all	0	0%

6. How can a student from Sacramento State's Nutrition and Food program be more competitive in getting a job with your organization?

Either naturally or learn to demonstrate their enthusiasm and internal passion for nutrition and physical activity education. This is usually conveyed best by applicants who have developed really good communication/presentation skills.

Unfortunately, CMS dictates that all Registered Dietitians hired for a dialysis facility have at least one year on clinical dietetics experience as an RD, therefore we are unable to hire right after they complete their degree. I have hosted several interns who would be great candidates for hire, however the guidelines prevent it.

Experience with low income population Bi-Linqual Strong leadership skills Strong professional Skills Self

7. What do you anticipate will be the demand for new hires in the area of Nutrition and Food at your organization in the next 5 years?

Moderate

I would anticipate 1-2 new hires per year in the Lodi/Stockton area. I anticipate the need to be greater in the Sacramento area.

We may be able to hire 1 more part-time or full time RDN. I may consider a full time employee with a nutrition degree not an RDN for some community, class work although pay would be significantly lower. There may be upcoming health educator jobs here and outreach workers.

Entry level one FTE per year

I am hoping to add DTRs to our facility to screen patients for nutrition risk

8. If students want to search for job openings at your organization, where should they look?

http://ucanr.edu/Jobs/Jobs_990/ I do have to add I hire for two federal nutrition education programs but

other positions in UC ANR might require higher degrees such as Advisor and Specialist positions.

www. Davita.com is the primary site for job postings. They may find other postings on www. Indeed.com or other common job search websites.

www.carescommunityhealth.org

On line.

online at the hospital job site

www.chekrautterfirst.org

Number of daily responses

0.01.53.04.56.0

California State University, Sacramento

Department of Family and Consumer Sciences
Program Review

**FAMILY &
CONSUMER
SCIENCES**



Creating Healthy & Sustainable Families

Self-Study Report

Spring 2016

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California State University, Sacramento
Family and Consumer Sciences Department
Program Review
Spring 2016

The format of the current program review is based on guidelines outlined in the CSUS “Program Review Manual” document dated November 14, 2013. The Department of Family and Consumer Sciences is hereafter referred to as the FACS Department.

Section 1. General Information about the Program

A. Overview of the FACS Department and Degree Offerings

A.1. Bachelor of Science in FACS with Four Concentrations and One Emphasis

The FACS Department is housed in the College of Social Sciences and Interdisciplinary Studies (SS&IS). A degree designation change from a Bachelor of Arts to a Bachelor of Sciences was approved by the Chancellor’s Office in April, 2015. Graduates of the program have received a Bachelor of Science in Family and Consumer Sciences since spring 2015 while a Bachelor of Arts was granted until fall 2014.

Students graduating with a BS are required to specialize in a concentration in one of the following four areas: Family Studies, Fashion Merchandising and Design, Nutrition and Food/Dietetics, and Family and Consumer Sciences Education (Single Subject Matter Program in Home Economics—Pre-credential Program).

Family Studies Concentration

The concentration prepares students for careers in various human service fields. The program emphasizes an understanding of human development, family communication, and diverse families. The program is approved by the National Council on Family Relations (NCFR) for academic programs in Family Life Education.

Fashion Merchandising and Design Concentration

The concentration prepares students for careers in the field of apparel, including design, manufacturing, distribution, marketing, and consumption. The program emphasizes the contemporary and historical ways of meeting the economic, physiological, psychological, and sociological needs of consumers relative to apparel and textile products.

Nutrition and Food Concentration with the option of a Dietetic Emphasis

The concentration prepares students for careers in the field of nutrition, dietetics, food management, and food product development and sales. The program emphasizes the role of nutrition and food in individual and family health, connotations of food use, and the management of commercial and noncommercial food systems.

FACS Education Concentration (Pre-Credential Subject Matter Program in Home Economics)

The concentration has been reinstated to give students the opportunity to complete their study in preparation to enter the Teaching Credential Program. The program has been updated to meet the new California Career Technical Education (CTE) Curriculum Standards and Home Economics Teacher Preparation Standards of Quality and Effectiveness for Subject Matter Programs. This study carries through to prepare students to teach in all areas of Home Economics (Family and Consumer Sciences): culinary, fashion, interior design, child development, and consumer sciences. The CSU Pre-Credential Preparation Program has a long history of developing and placing excellent Home Economics educators in schools in the greater Sacramento area and throughout California.

Of note, a BS Special Major in Dietetics was changed in 2014 and is now located within the Nutrition and Food concentration as a Dietetic Emphasis. The FACS Department also offers a Certificate in Family Life Education (CFLE) and an accredited Dietetic Internship as a post-bachelor program. The FACS Department used to offer a minor in Family and Consumer Sciences (24 units), but due to dwindling resources since 2011 only students who were declared FACS majors but decided to change their majors have been allowed to minor in FACS.

During this program review cycle, several major program changes were made and outlined as following:

- Consumer Studies concentration, which had not been offered since 2006, was officially deleted from the Department program in spring 2014.
- Fashion Merchandising and Design concentration was renamed from Apparel Merchandising and Design.
- FACS Education concentration was revamped in accordance with the 2013 California CTE (Career Technical Education) Model Curriculum Standards (<http://www.hect.org/hero/standards>) and also the name was changed from Home Economics and Education after its suspension between 2009 and 2014.

A.2. Accredited and Regulated Programs

The FACS Department has one approved program in the Family Studies concentration, two accredited programs in the Nutrition and Food area, and one accredited program in the FACS Education concentration.

The Family Studies program was approved by the National Council on Family Relations (NCFR) in the area of Family Life Education. The approval requires the Family Studies curriculum to ensure that ten competency areas designated by NCFR are adequately covered. Students who graduate from the Family Studies program are eligible to receive the Certified Family Life Educator (CFLE) provisional status, through a less expensive and more streamlined process than graduating from a non-approved program. After two years of documented work experience in the field, the provisional status reverts to full CFLE status.

Three accredited programs are offered by the FACS Department including a Didactic Program in Dietetics (DPD), a post-baccalaureate Supervised Practice Program (Dietetic Internship, DI), and a Pre-Credential Single Subject Matter Program in Home Economics. DPD and DI programs maintain compliance with the national standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and are subject to scheduled accreditation reviews and site visits by this organization. During 2015-16, both DPD and DI are required to apply for a renewal of the accreditation. Each self-study report for ACEND is due in August 2016. Renewal of the accreditation process is underway with the site visit schedule for November 6-8, 2016.

The FACS Education program was accredited by the Commission on Teacher Credentialing as a Pre-Credential Subject Matter Program for Home Economics in December 2015. A shortage of qualified FACS teachers in secondary education has been a concern nationally and 50% of states report that they have a current shortage¹ (https://www.aafcs.org/res/newsroom/JFCS_105-4_Werhan.pdf). The FACS Education concentration was re-initiated in 2014 after several years of suspension. FACS (or commonly abbreviated FCS) Education at CSUS is one of three programs in the CSU system (others are CSU San Francisco and CSU Northridge) and only one out of five programs in the State of California. The next scheduled renewal of accreditation is due in December 2020.

A.3. Service Courses

The Family Studies area has a long history of and continuing commitment to interdisciplinary work and offers several service courses to other departments.

FACS 50 – Child Development (Required) and Liberal Studies (Electives)

FACS 108 – Communication Studies (Electives)

Child Development (One of two elective options)

FACS 141 – Gerontology (Required)

FACS 150 – Liberal Studies and Gerontology (Electives)

FACS 154 – Child Development (Required)

FACS 156 – Child Life Counsel (Required)

FACS 159 – Gerontology (Electives)

¹ Werhan, C.R. (2014). Family and Consumer Sciences Secondary School Programs: National Survey Shows Continued Demand for FCS Teachers. *Journal of Family and Consumer Sciences*, 105 (4), 41-45.

The Nutrition and Food Concentration offers several service courses to other departments. Based on the program’s most recent review, the following courses are included as either required or recommended courses in other departments on campus:

- FACS 10 – Expressed Interest in Nursing, Kinesiology majors (Electives)
- FACS 113 – Expressed Interest in Nursing, Kinesiology majors (Electives)
Personal Trainer/Strength and Conditioning Certificate (Required)
- FACS 119 – Gerontology majors (Electives)
- FACS 170 – Biological Science majors in Cell & Molecular Biology (Electives)

B. Faculty and Staff

As of spring 2016, there are nine full-time faculty including the Chair, who is allocated 60% administrative and 40 % teaching responsibility. Between 2009 and 2016, only one full-time faculty in the Nutrition and Food concentration was hired (in fall 2014), while one full-time faculty in the same area, who also served as a DPD director, left the department to take an administrative appointment in 2012 (Table 1.1). Recently one additional recruitment was successfully done to replace the former DPD director. This new tenure-track faculty member will begin her appointment in fall 2016 in the Dietetic Emphasis.

