

Marshall University
College of Education and Human Services
Division of the Human Development and Allied Technologies

Family and Consumer Sciences



2006-2007 Assessment Report
B.A. in Family and Consumer Sciences

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ASSESSMENT INFORMATION

I. 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 **goals** are:

- Increase students' knowledge and application of concepts fundamental to the mission of FCS, aligned to FCS standards identified by the American Association of Family and Consumer Sciences (AAFCS);
- Provide opportunities for students to demonstrate a working knowledge in FCS related organizations that deal with provision of goods and services, in fashion industry, foodservice management, child and family services, and professional ethics;
- Analyze and develop awareness of family, societal, professional, and ethical issues impacting the well-being of individuals, families, consumers and communities;
- Exhibit effective leadership, teamwork, and communication skills;
- Offer opportunities for students to effectively communicate ideas and information in writing and verbally; and
- Apply technology to achieve operational efficiency and productivity in FCS projects.

The AAFCS Standards are as follows:

- **Integration of Foundations** – integration of foundation knowledge and skills of FCS to prepare students for personal, family, community, and career roles. Competencies include application of knowledge and understanding of economic and cultural influences on families and society, the interrelationships among career decisions and personal/family life, including parenting and care living, research results and implications for the family, community and work environment, and management processes for maintaining effective life.
- **Family Studies and Human Services** – understand the areas of personal development, relationships, and management of work and family to enhance quality of life across life span, and identify career opportunities in family and human services. Competencies for this standard include an understanding of personal and family development concepts, and application of knowledge.
- **Human Development Education and Services** – understand human growth and development, parent roles and responsibilities, and career opportunities. Competencies include the ability to assess guidance techniques in family, child care, and educational settings; and evaluate effect of public policy, parental roles and practices on the well-being of children and adolescents.

- **Nutrition Wellness and Food Sciences** – value nutrition and its relationship to growth, health and wellness. Identify career opportunities in nutrition and wellness. Apply dietary guidelines in meal planning to meet nutrition and wellness needs throughout life span.
- **Food Lodging Hospitality** – understand the structure and operations in food, lodging, and hospitality industries and related career opportunities. Demonstrate quality food-preparation, presentation, and service skills along with health, safety, sanitation, and environmental protection procedures used in food, lodging, and hospitality industries.
- **Consumer and Resource Management** – demonstrate awareness of consumer practices, consumer responsibilities and resource management, and the effect on personal, family, and work life. Competencies include ability to integrate principles of effective communication into management process and the decision-making process; compare and contrast sources, types, costs, and limitations of credit; and solve consumer problems related to obtaining goods and services.
- **Textiles and Apparel** – understand the design, production, marketing, consumption, and maintenance of textile and apparel products, career opportunities in fashion industry. Competencies include identifying textile and apparel needs of individuals throughout the life span, plan and create apparel products, and analyze employment and entrepreneurial opportunities in textile and apparel industries.
- **Environmental Design** – understand the design and construction of interior and exterior environments, and identify career opportunities in housing, design, furnishings, and equipment management and service industries. Competencies include ability to analyze factors affecting housing choices, and apply established guidelines for safe residential and nonresidential environments.

The program goals have been established in order to prepare FCS professionals who display competence in FCS standards in order to meet the needs of society and the job market. The Secondary Education majors with Family and Consumer Sciences as a teaching subject 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.

Courses and internship placements that all FCS students must take are aligned with the AAFCS Standards (see Appendix A) and/or the Praxis II Standards (for the B.A. in Secondary Education). Table 1 aligns AAFCS Standards, Praxis Standards, FCS courses, and internships. A complete list of titles for FCS courses included in Table 1 is contained in Appendix B.

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 & 430, 431	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, 359, 417 & 459	FCS 471 & 472
Environmental Design	VII. Housing	FCS 314, 351 & 354	FCS 471 & 472

B. Learning Outcomes

Learning outcomes of the B.A. in the Family and Consumer Sciences during the 2006-2007 academic reflect what students should know and be able to do upon graduation from the Marshall University. Students should be able to:

- Take a concept from an idea and make it real, allocating and utilizing resources in the context of individuals, families, consumers and communities;
- Analyze factors that impact individuals, families, and communities with regard to consumer choices and/or provision of human basic needs;
- Use tools of inquiry and derive facts from data, findings from facts, conclusions from findings and recommendations from conclusions; and
- Exchange information and ideas with others through writing, speaking, reading or listening.

