

2005-2006 Annual Program Assessment Report

B. A. in Family and Consumer Sciences

Division of the Human Development and Allied Technologies

College of Education and Human Services

October 2006



MARSHALL UNIVERSITY

Assessment Information

1 ASSESSMENT ACTIVITIES:

A. Program Goals:

The B.A. in Family and Consumer Sciences (FCS) is committed to serving the public by advancing the well being of families, consumers, and society. Graduates enter careers in business, education, industry, health care, and other consumer services. The program comprises courses in a common core and two areas of emphasis (Retail Merchandising , and Family Environmental Studies) that optimize student learning and foster scholarship in addressing needs of consumers, families, society and related businesses in local communities, the state, nation and globally.

The B.A. in FCS aligns to the vision of Marshall University through its mission of preparing professionals that will enhance a community's quality of life and development. Specific Program Goals are that students:

- Demonstrate retailing skills to work in apparel industry, foodservice management, FCS related small businesses.
- Show awareness of family, societal, professional, and ethical issues related to FCS discipline.
- Exhibit mastery of coursework.
- Demonstrate effective leadership, teamwork, and communication skills.
- Communicate research outcomes and observation projects in writing and orally.
- Apply technology for efficiency in FCS projects.

The program goals have been established in order to prepare FCS professionals who meet the needs of society and the job market.

B. Learning Outcomes/Data Collection:

Learning outcomes of the B.A., in the Family and Consumer Sciences during the 2005-2006 academic were reflected in students' abilities to:

- Satisfactorily complete a professional internship/practicum and document practicum experiences.
- Receive positive evaluation reports from mentors, employers, and faculty.
- Through course content learn, reflect and acknowledge issues and challenges facing individuals, families, and communities relating to consumer choices and/or provision of human needs.

- Successfully organize and present individual portfolios highlighting their responsibilities in the fashion industry, as a result of taking courses in apparel merchandising program area and internship/trip to New York.
- Use technology for presenting research papers and other written assignments, and in the development of teaching materials.

C. Results:

Effective performance of students was demonstrated through course grades, projects, internships, and other various assignments (Assessment Summary chart attached).

II. BOT Initiative 3 Compliance:

Family and Consumer Sciences (FCS) graduates are not required to take a national test in order to complete the program. However, courses and assessments in the B.A. in Family and Consumer Sciences compare well with national standards in the field from the American Association of Family and Consumer Sciences (AAFCS). The education majors in Family and Consumer Sciences also take courses and have assessments that are related to the standards and the Praxis II content test for FCS majors from Educational Testing Service. These students receive a B.A. in Secondary Education degree but take all content area courses from the Family and Consumer Sciences Department.

The AAFCS Standards are as follows:

- Integration of Foundations
- Family Studies and Human Services
- Human development Education and Services
- Nutrition Wellness and Food Sciences
- Food Lodging Hospitality
- Consumer and Resource Management
- Textiles and Apparel
- Environmental Design

Courses and clinical placements that all FCS students must take are aligned with the AAFCS Standards and the Praxis II Standards. Table 1 below aligns AAFCS Standards, Praxis Standards, FCS courses, and internships.

Table 1. Family and Consumer Sciences Courses and Internship compliance with Standards

AAFCS Standards	Praxis Standards	FCS Courses	FCS Internships
Integration of Foundations	VIII. Family and Consumer Sciences Education	FCS 201, 259, & 306	FCS 471 & 472
Family Studies and Human Services	I. The Family	FCS 215, 432	FCS 471 & 472
Human Development Education and Services	II. Human Development	FCS 303, 330 & 432	FCS 471 & 472
Nutrition Wellness and Food Sciences	V. Nutrition and Food	FCS 210, 402, 440	FCS 471 & 472
Food Lodging Hospitality	V. Nutrition and Food	FCS 202, 203,	FCS 471 & 472
Consumer and Resource Management	III. Management IV. Consumer Economics	FCS 358, & 444	FCS 471 & 472
Textiles and Apparel	VI. Clothing and Textiles	FCS 112, 160, 212, 349, 417 & 459	FCS 471 & 472
Environmental Design	VII. Housing	FCS 314, 351 & 354	FCS 471 & 472