Based on data from the campus Office of Institutional Research (OIR), the FACS Department Student-Faculty Ratio (SFR) has steadily increased with a 10-term (five academic years) mean of 32.2 which is higher than the SSIS college mean of 30.1 and the university mean of 25.3. The FACS Department represents 11.3% of the SSIS number of class sections (non-supervision) (2015 FACT Book, OIR, Table 7: Class Size, p. 7). Other data related to faculty, including workload, are available in the 2015 FACS Fact Book at <http://www.csus.edu/oir/>.

Table 1.1. Number of Faculty:

	2010-11		2011-12		2012-13		2013-14		2014-15		10-Term Mean
Instructional Full-time Equivalent Faculty (FTEF)	12.5	12.5	13.7	12.9	12.5	11.9	14.5	14.3	15.1	13.3	13.3
Full-time Faculty	9		9		8 ^a		8 ^a		9		
Temporary Faculty	12		15		16		19		20		

Resource: Table 9: FTE and Student/Faculty Ratio (2015 FACT Book, OIR, p. 10)

Table 10: Faculty Profile (2015 FACT Book, OIR, p.11).

Note: ^a One full-time faculty was appointed as an Interim Associate Dean of the College and was not included.

Due to ongoing budget restrictions both system and statewide until recently, the FACS Department has been unable to adhere to the hiring plan recommended in the last program review. As a result, the department continues to rely heavily on temporary lecturers. We have hired an average of 20 lecturers per semester over the past two academic years. The heavy

reliance on temporary lecturers results in an increased burden on full-time faculty in the areas of advising, internship supervision, committee involvement, and outreach activities. Of note, the Family Studies program generated approximately 384 FTES in fall 2015 and spring 2016, which is 41% of the total FTES for the department, while the Nutrition and Foods program contributes 45%, and the Fashion Merchandising and Design program contributes 14%. The percent of instruction by full-time faculty for all Family Studies courses is 31% (119 FTES), with Temporary faculty at 69% (264 FTES).

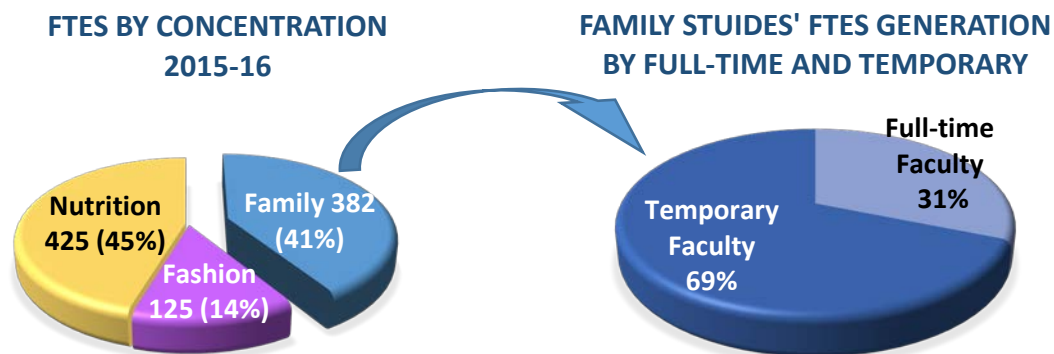


Figure 1. FTES Generation by Concentration

In addition to faculty, two full-time staff members support the instructional and administrative responsibilities of the department. These include one Administrative Support Coordinator II and one Instructional Support Assistant II. A part-time federal work study position is also in place to fund additional clerical support in the FACS office.

Since the last program review the department nominated and elected a Department Chair. The new Chair started in fall 2012 and is now in the first year of her second three-year term.

C. Facilities

Since 1998, the FACS Department has been housed on the third floor of Mariposa Hall including the department main office, faculty offices, one dedicated classroom, two state-of-the-art combination lab/classroom facilities, and one commons room for students. One lab/classroom (Mariposa 3030) is designated for students in the Fashion Merchandising and Design concentration and includes 25 sewing machines and a large design table as well as storage area for projects and costumes.

The second lab/classroom (Mariposa 3007) includes a food preparation lab designated for students in Nutrition and Food/Dietetics courses. The area includes five fully equipped stations designed to accommodate five students per unit. Adjacent rooms include a locker room for

students' use during the lab; a pantry area for food storage and kitchen wares; pre-preparation area; and institutional food production equipment.

After 18 years of use, all kitchen appliances including ovens, range tops, dishwashers, and hoods in Mariposa 3007, 3001, and 3008, are due for replacement. During summer 2015, three free-standing were replaced in the lab and one dish washer was replaced in the pantry. We have requested the replacement of a sub-zero refrigerator in MRP 3001, and another refrigerator has been replaced in MRP 3007. It is anticipated that all other appliances may stop at any time because the useful life of kitchen appliances is about 7 to 10 years.

D. Student Data

D.1. Student Profile

According to OIR data (2015 FACT Book), FACS majors are still predominately female (83.4%) and between the ages of 18-24 years (73.9%). These profiles have been moderated since the previous Program Review which were 91.3% and 83.7%, respectively. More than half of majors (56.9%) are minorities, which has doubled from 24.0% in 2009, and 26.9% are First Generation college students. The percentage of all minority students is now comparable or even higher to the diversity of the college (50.0%) and campus as a whole (52.9%). The improvement also reflects our efforts to systematize advising, continue to incorporate peer advisors of diverse ethnic backgrounds, and promote general awareness of our efforts to improve diversity.

D.2. Degree Conferred and Majors

Since the last self-study, the number of total majors in FACS has doubled from 363 (in 2008) to 736 (in 2015), which included the number of Special Majors in Dietetics. Table 1.2 and 1.3 presents the degree conferred by concentration and the number of majors over last six years. The FACS department is the third largest department in the College of SSIS in terms of the degrees conferred and the number of majors during this review period.

Table 1.2. Degrees Conferred by Concentration

AY	2010-11	2011-12	2012-13	2013-14	2014-15	5-Year Total
Fashion Merchandising and Design	38	41	29	32	37	177
Family Studies	28	22	20	27	22	119
Nutrition and Food	34	41	76	69	86	306
Total	100	104	125	128	145	602

Resource: Table 13: Degrees conferred (2015 FACT Book, OIR, p.15).

Table 1.3 Number of FACS Majors

Concentration	AY	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	Family Studies		48	50	57	56	84
Fashion Merchandising and Design		133	127	137	140	146	140
FACS Education ^b (Pre-Credential Program)		—	—	—	—	6	11
Nutrition and Food (Special Majors in Dietetics ^c)		296 (57)	397 (87)	434 (65)	464 (52)	461 (36)	483 (13)
Total^c		477	574	628	660	697	736

a. Pre-Credential Program in FACS Education has been returned in fall 2014 after several years of suspension.

b. Special Majors in Dietetics merged with Nutrition and Food Concentration as a Dietetic Emphasis as of spring 2015.

c. Resource: Total enrollment includes new, continuing, and returning students including double majors. The FACT book was not referenced because numbers in the FACT book are only based on primary majors.

D.3. Impact of Insufficient Resources over the Increased Demands

Of note, while the number of majors have doubled (92%) and the degrees conferred (45%) have steadily increased, other OIR data prove that lack of resources and inequitable FTES allocation were not promptly responded to in order to have met the demands of classes and absorb the number of increased majors. Table 1.4 shows that the number of class sections (Non-supervision) has increased only 12% over the last five years, that is, FACS was not able to provide enough classes to accommodate the 92% increased majors (Refer to Table 1.3). This lack of classes immediately resulted in increasing the Median Years to Bachelor's Degree for Transfers since 2011-12 and began to be also indicated for first-time freshmen (Table 1.5). The Median Years to Bachelor's Degree for Transfers was dramatically extended from 2.3 to 2.8 years, while the College and the University averages remained as 2.3 years. This projected change was also identified in the Median Years to Bachelor's Degree for First-time Freshmen during 2014-15.

Table 1.4. Number of Sections (Non-supervision)

	2010-11	2011-12	2012-13	2013-14	2014-15	% Increase
Lower division	28	29	28	32	28	0%
Upper division	67	69	66	76	79	18%
Total	100	103	99	113	112	12%

Resource: Table 7 Class Size (2015 FACT Book, OIR, p.7)

Table 1.5. Median Years to Bachelor’s Degree for First-time Freshmen and Transfers

	<i>Median Years to Bachelor’s Degree (First-time Freshmen)</i>						<i>Median Years to Bachelor’s Degree (Transfers)</i>					
	2010-11	2011-12	2012-13	2013-14	2014-15	5-Year Mean	2010-11	2011-12	2012-13	2013-14	2014-15	5-Year Mean
FACS	4.8	4.8	4.8	4.8	4.9	4.8	2.3	2.8	2.8	2.8	2.3	2.6
College	4.8	4.8	4.8	4.8	4.8	4.8	2.3	2.3	2.3	2.3	2.3	2.3
University	4.8	4.8	4.8	4.8	4.8	4.8	2.3	2.3	2.3	2.3	2.3	2.3

Resource: Table 13: Degrees conferred (2015 FACT Book, OIR, p.15).