Data Collection and Assessment

Students were assessed in FCS standards through internship experiences, performance tasks(e.g. laboratory exercises) and assignments that provided opportunities to take a concept from an idea and make it real, allocating and utilizing resources in the context of individuals, families, and communities.

Internship and field experiences enabled students to apply knowledge, analytical and decision-making skills, exchange information and ideas, and ethics in Family and Consumer Sciences. Students were challenged to perform FCS professional functions and tasks focusing on the application of fashion retailing, consumer education in the marketplace, personal finance and budgeting, child and family services, establishing and maintaining respectful, supportive and collaborative relationships with individuals and/or families of diverse backgrounds.

Data collection proceeded as follows:

- Primary data from internship were collected using evaluation reports and forms (see Appendix C) completed by field supervisors, who in this case represent and assess what potential employers of FCS graduates want in terms of content knowledge and application, competence and on the job performance. Completed evaluation reports were submitted to the FCS Program Coordinator. These primary data were

systematically entered into database (Excel and SPSS) for descriptive data analysis. Through internship (FCS 471 & 472) students' work habits, FCS knowledge and quality of work, human relations, and personal attributes were assessed. Students engage in fieldwork experience and are evaluated by employers/supervisors and university supervisors. Rubrics benchmarks (not observed =1, below average = 2, average = 3, above average =4, and exceptional = 5) were used to assess level of performance. Evaluation results for 2006-2007 internship are displayed in Appendix B. The overall job performance of more than 90% of students was above average or exceptional.

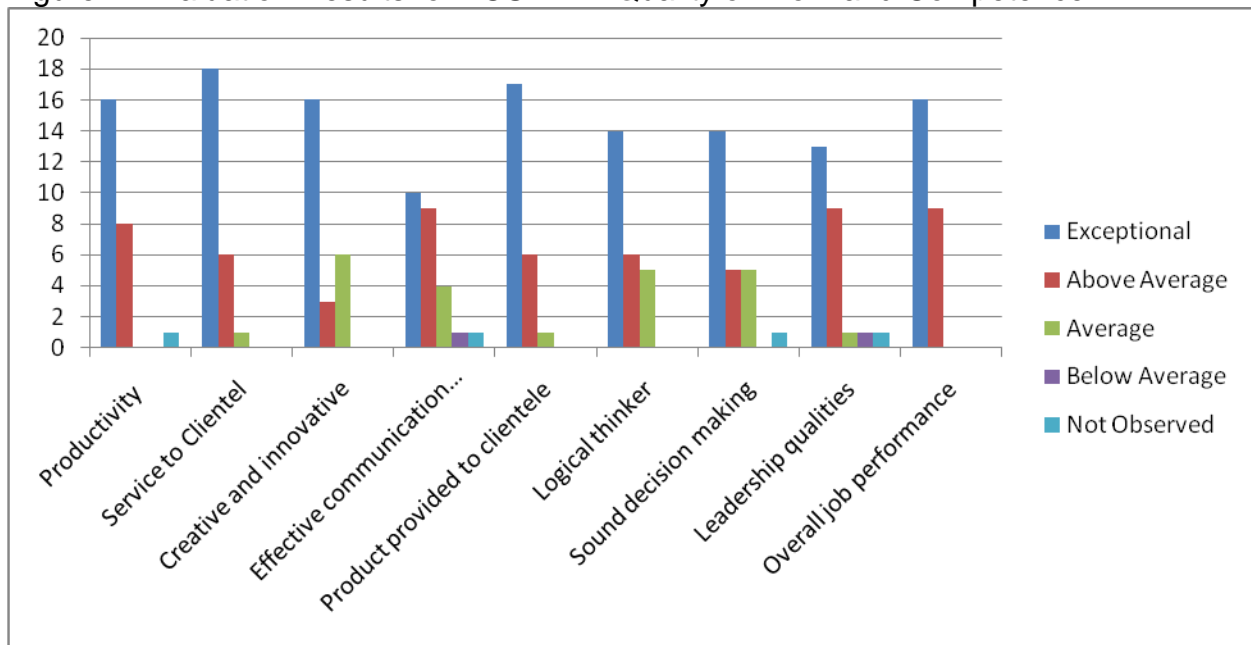
- Results from database were discussed at meetings, together with informal data from faculty to determine effectiveness of the program and the way forward.
- Information contributed to the basis for revision of the B.A. in FCS, which is currently going through university channels for proper change approval in order to strengthen the program.

