

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

Family and Consumer Sciences



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

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Huntington, WV 25755 2006-2007 FCS Assessment Report 1

ASSESSMENT INFORMATION

I. Assessment Activities

A. Program Goals:

The M.A. in Family and Consumer Sciences (FCS) degree program is committed to preparing students to serve in managerial positions in education, business, and human services. Parallel to the mission of Marshall University, the program is tailored to individual career needs and interests. The program goals have been established to guide learning that develop competence in the Family and Consumer Sciences Standards identified by the American Association of Family and Consumer Sciences (AAFCS), a national FCS professional organization. Students' performance indicators include skills such as discovery, resourcing, leadership, management and dissemination of information. Rubrics were used to measure performance in course assignments including tests. **Goals** of the program are to:

1. **Increase graduates' competency in understanding and application of concepts fundamental to the mission of FCS aligned to FCS standards.**

Courses in the M.A. in FCS program help graduates develop competence, effective leadership, teamwork, and interpersonal skills, and foster productive relationships to empower individuals, strengthen families, and improve communities. Indicators of the ability to appraise the effects of personal choices and actions on material and human resources, links with other professionals in FCS, and actively search for opportunities to grow professionally are embedded in coursework performance tasks. Students' presentations and papers for scholarly, professional, and/or lay audiences provide data for assessment.

2. **Enhance students' ability to make decisions and solve problems, lead, initiate, plan, implement, and evaluate FCS programs and/or projects.**

Problem solving and decision making are important aspects of the management process covered in FCS 665. Students apply theoretical frameworks to examine decisions and actions affecting individuals, consumers, families and communities. Assessment rubrics ('little/no value' to 'exceed expectations') are used to assess term papers. Graduate students are encouraged to also attend and make presentations at annual state and/or national FCS professional conferences. These meetings also provide opportunities for students to listen and reflect on scholarly presentations as well as establish professional links.

3. **Enable graduates to understand concepts, tools of inquiry, and theories in FCS, and apply them to enhance quality of life in society.**

Research competency is a valued activity in the M.A. in FCS program. Courses such as FCS 601, 603, 605, and 606 help students apply theories and tools of inquiry to investigate issues and trends in FCS. Assessment instruments to measure outcomes include theory and/or article critiquing, thesis or research report and comprehension exam. Approval of the thesis or research report and a pass in comprehensive

examination by the student's program of study committee comprise the benchmark for assessment of research competence.

4. **Expand students' communication and interpersonal skills and effectively present research outcomes and scholarly information both in writing and oral** and other forms of symbolic representation, to foster active inquiry, collaboration, exchange of information, and support interaction in FCS are measured. Rubrics ('exceeds expectations' being the highest score, and 'little/no value' the lowest score) in peer-reviewed presentations and term papers serve as performance assessment benchmarks.

An outline of the AAFCS Standards:

- **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, research results and implications for the family, community and work environment.
- **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. Achieve a better 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. The ability to integrate principles of effective communication into management 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.

As shown in Table 1, the M.A. in FCS aligns with the AAFCS Standards. The following courses were offered in 2006-2007 academic year: FCS 531, FCS544, FCS540, FCS 600, and FCS 679.

Table 1. M.A. in Family and Consumer Sciences Courses compliance with AAFCS Standards

AAFCS Standards	M.A. in FCS Courses
Integration of Foundations	FCS 544 Consumer Education (3 hrs) FCS 600 Philosophy & Trends in FCS (3 hrs) FCS 601 Evaluation in FCS (3 hrs) FCS 681 Thesis (2-6 hrs) OR FCS 679 Problem Report (3 hrs) FCS 684 Special Problems in FCS (3 hrs)
Family Studies and Human Services	FCS 515 Family Relationships (3 hrs) FCS 516 Prenatal and Infant Care (3 hrs) FCS 603 Current Issues in Child Development(3 hrs)
Human Development Education and Services	FCS 531 Guidance of the Young Child: Practicum (3 hrs) FCS 602 Curriculum Development in FCS (3 hrs)
Nutrition Wellness and Food Sciences	FCS 510 Nutrition in Aging (3 hrs) FCS 606 Recent Developments in foods (3 hrs)
Food Lodging Hospitality	FCS 502 Food of the World (3 hrs) FCS 540 Nutrition in the Home and Schools (3 hrs)
Consumer and Resource Management	FCS 665 Family Resource management Theory (3 hrs)
Textiles and Apparel	FCS 605 Recent Developments in Clothing (3 hrs)
Environmental Design	

B. Learning Outcomes and Data Collection

The M.A. in FCS encourages professional development of students and faculty through applied research in FCS. A selection of student learning outcomes that are measurable, observable, and behavioral are listed below. Indicators demonstrating mastery of professional and technical

content, ability to plan, conduct, and evaluate different situations affecting management and operations for the well being of individuals and families are measured.