D.4. Strategies to Maintain Graduation Rate

In spite of the lack of resources, the department efficiently managed the class enrollment proactively and accommodated as many students as possible within a limited FTES target. Seats for bottleneck courses and required courses for graduating seniors were reserved for those students who needed a specific course for a certain semester, otherwise it would delay their timely academic progress or their graduation. In addition, the departmental advising folders were converted into electronic files and were made available to faculty advisors on the college shared network. This gives faculty advisors access to advising records and allows them the ability to document academic concerns and issues, which is then shared among all faculty advisors. These efforts help to maintain our high graduation rate of undergraduate transfers at about 66% and even increases that of First-time freshmen from 46% to 74% for the 2008 Freshmen cohort.

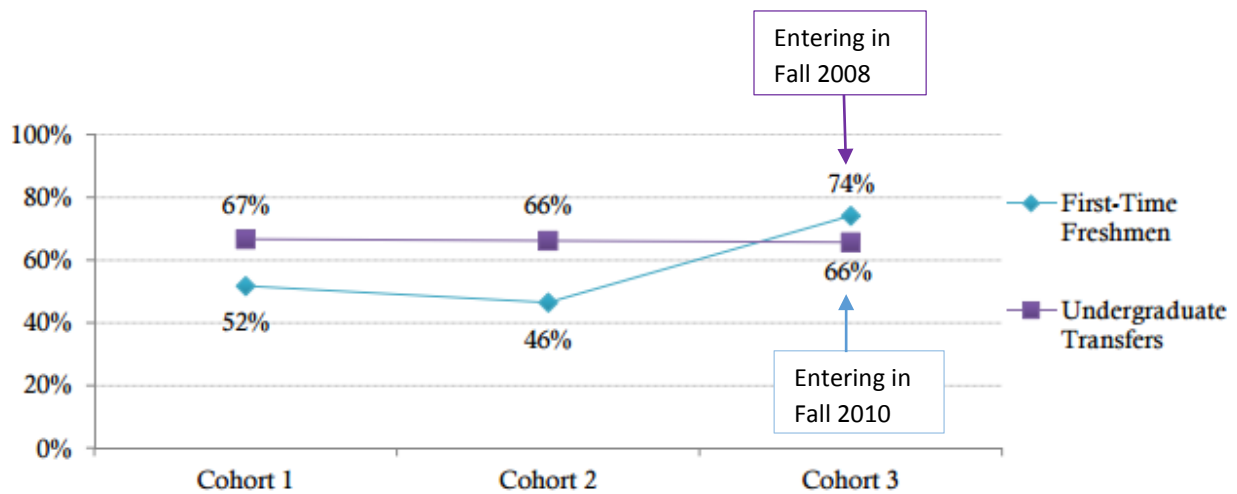


Figure 2. FACS Department Graduation Rate

E. Alumni Data: Career Preparation and Employment

The Office of Institutional Research (OIR) conducted the alumni survey of FACS graduates during summer 2015. The 623 students who graduated between fall 2010 to spring 2015 were invited to participate in the survey. The FACS Department added five more customized questions (Q 36-40) to examine the employment status by concentration. Total number of respondents was 103, which was a response rate of 15%. A full 2015 FACS Alumni Survey Summary generated by OIR is available at <http://www.csus.edu/oir/Reports/Alumni%20Surveys/Alumni%20Surveys.html>. Several respondents did not contribute adequate information and thus were omitted from further analyses, leaving 95 usable responses. Table 1.6 shows the overall satisfaction and experience about the program or major courses. The department average ranged from 4.2 to 4.4 out of 5-Likert scale on the quality of faculty instruction, major courses, and overall experiences in the major. Excluding the Dietetic Emphasis because it was specifically designed and accredited to prepare graduates for the dietetic professionals, the Family Studies and Nutrition graduates rated the adequacy of their major courses and experience from FACS in preparing them for a career in the field as an average of 2.9 and 2.8, respectively, out of 4 scales.

Table 1.6. Alumni Survey: Program Satisfaction

General Questions	FACS (N=95)	Family (n =23)	Fashion (n=26)	Nutrition (n=33)	Dietetics (n=13)
The quality of faculty instruction you received in your major courses (Q3)	4.4 ^a	4.5	4.0	4.5	4.3
The quality of the courses you took in your major (Q4)	4.2 ^a	4.4	4.0	4.2	4.2
Your overall experience in the major (Q7)	4.2 ^a	4.4	4.0	4.5	4.3
Rate the adequacy of your undergraduate major courses and experiences from FACS in preparing you for a career in your field (Q37)	2.7 ^b	2.9	2.2	2.8	3.3

^a 5 = Very satisfied, 4 = Somewhat satisfied, 3 = Neutral, 2 = Somewhat dissatisfied, 1 = Very dissatisfied

^b 4 = Highly adequate or exceeded expectations, 3 = Adequate or met expectations, 2 = Somewhat adequate, met most expectations, 1 = Not adequate or did not meet expectations

The FACS graduates' employment status is presented in Table 1.7. Approximately 64% of the graduates are currently employed full time and 11% employed part-time. Only 15% of the graduates are not employed to seek other opportunities (8.5%) or by choice (6.4%). About half of the graduates (58%, n=55) have been or currently are working in the field of their concentration or related field, and they obtained employment in the degree concentration or related field before completing the degree or within 6 months after graduation.

Table 1.7. Alumni Survey: Employment Status

Employment Questions	Percent and Count by Concentration				
	FACS (N=95)	Family (n =23)	Fashion (n=26)	Nutrition (n=33)	Dietetics (n=13)
Which of the following best describes your current primary activity? (Q26)					
Employed full-time	63.8% 60	63.6% 14	69.2% 18	60.6% 20	61.5% 8
Employed part-time	10.6% 10	0% 0	15.4% 4	12.1% 4	15.4% 2
Graduate/professional school full time	9.6% 9	13.6% 3	0% 0	12.1% 4	15.4% 2
Graduate/professional school part time	1.1% 1	0% 0	0% 0	0% 0	7.7% 1
Military service	0% 0	0% 0	0% 0	0% 0	0% 0
Not employed, seeking employment, admission to graduate school, or other opportunity	8.5% 8	9% 2	11.5% 3	9.1% 3	0% 0
Not employed by choice (homemaker, volunteer, traveling, etc.)	6.4% 6	13.6% 3	3.8% 1	6.1% 2	0% 0
Have you been or are you currently employed in the field of your concentration or related field? (Q38)					
Yes	45.3% 43	39% 9	57.7% 15	39.4% 13	46.2% 6
Was in the past, but not currently	12.6% 12	17.3% 4	7.7% 2	12.1% 4	15.4% 2
No	42.1% 40	43.5% 10	34.6% 9	48.5% 16	38.5% 5
When did you obtain employment in your degree concentration or related field? (Q39)					
Before completing my degree	34.5% 19	38.5% 5	41.2% 7	35.3% 6	12.5% 1
Within 6month	32.7% 18	46.2% 6	17.6% 3	29.4% 5	50% 4
Within a year	21.8% 12	7.7% 1	35.3% 6	17.6% 3	15.4% 2
Within three years	10.9% 6	7.7% 1	5.9% 1	17.6% 3	12.5% 1

F. Response to 2008-09 Program Review Recommendations

F.1. Summary Overview:

The following responses are offered based on recommendations from the most recent Program Review conducted in 2008-09. Recommendations of a general nature and those that apply to the department as a whole are addressed first, followed by those that are more specific to one of the concentrations in the major.

Consistency Between Sections in Multiple-section Courses (Recommendation #1)

As recommended, the department has implemented a system in which every course has a course coordinator from among the full-time tenure-track faculty. This system has resulted in better coordination between sections, resulting in consistency across course sections. Also, every course now has a master syllabus that meets university requirements for accessibility, and is located on the department's shared network, and is shared with instructors newly assigned to the course.

Scheduling of Classes to Meet Student Needs (Recommendation #2)

We have addressed student concerns about the schedule of classes by increasing the frequency with which we offer some key required courses. FACS 119 has gone from being offered every third semester to being offered every semester. FACS 155 was increased to both semesters instead of one semester per year in 2014-2015, and FACS 162 will be increased from one semester per year to both semesters in 2016-2017. In addition, we have greatly increased our summer session offerings. In 2008-2009 FACS offered only four courses in summer session, while in 2016 we are offering 14 courses in summer session. We have also taken advantage of winter intersession, offering two courses in 2015-2016.