C. Results: Data Collection and Use

Appendix B displays FCS internship evaluation results of students' performance with regard to knowledge, quality of work, relationships, and personal attributes. The overall job performance in the capstone (FCS 472) show that 64% of students were found to be exceptional, and 36% performed above average. Results for the initial field experience (FCS 471) indicate an overall job performance of 45.8 % as being exceptional, 50% above average, and 4.2% average. The Assessment Report Summary (Appendix D) provides a summary of assessment tools, benchmarks, results and actions.

Results show a high performance and competence (above average and exceptional level). Figure 1 displays frequency of students' level of performance in the capstone, FCS 472 in terms of productivity, service to clientele, creativity and innovation, logical thinking, decision-making and leadership qualities. A large number of students performed above average in each area.

Figure 1. Evaluation Results for FCS 472: Quality of Work and Competence N=24



Assessment Model and its Use

Figure 2. FCS Assessment Model and Decision Making

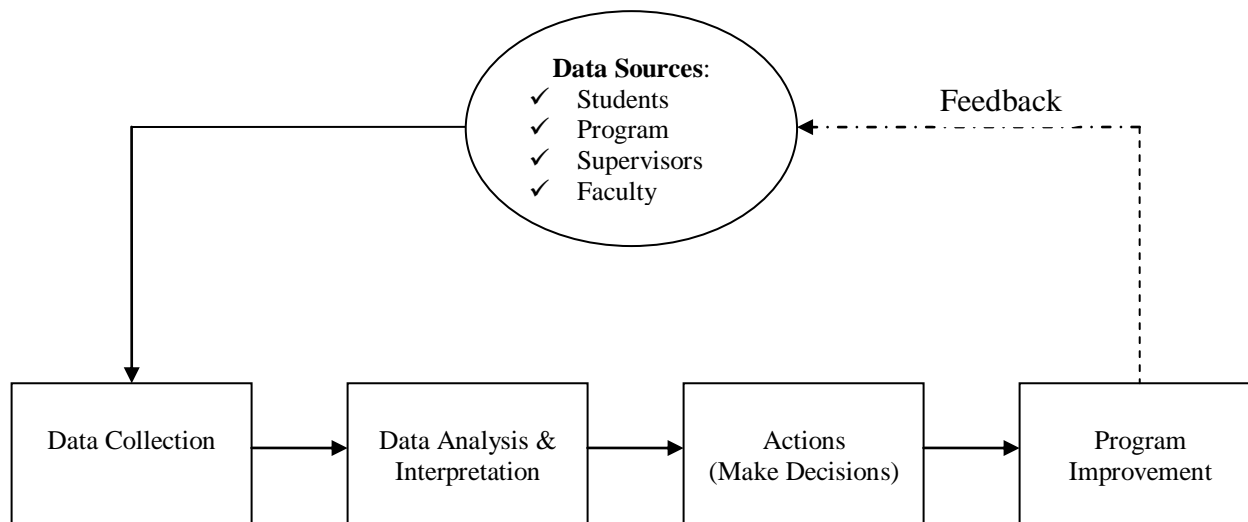


Figure 2 illustrates the annual assessment cycle with regard to sources and use of data in the B.A. in Family and Consumer Sciences degree program. Data is collected from various sources, analyzed and interpreted for making informed decisions. Reports are discussed with relevant committees and authorities at Marshall University. Feedback is used to strengthen the program and improve students' performance. Appendix D presents the Assessment Report, which include suggested changes based on assessment and feedback.

The Family and Consumer Sciences unit collects data from programs, the newly formed FCS Advisory Committee, the Marshall University Board of Governors and professional FCS organizations. It uses data collected data to inform decisions about what employers of FCS graduates want (i.e. job requirements and qualifications), students' performance, faculty effectiveness, and program improvements.

