

2009-2010 ANNUAL PROGRAM ASSESSMENT REPORT

B. A. in Family and Consumer Sciences

School of the Human Development and Allied Technologies

College of Education and Human Services

December 2010



MARSHALL UNIVERSITY

12/9/2010

I. PROGRAM'S MISSION

The Bachelor of Arts (B.A.) in Family and Consumer Sciences (FCS) degree program is offered by the Family and Consumer Sciences under the School of Human Development and Allied Technology, in the College of Education and Human Services at Marshall University. The program offers two majors: Family and Consumer Sciences, and Hospitality Management. The Family and Consumer Sciences major consist of two areas of emphasis: Apparel Design and Merchandising, and Child and Family Services. The Hospitality Management major has three areas of emphasis: Culinary Arts, Foodservice Management, and Lodging. A student must choose a major and one area of emphasis within the major. Graduates gain knowledge and competencies to enter diverse and exciting careers in the fashion industry, child and family service organizations, and hospitality industry.

Consistent with the Marshall University mission and aims and the mission of the College of Education and Human Services, the goals of the B.A. in FCS are to:

1. Provide opportunities for students to develop and assess leadership and team work skills that contribute to effectiveness in family, work, and community settings.
2. Apply academic skills in the context of life and work experiences related to human service programs, fashion business, and hospitality industry.
3. Increase knowledge about the family unit and its development, diverse nature, and role in nurturing children, youth, and adults as they grow and change.
4. Improve students' critical thinking and problem-solving skills in decision-making, and assume responsibility as consumers and providers of goods and services necessary to meet the basic human needs: clothing, food, nurturing, and housing.

5. Create research opportunities for students and faculty to keep up with FCS trends, current content, and maintain professional leadership in promoting quality of life of individuals and families.
6. Provide opportunities for students to communicate effectively both verbally and in writing in various settings.
7. Enhance innovative application of technology in the field of FCS.

II. PROGRAM'S STUDENT LEARNING OUTCOMES

Students Academic Achievement

1. Understand cultural, economic, and environmental influences on families, work, and society fundamental to the mission of Family and Consumer Sciences.
2. Set career and educational goals based on personal interests and skills.
3. Apply critical thinking skills and evaluate practices and strategies for meeting personal, physical, emotional, intellectual, and social needs of individuals across the life span.
4. Identify technology and critical thinking skills used to plan, design, produce, evaluate, and market apparel and textile products.
5. Identify industry appropriate communication skills, work ethics, and productive work habits in FCS.

III. ASSESSMENT ACTIVITIES:

The following chart outlines assessment tools used in the undergraduate program:

ASSESSMENT ACTIVITIES: B.A. IN FAMILY AND CONSUMER SCIENCES 2009-2010

Student Outcomes	Assessment Measures (Tools)	Benchmarks	Results/Analysis	Analysis/Planned Action
Understand cultural, economic, and environmental influences on families, work, and society fundamental to the mission of Family and Consumer Sciences.	Tests, applied exercises, and student class discussions and reports Praxis II FCS content standards for education students	Students discuss knowledgably about FCS role in addressing influences on families, work & community. Course pass rate/grade of C or higher in FCS courses Pass Praxis II FCS	Moderate competence in articulation of FCS body of knowledge and application to life. More than 90% students attained a GPA of 2.0 or higher in FCS courses. 100% education students passed Praxis II content	Continue with diverse learning activities based on the FCS body of knowledge and changes in society.
Set career and educational goals based on personal interests and skills.	Job shadowing Portfolio Internship evaluation forms by faculty, employers, and self	Rating scale rubrics: 4 – Skilled – can work independently 3 – Moderately skilled - with limited supervision 2 – Limited skilled – requires close supervision 1 – No exposure – no knowledge in the area	Students achieved 3 or higher for internship evaluation	Challenge students to set even higher goals for internship. Encourage proficiency in portfolio development
Apply critical thinking skills and evaluate practices and strategies for meeting personal, physical, emotional, intellectual, and social needs of individuals across the life span.	Analysis of case studies, and research papers. Observations tools Field trip interviews Praxis II in FCS	Proficiency demonstrated through articulation of information and thoroughness in problem solving. Course grade of C or	A majority 98%) were able to use diverse search engines to access information and substantiate claims. Inconsistence in citation	Engage students in review of scholarly articles and citation of sources of information

	content test	higher	of references	
Identify technology and critical thinking skills used to plan, design, produce, evaluate, and market apparel and textile products.	Tests, and applied exercises such as design using Computer-aided-design (CAD) and other software	Proficiency in basic computing skills and in CAD Course pass rate/grade of C or higher	All students demonstrated basic computing skills such as PowerPoint presentation, developed patterns for apparel.	Update computer labs with the FCS software to enhance creativity in design projects
Identify industry appropriate communication skills, work ethics, and productive work habits in FCS	Job shadowing, quizzes, and tests, Rubric for oral presentation Rubrics for posters, and displays Reflection paper on findings	Clearly and correctly stated ideas. Proper grammar use.		

IV. OVERVIEW OF CHANGES IMPLEMENTED IN THE PROGRAM THIS PAST YEAR

At the course level, student performance data were gathered, analyzed, and appropriate changes implemented by faculty teaching each course in ongoing weekly applied exercises, midterm, and final exams at the end of each semester. Senior students continue to meet the challenges of their classes and are beginning to exhibit a new understanding of the role of FCS professional in specific fields of FCS.

V. CHANGES/MODIFICATIONS MADE TO THE PROGRAM BASED SPECIFICALLY ON DATA OBTAINED DURING ASSESSMENT DAY ACTIVITIES

Review course proposals and syllabi for consistency in course content, student objectives, and scope of learning experiences. Currently, as a response to our student’s requests, we are investigating possibilities of having our students attend and participate in other forms of internship projects other than the routine work field placement.

VI. ASSISTANCE NEEDED WITH ASSESSMENT

Curriculum analysis, evaluation, and program marketing are major parts of the plan that require assistance. The current syllabi do not need modification as their course objectives are being met and inspire students toward critical thinking. However, learning environment need to be improved and conducive to learning and assessment. Assistance is needed to update the textiles and apparel 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. In addition, there is need to remodel the food preparation laboratory for appropriate

applied exercises in the hospitality management major.

Appendix A

Family and Consumer Sciences Courses in Table 1

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 402	Foods of the World
FCS 417	Evolution of fashion
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)