One additional strategy employed in the Family Studies area consisted of shifting the frequency of when courses were offered so that of the six courses that are still offered only once a year, three now are fall only (FACS 52, FACS 155, FACS 162) and two are now spring only (FACS 152 and FACS 159). In the past there were four required Family Studies courses offered only in fall semester and it was determined that this made it difficult for students to schedule their courses and slowed their progress toward graduation. All concentrations continue to offer a balance of Monday-Wednesday and Tuesday-Thursday classes; morning, afternoon and evening classes; and online courses.

Internships and Service Learning (Recommendation #4)

The department offers two courses that involve field placement: FACS 162, Family Support Services (a service-learning course) and FACS 117, Community Nutrition (a community service

course). In addition, internship and practicum courses are offered in all areas of the curriculum and include FACS 195A, Fieldwork; FACS 195C, Internship; and the soon-to-be- approved FACS 195F, Practicum in Family Life Education. These courses provide students with opportunities to work with the diverse ethnic and cultural populations in our region.

F.2. Area-Specific Recommendations

Fashion Merchandising and Design

Fashion Course for General Education (Recommendation #3)

FACS 30, Fashion in the Human Environment, was developed and offered for the first time in Fall 2014. After the initial two-year offering of the course for FACS majors, the course is now being prepared to submit for review in GE Area C2: Humanities.

Resources for Technological Aspects of Fashion Design (Recommendation #7)

The Fashion Design and Marketing concentration has been able to use the Academic Instruction Resource Center (AIRC) for technological support for Photoshop and Illustrator, making use of centralized computer labs and avoiding costs to the department.

Family Studies

Increase GE Offerings in Family Studies (Recommendation #5)

The department believes that at this time and with the resources we currently have, it is sufficient to have the five existing GE courses that are in the Family Studies area. These are: FACS 50, The Family and Social Issues (Area D and Race and Ethnicity); FACS 52, The Child in the Family, (Area E); FACS 150, Family Stress and Coping (Area D, Race and Ethnicity and Writing Intensive); FACS 140, Family Stress Management (Area D and Writing Intensive); and FACS 141, Family Finance (Area E). Should Family Studies gain a new faculty member, this recommendation could be revisited at a later date.

Increase the Visibility of Family Studies (Recommendation #6)

The department investigated and completed the listing of all concentrations on the CSU undergraduate application for prospective students and has worked in collaboration with SSIS advisors to increase students' awareness of Family Studies as a program of study. We have evidence of success in the data that reveal that the Family Studies area has grown from 35 majors to 99 majors since the last Program Review. In addition, the Family Studies area administers a Family Life Education certificate program, which has been an important option in lieu of the FACS minor, and provides increased visibility for Family Studies.

**Add a Course in Family Issues in Public Policy with a Service Learning Component
(Recommendation # 11)**

The Family Studies area has requested a new position with a focus on public policy and family law. We recognize the unique opportunity we have for connecting our curriculum to the policy makers in state government and are pursuing a position that will include expertise in this area. We intend to align this position with the proposed Downtown School of Public Affairs, an arm of the College of Social Sciences and Interdisciplinary Studies. This new position with an emphasis in public policy will support the addition of a new course in family issues in public policy. While the area currently has one service learning course, FACS 162, Family Support Services, we agree that this new course would provide an important opportunity to expand our offerings in service learning.

Nutrition and Food Concentration

**Consider Converting the Special Major in Dietetics into an Option within the Department
(Recommendation #8)**

Beginning in spring 2015, what was formerly the Special Major in Dietetics is now a Dietetic Emphasis in the Family and Consumer Sciences major under the Nutrition and Foods concentration. To declare the Dietetics Emphasis, Nutrition and Food Concentration students are required to complete the required core courses (27 units) with a C or better and an overall GPA of ≥ 3.0 .

**The Department Might Consider Developing a Master's Degree in the Nutrition Area
(Recommendation #8)**

The feasibility of a master's degree program in nutrition (or nutrition and wellness) (or family, nutrition, and health issues) is under consideration. The degree would be compatible with the College of Social Sciences and Interdisciplinary Studies' (SSIS) interest in enhancing graduate offerings in the college. Furthermore, by 2024, the Dietetic Internship must be converted to a combined Master of Science Degree in Nutrition/Dietetic Internship.

The Nutrition Concentration Might Investigate Developing a Food Science/Service/Culinary Arts Concentration/Option (Recommendation #10)

Our current program in Nutrition and Food includes preparation for students who wish to pursue food service and/or culinary arts. All students leave our program ServSafe® certified in the area of Food Protection Manager.

Section 2. Summary of Annual Assessment Report and Future Development

A. Overview of the FACS Department and Degree Offerings

Table 2.1: Summary of Program Assessment in the Current Program Review Cycle¹

List of all the degree programs for the Academic Unit	Developed an assessment plan	Updated the assessment plan	Developed PLOs	Developed/adopted expectations/standards/criterion for the PLOs	Explicitly Assessed PLOs	Collected program data	Used data for improvement	Previous Fall Enrollment ²	External Accredited
I. Bachelor Degrees									
Family and Consumer Sciences	1	1	1	1	1	1	1	610*	2
II. Master Degrees									
None									
III. Credential Programs									
None									
IV. Ph. D, Ed, d. and other high level degrees									
None									

¹ Please use assessment feedback and reports from previous years to fill in the above table.

² Get the number from the **Departmental Fact Book**: <http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>

Note: According to the 2015 Fact Book, total enrolled for fall 2014 is 610. Please note that this number is only based on primary majors and did not count students who added FACS as their second major.

Please list the names, email addresses, and phone numbers of the faculty who have filled out the table above:

Name: Dong Shen, Lynn Hanna, Kelly Thompson
 Email: dshen@csus.edu, lhanna@csus.edu, kelly.thompson@csus.edu
 Phone No: 278-5326

Assessment Coordinator: [X] Yes [] No
 If not, who is: _____

Tips for answering: 1) yes, 2) no, 3) don't know

Table 2.2. Inventory of Educational Effectiveness Indicators for Program Learning Outcomes

Name of the Program: BS in Family and Consumer Sciences

Questions	Year of Assessment	Date of the last program review?
<p>What PLOs are explicitly assessed this year</p>	<p>2014-15</p>	<p>2008-2009</p>
<p>Where are these PLOs published? (Please specify)</p>	<p>Other than GPA, what data/evidence¹ was used to determine that graduates have achieved stated outcomes for the degree?</p>	<p>What are the expectations and/or criterion for assessing these PLOs? Please attach the rubric as appendices if any?</p>
<p>What PLOs are explicitly assessed this year</p> <ul style="list-style-type: none"> • PLO 4 – Understanding of ethical codes and key values as individuals and illustrating of ethical and value application and their relationship in the field. • PLO 4.1 – Ethical self-awareness • PLO 4.2 – Understanding different ethical perspectives/concepts. • PLO 4.3 – Ethical issues recognition. 	<ul style="list-style-type: none"> • FACS website • Curriculum binder • BA to BS Proposal • OAPA website 	<ul style="list-style-type: none"> • Program created matching quiz to measure student knowledge of ethical issues, MC to understand beneficence, non-maleficence, justice and autonomy. Also a case study • Departmental student exit survey
<p>What were the findings? What percentages of students met the expectations? (both aggregated and disaggregated)?</p>	<p>For PLO 4.1, 86% our students get 70% of assessment questions correct, and the average is 7.74 out of 9, which shows that the majority of our students are aware of ethical issues. Therefore, PLO 4.1 is met.</p> <p>For PLO 4.2, which focuses on understanding different ethical perspectives/concept, 60% of students get 70% of questions correct and the average is 2.63 out of 4. Therefore, PLO 4.2 is not met.</p> <p>For PLO 4.3, which focuses on ethical issue recognition within complex scenario, 69% of students get 70% of questions correct with an average of 7.91 out of 12. Therefore, PLO 4.3 is not met.</p>	<p>Who interpreted the evidence? What was the process?</p> <p>The Assessment Committee developed the assessment tool, then identified the appropriate courses and students to collect data, followed by analyzing the data and completing the report.</p>
<p>How were the findings used? By whom?</p>	<p>Two specific steps will be taken to improve student performance of PLO 4.2 and 4.3.</p> <p>We will use this data to update content in the FACS 100 course which will eventually be taken earlier in the curriculum. Specifically, FACS 100 will address the content in the assessment tool within the week that ethics is addressed by putting more emphases on the content of PLO 4.2 and PLO 4.3.</p> <p>Additionally, Some changes will be provided in concentration-specific courses in addition to FACS 100. For Nutrition and Food concentration, the possible courses to improve student performance in PLO 4.2 and PLO 4.3 are FACS 115, FACS 116, and FACS 119. For Family Studies Concentration, FACS 155 and FACS 162 might be good potential courses to add more emphases on PLO 4.2 and PLO 4.3. For Fashion Merchandising And Design program, FACS 134 might be a good fit to add more content on how to understand different ethical</p>	<p>How were the findings used? By whom?</p>