Learning outcomes: Students should be able to:

1. Identify a research problem, design a study and gather data using appropriate research methods on issues affecting the well-being of individuals, families, consumers and communities;
2. Analyze and reflect on factors that impact individuals, families, and communities with regard to consumer choices and/or provision of human basic needs;
3. Use tools of inquiry and derive facts from data, findings from facts, draw conclusions from findings, and recommendations from conclusions; and
4. Exchange information and ideas with others through writing, speaking, reading or listening.

Data Collection and Assessment

Primary data sources and measurement of outcomes:

- Acceptance of a thesis or special problem report and a pass in comprehensive exam.
- Papers and presentations for scholarly, professional, and/or lay audiences.
- Preparation and presentation of professional portfolio in preparation for job search or promotion after graduation.

Results are discussed at meetings (e.g. by the program of study committee) together with informal data from faculty to determine effectiveness to strengthen the program. Assessment tools including guidelines for acceptance of thesis, comprehensive exam, and evaluation rubrics for assessing portfolio, article critique, research papers, and discussion boards are used to assess learning outcomes. Additional information is gathered from graduating students, alumni and employers, which helps identify areas that need strengthening in the curriculum.

Rubrics benchmarks scores:

- 4= Exceeds Expectations* – information and ideas are presented effectively and Creatively;
- 3 = Meets Expectations* – information and ideas are presented well, with a few minor Problems or omissions, but are not significant;
- 2 = Below Expectations* – information presented does not meet minimum standards of acceptance; and
- 1 = Little/No Value* – some major flaw (e.g. major omissions or serious misstatement) is noted that damages the effectiveness of the presentation or information presented is of no value/ is irrelevant.

Central to achieving the FCS mission is one's ability to derive facts from data, findings from facts, conclusions from findings and making recommendations for enhancing the well-being of individuals and families. Graduates in FCS must be able to collect and analyze primary and secondary data, and write a report about findings and implications. In 2006-2007 academic year students' assignments involved collection of primary data such as through observation of cognitive and motor skills of preschool children (FCS 531 & 603), eating behaviors (FCS 540) or shopping habits of consumers (FCS 544). Students further used computer database search

engines to obtain appropriate secondary data on demographics of consumers and families. Students shared findings with others through writing research papers, oral presentations and responding to questions. Rubrics benchmarks (1 to 4 with 1 representing 'little/no value' performance, and 4 being the highest attainable score representing 'exceeds expectations') were used to measure the level of performance'.

Critical thinking and creativity is vital in FCS professional practice. Consumer issues such as home buying is a comprehensive, nonlinear process that requires a strategic plan based on decisions about what one can afford to spend on a home, financing/type of loan that best fits family needs, mortgage payments, insurance, warranties for the house, and up-keep. Numerous decisions must be made in all these aspects. FCS 544 and FCS 600 provided opportunity for students to discuss and take informed position on such pertinent issues that impact the well-being of individuals and families. Rubrics were used to assess term/position papers.

C. Results: Data analysis and use

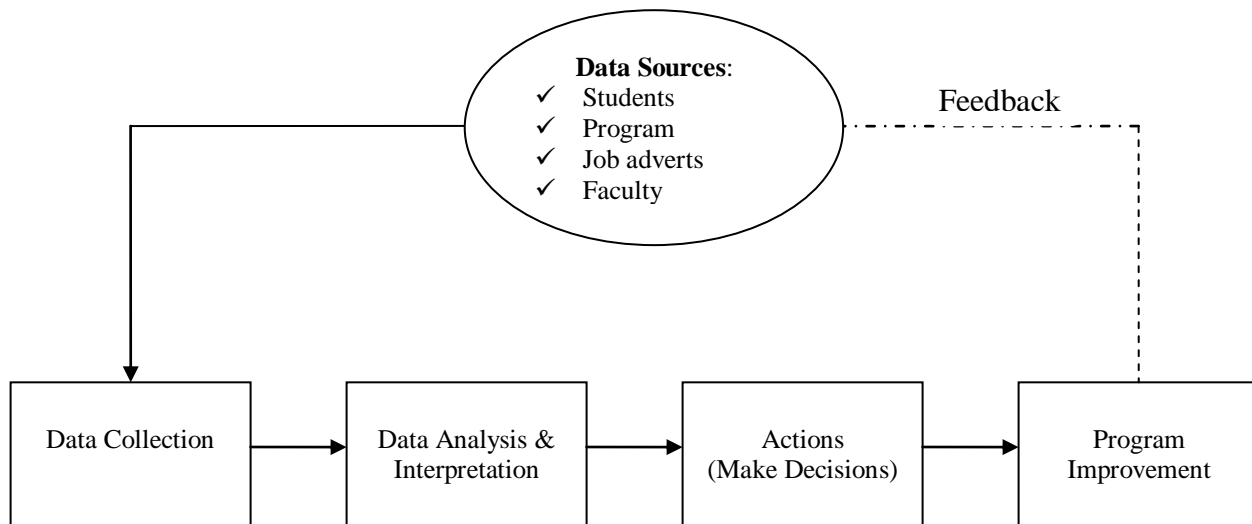
The Assessment Summary (Appendix A) attached provides a summary of assessment tools, benchmarks, results and action. Results demonstrate a high level (3 to 4 or above 80%) of performance and competence of students. For career analysis student content analysis about skills, responsibilities, and qualifications listed in job advertisements for positions at managerial level. Students developed career plans and career matrix in specific FCS field. These were presented in their portfolio. To assess communication skills as well as technology skills students were required to present their work orally using a PowerPoint presentation format. Each student's presentation was followed by a question and answer session of about 5 minutes.