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).

III. Plans for The Current Academic Year (2006-2007)

Family and Consumer Sciences will continue with its partners in order to provide students diverse learning experiences opportunity. Through internship students have field experiences with the fashion retail industry, consumer agencies, child and family services, home furnishing industry, and nutrition education programs to mention a few. More collaboration opportunities

will be explored with the hospitality industry to ensure relevant field experiences for FCS students.

A strong opportunity occurred 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 degree program in Hospitality Management that will begin in fall 2008. 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.

Family and Consumer Sciences also plan to standardize assessment instruments for consistency in measuring indicators of student's performance through portfolios, research papers and posters. Graduates in FCS must be able to collect and analyze primary and secondary data, and write a report about target consumer interests. Research-based assignments provide opportunity for students to collect primary data such as through observations, about styles of dress worn by target consumers (FCS 314 & 417), children's cognitive and motor skills of preschool children (FCS 430 & 431), eating behaviors (FCS 210) or shopping habits of consumers (FCS 444). Students further use computer database search engines to obtain appropriate secondary data. Rubric benchmarks will be standardized for assessment measure consistency across courses in all areas of emphasis. In most cases, research papers and presentations were assessed using rubrics ranging from 1 to 5, with 1 being the lowest score representing 'unsatisfactory performance' and 5 being the highest attainable score representing 'outstanding level of performance'.

IV. Assistance Needed

Currently FCS has computer-aided-design (CAD) software, an up-to-date technology for effective implementation of the B.A. in FCS degree courses for apparel design, production and merchandising, interior design. Need assistance to train support staff in the use and management of software. Hire a laboratory manager with relevant expertise to help with acquisition, provision, and maintenance of learning and teaching resources for the FCS programs.

Assist in explore opportunities to collaborate and share up-to-date learning facilities with the Marshall Community and Technical College such as the hospitality management facility at the Pullman Square.

V. Important thing Learned from The Assessment Process

What seems very clear and understandable is that the B.A. in FCS is a viable program that meets personal and careers needs. Students are able to carry out responsibilities and meet job requirements. We also see strengths and weaknesses. Graduates B.A. in FCS Degree have great potential to contribute to the well being of individuals, families and society, and to rural economic development of West Virginia and globally.

Appendix B
Family and Consumer Sciences Courses listed in Table 1

Course No	Title
FCS 112	Clothing Construction
FCS 160	Overview of the Fashion Industry
FCS 201	Family and Consumer Sciences: The Profession
FCS 202	Food and Nutrition Concepts
FCS 203	Mealtime in the U.S.A.
FCS 210	Nutrition
FCS 212	Textiles
FCS 215	Family Relationships
FCS 259	Aesthetics for Living
FCS 303	Child Development
FCS 306	Foundation of Professional Practice
FCS 314	Interrelationships of Near Environments
FCS 330	Infant/Toddler Environments and Relationships
FCS 349	Evaluation of Ready-to-Wear
FCS 351	Housing and Household Equipment
FCS 354	Home Furnishings
FCS 358	Family Resource Management
FCS 359	Merchandising Process and Procedures
FCS 402	Foods of the World
FCS 417	Evolution of Fashion
FCS 430	Preschool Curriculum and Methods
FCS 431	Guidance of the Young Child
FCS 432	Parenting
FCS 440	Nutrition in the Home and School
FCS 444	Consumer Education
FCS 459	Fashion Buying
FCS 471	Internship (Junior level)
FCS 472	Internship (Senior level)