							perspectives/concepts (PLO4.2), and ethical issue recognition (PLO4.3).
2013-14	<p>PLO 1 – Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.</p>	<ul style="list-style-type: none"> FACS website Curriculum binder BA to BS Proposals OAPA website 	<ul style="list-style-type: none"> In class quizzes and exams Departmental student exit survey 	<ul style="list-style-type: none"> The standard of performance and expectations is that 80% of undergraduate students need to get 75% (2.5 out of 4 Scales) of assessment questions correct. Rubric is available upon request. 	<p>NUFD - Overall, 85% of students answered at least 75% of questions correctly with an average score of 84.5%.</p> <p>FASH - Overall 73% of undergraduate students got 75% or above (≥2.5 out of 4) of assessment questions correct.</p> <p>FAMS - Overall 85% of undergraduate students scored 75% or higher on the discipline learning outcomes.</p>	<p>Faculty from each concentration developed the assessment tool, then identified the appropriate courses and students to collect data. The Assessment Committee analyzed the data and completed the report.</p>	<p>The Department has updated the program learning outcomes for the Family and Consumer Sciences department that describes an assessment plan for each outcome and updated the courses and curriculum list to indicate sources of student work for each outcome.</p>
2012-13	<p>PLO 3 – Critical thinking ability that involves combinations of analytical thinking and effective problem solving related to their field.</p>	<ul style="list-style-type: none"> FACS website Curriculum binder BA to BS Proposals OAPA website 	<ul style="list-style-type: none"> In class assignments (4) were used to evaluate student performance. Departmental student exit survey 	<ul style="list-style-type: none"> The standard of performance is 70% of students achieving a mean score of 2.5 out of 4 on the rubric. Rubric is available upon request. 	<p>FACS students scored between 2.2 to 3.3 out of 4.0 on critical thinking skills.</p> <p>Students scored the highest on exploration of issues (73%), on exploration of issues (82%), and conclusions (90%). Students scored lower than the 70% benchmark in two areas of the critical thinking rubric, context (64%) and student position (50%).</p>	<p>Faculty from each concentration identified the appropriate assignments/projects and collect data. The Assessment Committee graded the assignments, analyzed the data and completed the report.</p>	<p>A new core course, FACS 100 Fundamental Research Practices in FACS, is being developed focusing extensively on critical thinking.</p> <p>The NUFD program developed and received approval for a new course, FACS 107 Nutrition Education, Communication and Counseling, which will require students to practice and apply critical thinking skills.</p> <p>Lastly, the departmental curriculum committee developed assignments for the senior seminar course FACS 168 to best provide evidence of student skill within all of the departmental learning outcomes.</p>

2011-12	SCILP report replaced the annual assessment.							
2010-11	<p>PLO 5 - Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures</p>	<ul style="list-style-type: none"> FACS website Curriculum binder SCILP report BA to BS Proposal OAPA website 	<ul style="list-style-type: none"> Assignments from 3 upper division courses were used to assess students' ability Departmental student exit survey 	<ul style="list-style-type: none"> 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. Rubric is available upon request. 	<p>68 – 73% of students were assessed to achieve an average score ranging from 2.55 – 3.15 (out of 4) for the subcategories measured.</p> <p>We found that the Family Studies concentration scored very high in all measures, while Nutrition and Food students scored highest in research ability</p>	<p>Faculty from each concentration identified the appropriate assignments/projects and collect data. The Assessment Committee graded the assignments, analyzed the data and completed the report.</p>	<p>Findings were used in the development of a new course in research Methods (FACS 100) and develop new assignments in the Senior Seminary (FACS 168) to facilitate the assessment of this PLO in the future.</p>	
2009-10	<p>PLO 6 – an awareness of the integration of the different concentrations in FACS and their importance in the relationships between humans and their diverse environments as individuals and groups as a whole.</p> <p>Note: PLOs have since been updated and PLO 6 has been deleted.</p>	<ul style="list-style-type: none"> OAPA website SCILP report FACS website Curriculum binder 	<ul style="list-style-type: none"> An assignment was designed to assess this PLO and students were graded by faculty using a rubric Departmental student exit survey 	<ul style="list-style-type: none"> 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. Rubric is available upon request. 	<p>75-87.5% of students were ranked as accomplished (scored 3 out of 4) among three areas of measurement.</p>	<p>The Assessment Committee developed the assessment tool – an assignment, then identified the appropriate courses and students to collect the assignment, followed by grading them, analyzing the data and completing the report.</p>	<p>The findings from this assessment resulted in a discussion of the value of this PLO to the current goals of this program. PLOs were updated to focus on just PLOs 1-5. The program has developed assignments in our core classes that offer students opportunities to integrate the concentrations.</p>	

B. 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

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

<p>Overarching Program Learning Goals</p>	<p>Corresponding Program Learning Outcomes (PLOs). (Each must directly relate to one or more Program Goals)</p>	<p>In which course(s) will the PLO(s) be assessed?</p>	<p>In which year will the PLO(s) be assessed and how often?</p>	<p>What types of assessment activities will be used to collect the data?</p>	<p>What types of tools will be used to score/evaluate the activity? Who will develop/modify the tool and/or evaluate the activities?</p>	<p>How will the data be collected? By whom?</p>	<p>How will the data be reported³ (both aggregated and disaggregated), and by whom? What will be the standard of performance?</p>	<p>Who will analyze the data?</p>	<p>How will the data be used? By whom?</p>
<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>	<p>1. Family: FACS 162 2. Fashion: FACS 133 or FACS 139 3. Nutrition: FACS 117, 115, 116, 119 4. FACS Education: FACS 195A</p>	<p>19/20</p>	<p>Quizzes, exams or assignments</p>	<p>Rubrics. Area faculty will develop these tools</p>	<p>Area faculty will collect data from the specified courses and the assessment committee will compile the results for the assessment report</p>	<p>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.</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision and development by the area faculty</p>
<p>3. Intellectual and Practical Skills, Including 3.2 Written communication is the development and expression of ideas in writing. 3.3 <u>Oral communication</u> 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>	<p>FACS 168 Senior Seminar</p>	<p>16/17</p>	<p>Projects and presentations</p>	<p>Rubrics. Assessment committee will develop</p>	<p>FACS 168 instructor will collect data and the assessment committee will compile the results for the</p>	<p>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</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision by all faculty</p>

<p>increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors</p> <p>5. Integrative Learning</p>	<p>and receipt, including the use of current technology</p>				<p>these tools</p>	<p>assessment report.</p>	<p>to get 75% (3 out of 4 Scales) of assessment questions correct.</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision by all faculty</p>
<p>3. Intellectual and Practical Skills, Including</p> <p>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.</p> <p>5. Integrative Learning</p>	<p>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</p>	<p>FACS 168 Senior Seminar</p>	<p>18/19</p>	<p>Projects, assignments</p>	<p>Rubrics. Assessment committee will develop these tools.</p>	<p>FACS 168 instructor will collect data and the assessment committee will compile the results for the assessment report.</p>	<p>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.</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision by all faculty</p>
<p>4. Personal and Social Responsibility</p> <p>4.3 Ethical Reasoning is reasoning about right and wrong human conduct.</p>	<p>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.</p>	<p>FACS 168 Senior Seminar</p>	<p>20/21</p>	<p>Quizzes, exams or assignments</p>	<p>Rubrics. Assessment committee will develop these tools.</p>	<p>FACS 168 instructor will collect data and the assessment committee will compile the results for the assessment report.</p>	<p>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.</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision by all faculty</p>
<p>4. Personal and Social Responsibility</p> <p>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."³</p> <p>2. Knowledge of Human Cultures and the Physical and Natural World</p>	<p>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.</p>	<p>FACS 168 Senior Seminar</p>	<p>17/18</p>	<p>Projects</p>	<p>Rubrics. Assessment committee will develop these tools.</p>	<p>FACS 168 instructor will collect data and the assessment committee will compile the results for the assessment report.</p>	<p>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.</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision by all faculty</p>

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.

Table 2.5-1: Curriculum Map _Family Studies Concentration

Linking Program Learning Outcomes¹ (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					
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”.

Table 2.5-2: Curriculum Map_Fashion Merchandising and Design

Linking Program Learning Outcomes¹ (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						
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”.

Table 2.5. 3: Curriculum Map_Nutrition and Food Concentration

Linking Program Learning Outcomes¹ (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”.