As shown in Table 1 on page 3, the M.A. in FCS consists of about 50% dual-listed (500 level) courses, and courses are spread thinly across the FCS standards. At graduate level individuals expect to take courses that provide an in-depth professional development in a specific area of career interest. The current program tends not measure up to this expectation. Thus a needs assessment is underway to guide a comprehensive revision process.

The major limitation to assessment results is the low student enrollment in the M.A. in FCS on which assessed results are based. Although the FCS unit gets inquiries from students interested to enroll in the program, many potential students express the difficulty in logistics of their ability to take in-class courses because they work full time in places that are far from the Huntington Marshall University campus. In 2006-2007, for example, one student travelled from Jackson County, West Virginia to attend classes in Huntington. Offering online courses for the M.A. in FCS may address this concern.

Assessment Model and its Use

Figure 1. M.A. in FCS Assessment Model and Decision Making



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 M.A. in Family and Consumer Sciences compare well with national standards in the field.

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

- Complete the revision of M.A. in FCS program based on needs assessment to address critical job market demands in the State of West Virginia, the U.S. and globally.
- Develop online courses to reach students throughout West Virginia and beyond. The enrollment is most likely to increase when courses are organized and delivered to fit with potential students' work schedules.
- Develop assessment template for use by faculty for consistency in the assessment of learning outcomes across the curriculum.
- Complete revising the FCS website to inform and attract potential students.
- Develop brochures for distribution to promote the program.

IV. Assistance Needed

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

- Funding for the development of FCS online courses to reach students throughout West Virginia and beyond.
- Scholarships and graduate assistantship positions for FCS graduate students including international students to increase enrollment and expand resources for research.

V. Important thing Learned from The Assessment Process

M.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. The M.A. in FCS program may be more effective if courses are not thinly spread across FCS standards. Offering online courses may increase students' enrollment.

Appendix A ASSESSMENT REPORT

M.A in Family and Consumer Sciences 2006-2007

Student Outcomes	Persons Responsible	Assessment Tool or Approach	Standards/Benchmarks	Results/Analysis	Action
Identify a research problem, design a study and gather data using appropriate research methods on issues affecting the well-being of individuals, families, consumers and communities	Faculty Students	Thesis Or Special Problem Report evaluation sheet	Exceeds Expectations= 4 Meets Expectations =3 Below Expectations= 2 Little or No Value = 1	100% students attained a 3 or higher score.	Continue as is. Adapt the evaluation sheet for other courses
Analyze and reflect on factors that impact individuals, families, and communities with regard to consumer choices and/or provision of human basic needs;	Faculty Students	Portfolio Evaluation Sheet Rubrics	Exceeds Expectations= 4 Meets Expectations =3 Below Expectations= 2 Little or No Value = 1	Students met expectations (3 or higher score).	Continue as is.
Use tools of inquiry and derive facts from data, findings from facts, draw conclusions from findings, and recommendations from conclusions;	Faculty Students	Research Paper Evaluation Rubrics	Exceeds Expectations= 4 Meets Expectations =3 Below Expectations= 2 Little or No Value = 1	All students achieved a 3 or higher score.	Engage students in review of scholarly articles and citation of sources of information
Exchange information and ideas with others through writing, speaking, reading or listening;	Faculty Students	Term Paper Evaluation sheet	Exceeds Expectations= 4 Meets Expectations =3 Below Expectations= 2 Little or No Value = 1	All students met expectations in presentation of information in both writing and verbally.	Continue to require students to present both in writing and orally.