APPENDIX C

Evaluation Results for FCS 471 and 472 Spring 2007 - Summer 2007, Total N = 49

Standard	Rate / Characteristics	Exceptional		Above Average		Average		Below Average		Not Observed	
		N	%	N	%	N	%	N	%	N	%
Quality Work Habits	Punctual	24	49	15	30.6	10	20.4				
	Good attendance	30	61.2	15	30.6	3	6.1	1	2.0		
	Accepts constructive criticism	27	55.1	17	34.7	4	8.2			1	2.0
	Reliable under pressure	21	42.9	22	44.9	4	8.2	1	2.0	1	2.0
	Logical thinker	24	49	18	36.7	7	14.3				
	Sound decision making	24	49	16	32.7	8	16.3			1	2.0
Quality of Work	Productivity of students	25	51	22	44.9	1	2.0			1	2.0
	Provides a sense of accomplishment	30	61.2	17	34.7	2	4.1				
	Responsible level is appropriate	26	53.1	20	40.8	3	6.1				
	Contributes to organizational goals	24	49	22	44.9	2	4.1			1	2.0
Knowledge of Work	Systems and procedures	17	34.7	20	40.8	8	16.3			4	8.2
	Effective communication(oral/written)	26	53.1	13	26.5	8	16.3	1	2.0	1	2.0
	Follows instructions	27	55.1	20	40.8	2	4.1				
	Service to clientele	28	57.1	12	24.5	5	10.2			4	8.2
	Product provided to clientele	28	57.1	13	26.5	4	8.2			4	8.2
Human Relations	Cooperative with co-worker	32	65.3	16	32.7	1	2.0				
	Cooperative with customers	31	63.3	15	30.6	1	2.0			2	4.1
	Inviting presence at workplace	30	61.2	16	32.7	3	6.1				
	Receptive to supervision	33	67.3	14	28.6	2	4.1				
	Potential for leadership qualities	23	46.9	22	44.9	2	4.1	1	2.0	1	2.0
Personal Attributes	Dress/appearance/personal habit	33	67.3	12	24.5	4	8.2				
	Positive attitude on the job	33	67.3	14	28.6	2	4.1				
	Enthusiasm in performing the job	26	53.1	21	42.9	2	4.1				
	Initiative for tasks needing completed	27	55.1	21	42.9	1	2.0				
	Creative and innovative on the job	30	61.2	12	24.5	7	14.3				
	Overall Job Performance	27	55.1	21	42.9	1	2.0				

Evaluation Results for FCS 471 Spring 2007 - Summer 2007, Total N = 24

Standard	Rate / Characteristics	Exceptional		Above Average		Average		Below Average		Not Observed	
		N	%	N	%	N	%	N	%	N	%
Quality Work Habits	Punctual	7	29.2	11	45.8	6	25.0				
	Good attendance	13	54.2	8	33.3	2	8.3	1	4.2		
	Accepts constructive criticism	10	41.7	12	50.0	2	8.3				
	Reliable under pressure	8	33.3	12	50.0	3	12.5	1	4.2		
	Logical thinker	10	41.7	12	50.0	2	8.3				
	Sound decision making	10	41.7	11	45.8	3	12.5				
Quality of Work	Productivity of students	9	37.5	14	58.3	1	4.2				
	Provides a sense of accomplishment	14	58.3	9	37.5	1	4.2				
	Responsible level is appropriate	12	50.0	10	41.7	2	8.3				
	Contributes to organizational goals	11	45.8	11	45.8	2	8.4				
Knowledge of Work	Systems and procedures	6	25.0	12	50.0	3	12.5			3	12.5
	Effective communication(oral/written)	10	41.7	9	37.5	4	16.7	1	4.2		
	Follows instructions	8	33.3	15	62.5	1	4.2				
	Service to clientele	10	41.7	6	25.0	4	16.7			4	16.7
	Product provided to clientele	11	45.8	7	29.2	3	12.5			3	12.5
Human Relations	Cooperative with co-worker	13	54.2	11	45.8						
	Cooperative with customers	12	50.0	10	41.7					2	8.3
	Inviting presence at workplace	14	58.3	9	37.5	1	4.2				
	Receptive to supervision	13	54.2	10	41.7	1	4.2				
	Potential for leadership qualities	10	41.7	13	54.2	1	4.2				
Personal Attributes	Dress/appearance/personal habit	13	54.2	7	29.2	4	16.7				
	Positive attitude on the job	13	54.2	9	37.5	2	8.3				
	Enthusiasm in performing the job	11	45.8	11	45.8	2	8.3				
	Initiative for tasks needing completed	12	50.0	11	45.8	1	4.2				
	Creative and innovative on the job	14	58.3	9	37.5	1	4.2				
	Overall Job Performance	11	45.8	12	50.0	1	4.2				