Table 2.5.3: Curriculum Map_Dietetic Emphasis within Nutrition and Food Concentration

Linking Program Learning Outcomes¹ (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 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”.

Table 2.5-4: Curriculum Map_FACS Education

Linking Program Learning Outcomes¹ (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 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

use "P" for "Introduced", "D" for "Developed", and "M" for "Mastered".

C. Narrative Statement Summarizing Sections A and B

The Family and Consumer Sciences department developed the six Program Learning Outcomes (PLOs) in 2006 and restructured its contents and goals in 2014 reflecting the outcomes of AY 09/10 annual assessment. The previous PLO 6 was incorporated into the remaining PLOs and currently there are five PLOs:

- PLO 1: Competence in chosen concentration
- PLO 2: Oral and written communication
- PLO 3: Critical thinking
- PLO 4: Ethics
- PLO 5: Cultural and global awareness

AY 09/10 – The PLO 6 addressing students’ demonstrated an awareness of the integration of the different concentrations within the program disciplines was assessed. Students were evaluated by the departmental Assessment Committee with a rubric for an assignment developed specifically for this PLO in the Senior Seminar course (FACS 168). We found that 75-87.5% of students were ranked as accomplished (scored 3 out of 4) among three areas of measurement and that this met our expectations. These data sparked a departmental conversation regarding this PLO and it was determined that the concept of integration could be better served within other PLOs rather than to stand as its own.

AY 10/11 – The PLO 5 addressing Cultural and global awareness/sensitivity was assessed by the department Assessment Committee using assignments from 3 upper division courses in each concentration of our program. Through aggregating the scores from the rubric we found that 68 – 73% of students achieved an average score ranging from 2.55 – 3.15 (out of 4) for the subcategories measured and that this met our expectations. Taking note of the strengths and differences among the program concentrations these data were used in development of a new course in research Methods (FACS 100) and development of new assignments in the Senior Seminar (FACS 168).

AY 12/13 – The PLO 3 addressing analytical thinking and effective problem solving ability within all three programs was assessed. Four in-class assignments were used to evaluate student performance. Additionally, the department administered an exit survey to assess students’ perception of the skills they have acquired from the program. The standard of performance for analytical thinking and effective problem solving ability in each program is 70% of students achieving a mean score of 2.5 out of 4. FACS students scored between 2.2 to 3.3 out of 4.0 on critical thinking skills. Students scored the highest on exploration of issues (73%), evidence (82%), and conclusions (90%). Students scored lower than the 70% benchmark in two areas of the critical thinking rubric, context (64%) and student position (50%). In an effort to improve our scores, a new course, FACS 100 Fundamental Research Practices in FACS was developed and focuses extensively on critical thinking. The NUFD program also developed and received approval for a new course, FACS 107 Nutrition Education, Communication and Counseling, which will require students to practice and apply critical thinking skills. Lastly, the departmental curriculum

committee developed assignments for the senior seminar course FACS 168 to best provide evidence of student skill within all of the departmental learning outcomes.

AY 13/14 - This year we assessed PLO 1: Overall Competencies in the major. Students will demonstrate: Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.

Family Studies assessed 1.1 and 1.2 combined: Graduates will demonstrate comprehension of theories and concepts pertinent to an understanding of family systems and human development, and 1.3 Graduates will demonstrate comprehension of appropriate practice and interventions pertinent to working with families in various capacities. These PLO's were assessed with in-class quizzes and exams in all programs and through the departmental student exit survey. The standard of performance and expectations is that 80% of undergraduate students need to get 75% (2.5 out of 4). Overall 85% of undergraduate students scored 75% or higher on the discipline learning outcomes.

Fashion Merchandising and Design concentration assessed two discipline-learning outcomes to assess the PLO, 1.2 - Graduates will be able to select appropriate strategies for product design by combining proper design process and understanding of societal, psychological, cultural, economic, historical, and environmental influence on fashion. And, 1.3 - Graduates will be able to demonstrate proper skills and readiness for planning, developing, and promoting merchandise lines in global fashion industry. Overall 73% of undergraduate students got 75% or above of assessment questions correct.

Nutrition and Food concentration assessed two discipline learning outcomes to assess the PLO 1: 1.1 - Graduates will identify the role of nutrients and food in the achievement and maintenance of human health. And, 1.2 - Graduates will demonstrate the proper techniques for food preparation, production, and safety. Overall, 85% of students answered at least 75% of questions correctly with an average score of 84.5%.

As a result of these findings, the department has updated the program learning outcomes for the Family and Consumer Sciences department that describes an assessment plan for each outcome and updated the courses and curriculum list to indicate sources of student work for each outcome.

AY 14/15 – The PLO 4 – addressing Ethical Reasoning, additionally the department focused on PLO 4.1 – Ethical Self-Awareness, PLO 4.2 - Understanding different ethical perspectives/concepts, and PLO 4.3 – Ethical issues recognition. The assessment committee created a matching quiz to measure student knowledge of ethical issues, a multiple choice quiz to understand beneficence, non-maleficence, justice and autonomy, and a case study. Results for the three PLO's assessed are as follows: For PLO 4.1, 86% our students got 70% of assessment questions correct, which shows that the majority of our students are aware of ethical issues. Therefore, PLO 4.1 is met. For PLO 4.2, which focuses on understanding different ethical perspectives/concept, 60% of students got 70% of questions correct, therefore, PLO 4.2 was not met. For PLO 4.3, which focuses on ethical issue recognition within complex scenario, 69% of students got 70% of questions correct, therefore, PLO 4.3 was not met. To improve student performance of PLO 4.2

and 4.3, the data was used to update content in the FACS 100 course which will eventually be taken earlier in the curriculum. Specifically, FACS 100 addresses the content in the assessment tool within the week that ethics is addressed by putting more emphases on the content of PLO 4.2 and PLO 4.3. Additionally, some changes will be provided in concentration-specific courses in addition to FACS 100.

D. Longer Term Impact of Student Learning: Alumni survey

In order to assess the longer term impact of student learning, alumni survey responses that were most closely related to each of five program learning outcomes were selected and grouped based on its relevancy.

Table 2.6 FACS PLO Assessment by Alumni

	FACS (N=95)	Family (n =23)	Fashion (n=26)	Nutrition (n=33)	Dietetics (n=13)
Program Learning Outcome 1: Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.					
The discipline-specific skills needed to succeed in your chosen field (Q 9)	3.6 ^a	3.7	3.3	3.7	4.1
Understanding of the methods and practices of the profession (Q10)	3.6 ^a	3.7	3.1	3.6	4.3
Program Learning Outcome 2: Effective communication skills as individuals and collaborators in written and verbal delivery and receipt including the use of current technology					
Information literacy and research skills (Q15)	3.4 ^b	3.4	3.3	3.5	3.4
Effective writing (Q16)	3.2 ^b	3.3	3.2	3.2	3.1
Effective oral communication (Q17)	3.4 ^b	3.6	3.5	3.4	3.2
Program Learning Outcome 3: Critical thinking ability that involves combinations of analytical thinking and effective problem solving related to their field (Mean: out of 4) ^b					
Critical thinking (Q12)	3.4 ^b	3.6	2.9	3.5	3.5
Creative thinking (Q13)	3.4 ^b	3.6	3.0	3.4	2.8
Problem-solving (Q19)	3.3 ^b	3.4	2.9	3.4	3.5
The ability to integrate or connect ideas or information (Q24)	3.3 ^b	3.4	3.0	3.4	3.4
Program Learning Outcome 4: Understanding of ethical codes and key values as individuals and illustrating of ethical and value application and their relationship in the field.					
Ethical reasoning and action (Q20)	3.3 ^b	3.5	2.9	3.4	3.5
Program Learning Outcome 5: Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures.					
Intercultural knowledge and competence (Q22)	3.3 ^b	3.4	3	3.5	3.3

^a 5 = Exceptionally well, 4 = More than adequately, 3 = Adequately, 2 = Less than adequately, 1 = Not at all, 0 = Not applicable

^b 4 = Considerably, 3 = Sufficiently, 2 = Somewhat, 1 = Very little

Review of relevant alumni survey results for each of five student learning outcomes demonstrates that FACS graduates, in general, perceived all five learning outcomes were sufficiently or more than sufficiently met. Thus, we conclude that our student learning outcomes have made long term positive impacts on their professional and personal growth. We recognize room for improvement for each of student learning outcome and will continue to strive to better achieve these learning goals.

Section 3. Focused Inquiry

A. Justification

The most current number of majors in the Nutrition and Food (NUFD) concentration (excluding Fashion and Family concentrations) is 498, which has increased by 68% since 2010, and the number of degrees conferred for the last five years is 428. Because of the rapid growth of our NUFD majors and the diverse career path opportunities available to our graduates, the department wants to ensure that we are best preparing them for relevant careers.