III. Plans for the current academic year (2006-2007):

Strengthen the B.A. in FCS by revising the present areas of emphasis and add more to address the diverse job market demands in business and other organizations in the State of West Virginia, the U.S. and globally. The goal is to prepare graduates that meet certification standards of the American Association of Family and Consumer Sciences (AAFCS), and work toward accreditation of the B.A. Degree in FCS program by this professional organization.

Hospitality Management- Dual degree program

A strong opportunity exists to expand the B.A. in FCS program to include the Hospitality Management area of emphasis. Through collaboration with the Marshall University Community and Technical College the B.A. Degree in FCS has expanded by developing a dual program in Hospitality Management that will begin in Fall 2007. Students with an Associate Degree in Culinary, Hospitality Management, with a focus in Hotel/lodging, Culinary Arts, or Foodservice Management may enter the FCS program at Marshall University to complete requirements for a Bachelor's Degree.

Further the department plans to increase students' enrollment in the B.A. Degree in FCS program. The department has developed brochures for distribution to promote the program. The department website is under revision and being reorganized to inform and attract potential students.

IV. Assistance Needed (from UAC):

The optimal effectiveness and success of the B.A. in FCS Degree will depend on provision of assistance as highlighted under the following perspectives.

Financial Resources: Required for space and up-to-date technology for effective implementation of the B.A. in FCS Degree courses for hospitality management, apparel design, production and merchandising, foodservice systems operations, setting up a learning resource center such as the center for entrepreneurship, and funding for research and professional development of students and faculty.

Human Resources: Additional qualified faculty to develop, implement and evaluate courses in specific areas of emphasis, advise students and enrich the program through research. Support staff with relevant expertise to help with acquisition, provision, and maintenance of learning and teaching resources in the FCS department.

Facilities: Remodel existing apparel construction laboratory to match current higher education approaches to teaching and learning apparel design, production and merchandising. The laboratory must also be equipped with white board, computer for lesson presentation; computer-aided-design. There is need to remodel the food preparation laboratory for foodservice layout. A computer lab is required for computer-aided-design and research by students and faculty for optimal students' performance in the B.A. in FCS.

V. Important thing learned from the assessment process:

B.A. in FCS Degree has great potential to contribute to the well being of individuals, families and society, and to rural economic development of West Virginia and globally.

ASSESSMENT REPORT
BA in Family and Consumer Sciences
2005-2006

Student Outcomes	Persons Responsible	Assessment Tool or Approach	Standards/Benchmarks	Results/Analysis	Action
Internship and practicum	Faculty	Evaluation/information forms for faculty, employers, and self	Checklist rubric/reports from employers.	Attained grade A, B,C in FCS 471 & 472	Network & orient potential organizations/firms for students' internship
Evaluation	Faculty Students Mentors/Supervisors on site	Recommendations from employers	Working hour productivity Workplace comments	100% worked correct number of hours and produced as expected	Review guided by the national standards set by the AAFCS
Portfolio	Faculty	Courses: FCS 212, 259	Easy to access information Demonstrate attainment of relevant competencies	Acceptable performance	Encourage proficiency in portfolio assignments
Coursework Knowledge gained in FCS	Faculty	FCS issues Observations in early Childhood programs Case studies Grades Praxis II in FCS content test Case studies Tests	GPA of 2.00 Grade of C or higher in FCS courses for education student to pass Praxis II FCS content standards for education students	100% students attained a GPA of 2.0 or higher. 100% education students passed Praxis II content	Continue study of program and appropriate courses
Technology use	Faculty	Design using Computer-aided-design (CAD)and other software	Rubric that describe quality of production	Software not yet acquired	Setting up computer labs with the right software in 2006-2007