Assessment Activity Report Due April 22, 2019
Submit a pdf version at https://sfsu.knack.com/ap#annual-assessment/

Assessment of Program Learning Goal(s) Annual Assessment Report

Department :FINA  College : CHHS

Degree Program: Family & Consumer Sciences

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program's learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
</tr>
<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
<td></td>
</tr>
</tbody>
</table>

The assessment of program learning goals should be on a rotation, so that only one or two are evaluated in any given year, but all would be evaluated over approximately five to seven years. This cycle might be shorter or longer depending on the number of learning goals. Likewise, accredited programs may have a longer review cycle based on the accreditation cycle.

1. Please list your program learning goals.

1. Students will explain and relate the synergistic and integrative nature of Family and Consumer Sciences (FCS) to the three critical components of its body of knowledge: core concepts, integrative elements, and cross-cutting themes.
2. Students will understand life course development for diverse individuals and families through the use of the human ecosystems theory.
3. Students will apply sustainable management of resources, problem solving, decision making, and technical strategies, for the capacity building of individuals, children, families and community vitality.
4. Students will research, evaluate, synthesize and apply their findings to issues and problems that affect the quality of life for individuals, children, families and communities.
5. Students will analyze and evaluate how individual, family and national decisions may impact other countries of the world.
6. Students will apply an integrative, synergistic focus to address critical societal issues.
7. Students will identify and evaluate issues of social responsibility, professional behavior, and ethics.

2. Which program learning goal did you choose to assess this semester?
   - It was a more general review of these above PLO’s that were revised and reported for 2018 report. These were looked at with courses to ensure that they were being met in both upper and lower division courses.
   - In Family & Consumer Sciences (FCS) the emphasis of nutrition has moved to the Nutrition & Dietetics program, updated with more nutrition courses, where it will be a concentration. This
allowed for a course prefix change from CFS to FCS so the prefix aligns with the major, and a clear analysis of courses to meet the one Family & Consumer Science major.

3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

- Course syllabi and instructor feedback were used for this general review and decisions were discussed and reviewed at faculty meetings and program meetings.

4. What did you find? Is the program learning goal being met?

- We found that we needed to move some courses in the RoadMap to be taken in the sophomore year, allowing a better sequence of upper and lower division classes. These revisions were made.

<table>
<thead>
<tr>
<th>Former Number/Name</th>
<th>Revised Fall 2019 Number/Name</th>
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</thead>
<tbody>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td></td>
</tr>
<tr>
<td>CFS 320 Children &amp; Families</td>
<td>FCS 222 Children &amp; Families</td>
</tr>
<tr>
<td>CFS 323 Infants/Toddlers and Families</td>
<td>FCS 223 Infants/Toddlers and Families</td>
</tr>
<tr>
<td>CFS 322 ECE Curriculum Birth-Five</td>
<td>FCS 422 ECE Curriculum Birth-Five</td>
</tr>
<tr>
<td>CFS 424 Supervised Experience</td>
<td>FCS 524 Supervised Experience</td>
</tr>
</tbody>
</table>

5. What assessment activities do you plan to undertake next academic year?

- Will you “close the loop” for this finding and work on steps to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)?
- Are there other assessment findings from the assessment of this program learn goal that you will report through another assessment findings report?
- In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program learning goals next year (program learning goal report)?
- Will you move on to assess a different program learning goal (assessment findings report)?

For 2019/2020 we plan to review and assess these 4 classes to determine if they are still meeting the required PLOs and make changes in assignments as needed to improve the student learning outcomes.