However, per the OIR Alumni Survey conducted in summer 2015, despite Nutrition and Food (NUFD) majors rating the quality of courses (NUFD = 4.2; FACS = 4.2) and overall major experience (NUFD = 4.5; FACS = 4.2) the same or higher compared to all students in the FACS department (refer to Table 1.6. Alumni Survey: Program Satisfaction), only 39.5% reported having been or currently employed in the field of their concentration compared to all FACS majors (45.3%) (refer to Table 1.7. Alumni Survey: Employment Status). The department felt that this disparity required further inquiry.

B. Objectives and Methods

The goal of the focused inquiry is to critically review curriculum and experiential learning activities to prepare NUFD graduates for relevant careers.

Therefore, the specific objectives of the focused inquiry are:

1. Assess NUFD graduates' perception of the program to prepare them for a relevant career.
2. Conduct an employer survey to determine valuable curriculum content and experiential activities for career readiness.
3. Establish an Advisory Committee to inform the department of curriculum, internship and job opportunities.
4. Develop strategies to enhance career readiness.

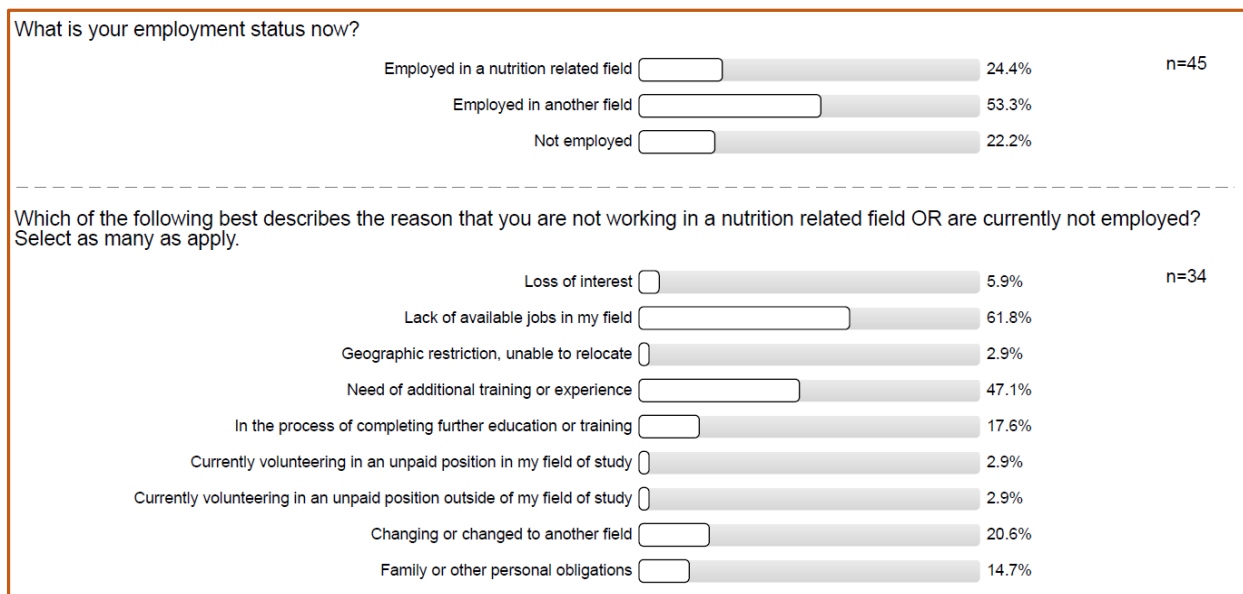
A three-fold data collection was conducted to examine the objectives.

- Develop an email survey to be administered by the Alumni Center to recent NUFD graduates (N=295).
- Develop an email survey using Google Docs Forms to be sent to employers in the Sacramento region (N=52).
- Convene Advisory Committee (N=15) and conduct meeting in spring 2016.

C. Results and Discussion

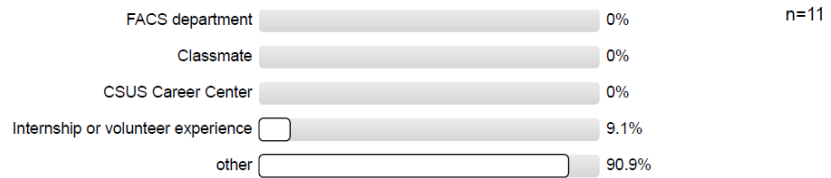
Objective 1: Assess NUFD graduates' perception of the program to prepare them for a relevant career.

The faculty developed 18 specialized questions to be included in a NUFD alumni survey (<https://coursesurveys.csus.edu/classclimate/online.php?p=2015NUFD>). The survey was deployed to NUFD alumni via the Sacramento State Alumni Association in Fall 2015 and Winter 2016. Alumni (n=45) responded to the email survey providing the department with useful information. Respondents (75.6% female; 49% Caucasian) were graduates from Fall 2009 to Spring 2015. Similar to the OIR alumni survey results, a majority of NUFD graduates reported not being employed in a nutrition related field. The most common reasons reported were *Lack of available jobs in my field* (61.8%) and *Need of additional training* (47.1%).



Of those students reporting employment in the nutrition related field, only 9.1% indicated they learned about the job from an internship or volunteer experience and 0% reported getting the information from the FACS Department.

Where did you get information about the nutrition related job? Select as many as apply.



More than half of alumni reported that they are not a member of a professional organization or attended a meeting or training since graduation and over three-quarters of graduates are not involved in community or civic engagement.

Have you become a member of a professional organization or attended at least one seminar, workshop, meeting, or conference in your field of study since graduating?



Are you currently involved in any community service or civic engagement activities in or related to your field of study?

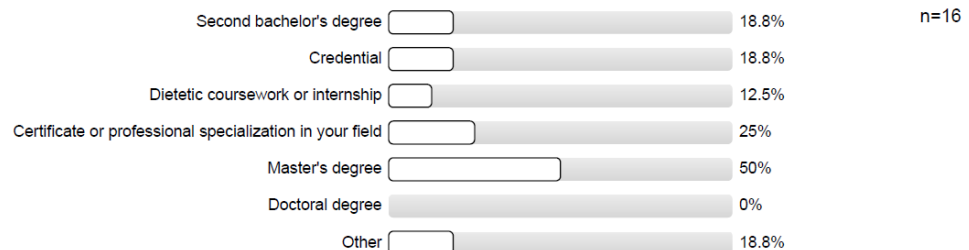


More than 1/3 of alumni reported pursuing further study after graduation and another 35.6% are considering it. Those that are pursuing further study reported Master's degree (50%) and certificate programs (25%) most frequently.

Have you pursued further study after graduating (graduate degree, certificate, credential, etc..)?



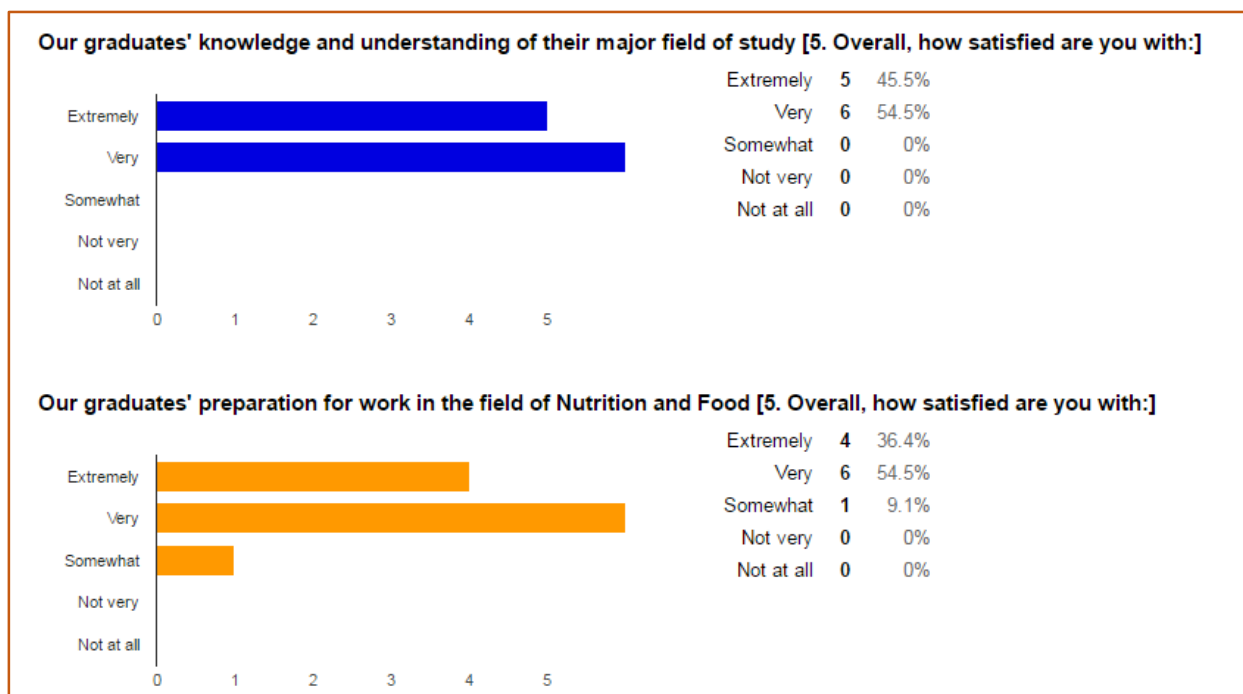
Please select the option or options that best describes your post-graduate training. Select as many as apply.