Evaluation Results for FCS 472 Spring 2007 - Summer 2007, Total N = 25

Standard	Rate / Characteristics	Exceptional		Above Average		Average		Below Average		Not Observed	
		N	%	N	%	N	%	N	%	N	%
Quality Work Habits	Punctual	17	68.0	4	16.0	4	16.0				
	Good attendance	17	68.0	7	28.0	1	4.0				
	Accepts constructive criticism	17	68.0	5	20.0	2	8.0			1	4.0
	Reliable under pressure	13	52.0	10	40.0	1	4.0			1	4.0
	Logical thinker	14	56.0	6	24.0	5	20.0				
	Sound decision making	14	56.0	5	20.0	5	20.0			1	4.0
Quality of Work	Productivity of students	16	64.0	8	32.0					1	4.0
	Provides a sense of accomplishment	16	64.0	8	32.0	1	4.0				
	Responsible level is appropriate	14	56.0	10	40.0	1	4.0				
	Contributes to organizational goals	13	52.0	11	44.0	1	4.0				
Knowledge of Work	Systems and procedures	11	44.0	8	32.0	5	20.0			1	4.0
	Effective communication(oral/written)	16	64.0	4	16.0	4	16.0			1	4.0
	Follows instructions	19	76.0	5	20.0	1	4.0				
	Service to clientele	18	72.0	6	24.0	1	4.0				
	Product provided to clientele	17	68.0	6	24.0	1	4.0			1	4.0
Human Relations	Cooperative with co-worker	19	76.0	5	20.0	1	4.0				
	Cooperative with customers	19	76.0	5	20.0	1	4.0				
	Inviting presence at workplace	16	64.0	7	28.0	2	8.0				
	Receptive to supervision	20	80.0	4	16.0	1	4.0				
	Potential for leadership qualities	13	52.0	9	36.0	1	4.0	1	4.0	1	4.0
Personal Attributes	Dress/appearance/personal habit	20	80.0	5	20.0						
	Positive attitude on the job	20	80.0	5	20.0						
	Enthusiasm in performing the job	15	60.0	10	40.0						
	Initiative for tasks needing completed	15	60.0	10	40.0						
	Creative and innovative on the job	16	64.0	3	12.0	6	24.0				
	Overall Job Performance	16	64.0	9	36.0						

APPENDIX D

ASSESSMENT REPORT SUMMARY: B.A. in Family and Consumer Sciences 2006-2007

Student Outcomes	Persons Responsible	Assessment Tool or Approach	Standards/ Benchmarks	Results/Analysis	Action
Take a concept from an idea and make it real, allocating and utilizing resources in the context of individuals, families, consumers and communities	Faculty	Evaluation report forms Tests, and lab exercises	Rubrics for FCS Standard indicator: Exceptional = 5 Above Average =4 Average = 3 Below Average =2 Not Observed = 1	Overall job performance (for FCS 471 &472): 55.1% of students= Exceptional and 42.9% of students = Above Average	Continue using evaluation report form.
Use tools of inquiry and derive facts from data, findings from facts, conclusions from findings and recommendations from conclusions	Faculty Students Field Supervisors	Evaluation report forms Research paper score sheet	Exceptional = 5 Above Average =4 Average = 3 Below Average =2 Not Observed = 1	Overall job performance for 472): 64.1% of students= Exceptional (5) and 36% of students = Above Average(4) For FCS 471:45.1%=5; 50% = 4; and 4.2% = 3	Continue using evaluation report form. Develop standardized rubrics for assessing research skills.
Analyze factors that impact individuals, families, and communities with regard to consumer choices and/or provision of human basic needs	Faculty	Evaluation report forms Observations tools Interviews guides Praxis II in FCS Content test Portfolio	Exceptional = 5 Above Average =4 Average = 3 Below Average =2 Not Observed = 1	“	Faculty will create rubric for portfolio benchmarks
Exchange information and ideas with others through writing, speaking, reading or listening	Faculty Students Field Supervisors	Evaluation sheet/key for papers , essay questions	Exceptional = 5 Above Average =4 Average = 3 Below Average =2 Not Observed = 1	FCS 472 FCS471 Exceptional = 64% 42% Above Ave. =16% 37% Average = 16% 17% Below Ave. = - 4%	None at present time