Objective 2: Conduct an employer survey to determine valuable curriculum content and experiential activities for career readiness.

An eight item employer survey was developed to assess employers' perceptions of NUFD alumni competencies/preparation in areas such as nutrition knowledge, communication skills, and ability to work effectively with a diverse audience. In addition, questions were asked about the importance of additional training such as registered dietitian credentialing, graduate degree, certificates and/or previous work experience. The survey was sent to 52 known employers of NUFD alumni. Twenty-one percent of the employers completed the survey in winter 2016. The summary of Employer survey results is available at <https://docs.google.com/forms/d/1ZMxyWYEoIQEQIW-5ify4wVTwV8JMUUuxMTdlbUiJ1Rg/viewanalytics#start=publishanalytics>.

Overall, employers' responses were very positive. A majority (90.9%) of employers were extremely or very satisfied with NUFD graduates' preparation for work in the field of nutrition & food and none indicated less than satisfactory in the competencies assessed.



Employers also provided relevant suggestions on how NUFD graduates can become more competitive in getting a job with their organization. Sample responses were prior work history in a diet office, bi-lingual skills, experience with low-income populations, volunteering with our agency, master's degree or RDN, leadership development, and experience in school foodservice.

Employers were asked the importance of specific qualifications when hiring our NUFD graduates. Although 54.5% of the employers rated obtaining the NUFD degree as extremely important,

further study with achievement of a Registered Dietitian Nutritionist certification and/ or a Master’s degree was also indicated at relevant.

Objective 3: *Establish an Advisory Committee to inform the department of curriculum, internship and job opportunities.*

Our department convened a 12 member advisory committee representing all FACS concentrations. NUFD advisory committee members represented several different areas of the field: clinical, community and food service. A two-hour advisory committee meeting was held on March 2, 2016 focusing on a review of curriculum and a discussion of trends, skills and career readiness (Table 3.). The next advisory committee meeting is scheduled for September 28, 2016.

Table 3. Content of NUFD Advisory Committee Discussion

Discussion Questions	Advisory Committee Recommendations
1. What are some of the current trends, biggest challenges and/or greatest rewards faced by those working in your field or related fields?	Current trends include sustainability, food policy, affordable care act, and food literacy.
2. After reviewing the program advising sheet for your area, can you recommend specific knowledge areas or skill sets that we should be sure are included in the curriculum in order to best prepare students to face the challenges and respond to the trends identified above (see question one)?	School food service federal and state regulation. Excellent communication skills. Ability of student to market herself.
3. What advice or tips do you have, or what steps do you recommend, for students who are seeking to join the workforce in your field given today’s economic and social climate?	Provide students with relevant website links to apply for jobs. Instruct students on necessary skills needed to succeed in the nutrition field. Provide students with a handout on how to apply for State of CA and other government related jobs.

Objective 4: *Develop strategies to enhance career readiness.*

Based on information gathered from objectives 1-3 we have found that even though there is an increase demand for nutrition, dietetics and food service related jobs in California, the NUFD alumni are not aware of those opportunities or do not feel qualified. Once hired, alumni are rated as highly qualified by employers and many NUFD alumni pursue post graduate masters or certificate programs. The advisory committee

D. Strategies to Improve NUFD Graduates' Career Readiness

Based on our findings from the Focused Inquiry, we propose the following action items to enhance career readiness:

1. Develop a student handout with examples of alumni who have obtained jobs in the nutrition field.
2. Develop a student handout with programs and companies who hire nutrition professionals including, websites and required skills.
3. Explore masters and certificate programs to better prepare students for careers.
4. Continue working with the Advisory Committee to develop strategies and courses to better prepare students for nutrition-related careers.

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

<p>Overarching Program Learning Goals</p>	<p>Corresponding Program Learning Outcomes (PLOs). (Each must directly relate to one or more Program Goals)</p>	<p>In which course(s) will the PLO(s) be assessed?</p>	<p>In which year will the PLO(s) be assessed and how often?</p>	<p>What types of assessment activities will be used to collect the data?</p>	<p>What types of tools will be used to score/evaluate the activity? Who will develop/modify the tool and/or evaluate the activities?</p>	<p>How will the data be collected? By whom?</p>	<p>How will the data be reported³ (both aggregated and disaggregated), and by whom? What will be the standard of performance?</p>	<p>Who will analyze the data?</p>	<p>How will the data be used? By whom?</p>
<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>	<p>1. Family: FACS 162</p>	<p>19/20</p>	<p>Quizzes, exams or assignments</p>	<p>Rubrics. Area faculty will develop these tools</p>	<p>Area faculty will collect data from the specified courses and the assessment committee will compile the results for the assessment report</p>	<p>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.</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision and development by the area faculty</p>
		<p>2. Fashion: FACS 133 or FACS 139</p>							
		<p>3. Nutrition: FACS 117, 115, 116, 119</p>							
		<p>4. FACS Education: FACS 195A</p>							
<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>	<p>FACS 168 Senior Seminar</p>	<p>16/17</p>	<p>Projects and presentations</p>	<p>Rubrics. Assessment committee will develop</p>	<p>FACS 168 instructor will collect data and the assessment committee will compile the results for the</p>	<p>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</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision by all faculty</p>

<p>increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors</p> <p>5. Integrative Learning</p>	<p>and receipt, including the use of current technology</p>				<p>these tools.</p>	<p>assessment report.</p>	<p>to get 75% (3 out of 4 Scales) of assessment questions correct.</p>		
<p>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.</p> <p>5. Integrative Learning</p>	<p>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</p>	<p>FACS 168 Senior Seminar</p>	<p>18/19</p>	<p>Projects, assignments</p>	<p>Rubrics. Assessment committee will develop these tools.</p>	<p>FACS 168 instructor will collect data and the assessment committee will compile the results for the assessment report.</p>	<p>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.</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision by all faculty</p>
<p>4. Personal and Social Responsibility 4.3 Ethical Reasoning is reasoning about right and wrong human conduct.</p>	<p>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.</p>	<p>FACS 168 Senior Seminar</p>	<p>20/21</p>	<p>Quizzes, exams or assignments</p>	<p>Rubrics. Assessment committee will develop these tools.</p>	<p>FACS 168 instructor will collect data and the assessment committee will compile the results for the assessment report.</p>	<p>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.</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision by all faculty</p>
<p>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</p>	<p>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.</p>	<p>FACS 168 Senior Seminar</p>	<p>17/18</p>	<p>Projects</p>	<p>Rubrics. Assessment committee will develop these tools.</p>	<p>FACS 168 instructor will collect data and the assessment committee will compile the results for the assessment report.</p>	<p>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.</p>	<p>Department assessment committee</p>	<p>Used for course and curriculum revision by all faculty</p>

Table 2.4: Linking Program Learning Outcomes to the University Baccalaureate Learning Goals (BALGs)¹

Program Learning Outcomes (PLOs)	University Baccalaureate Learning Goals (BALGs)
<p>1 Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.</p>	<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>2 Effective communication skills as individuals and collaborators in written and verbal delivery and receipt including the use of current technology</p>	<p>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</p> <p>5. Integrative Learning</p>
<p>3 Critical thinking ability that involves combinations of analytical thinking and effective problem solving related to their field</p>	<p>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.</p> <p>5. Integrative Learning</p>
<p>4 Understanding of ethical codes and key values as individuals and illustrating of ethical and value application and their relationship in the field.</p>	<p>4. Personal and Social Responsibility 4.3. <u>Ethical Reasoning</u> is reasoning about right and wrong human conduct.</p>
<p>5 Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures</p>	<p>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</p>

¹Currently this is only for the undergraduate program

Table 2.5-1: Curriculum Map _Family Studies Concentration

Linking Program Learning Outcomes¹ (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						
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 Outcomes¹ (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						
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 Outcomes¹ (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	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 Outcomes¹ (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 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				

¹use “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 Outcomes¹ (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 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

use “I” for “Introduced”, “D” for “Developed”, and “M” for “Mastered”. Highlighted items indicate where PLOs are assessed