

# FAMILY AND CONSUMER SCIENCES PROGRAM STRATEGIC PLAN REPORT

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(3/10/08)

## An Overview

The Bachelor of Arts (B.A.) and Master of Arts (M.A.) in Family and Consumer Sciences (FCS) programs at Marshall University are designed to develop knowledge and competency required to manage personal and family lives, as well as prepare graduates for diverse career opportunities. For example, the body of knowledge in apparel design, production and merchandising; family, child, and consumer services; as well as that of hospitality management translates into effective practices people can put into immediate use in their lives and occupation. Graduates' career opportunities range from teaching at all levels of education in the State of West Virginia to diverse positions in fashion design, production and merchandising, hospitality and tourism, child and family services, in business, industry, government and non-profit organizations, or as entrepreneurs. In all these areas FCS aligns to the mission of Marshall University and the College of Education and Human Services (COEHS) in particular, by the unique focus on improving the lives of individuals, families, and communities. Graduates are prepared to take leadership role to empower individuals, strengthen families, and facilitate economic security of communities.

This report presents the strategic plan, which focused on the revision, recruitment and retention of students in both the B.A. and M.A. in FCS degree programs. Strategic planning was guided by trends in the FCS profession, career demands and societal needs. Professional trends are reflected in the FCS standards identified by the American Association of Family and Consumer Sciences (AAFCS), a national organization. Both the B.A. and M.A. in FCS (Appendix A1 and B1) are aligned to these standards. Assessment plans (Appendix A2 and B2) were developed for each program to measure learning outcomes. The ultimate goal of these FCS degree programs is to acquire AAFCS accreditation. The revised FCS programs align with the following standards identified by the AAFCS:

<b>Standard</b>	<b>FCS Core or Area of Emphasis</b>
Integration of Foundations	Core courses
Family Studies and Human Services	Child and Family Services (B.A. in FCS only)
Textiles and Apparel	Apparel Design and Merchandising (B.A. in FCS only)
Food, Lodging and Hospitality	Hospitality Management

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Career demands and societal needs were investigated to provide baseline data for strategic program planning. Valuable data were obtained from potential employers of FCS graduates through an FCS Advisory Committee meeting, informal interviews and an email questionnaire

with management in hospitality and tourism, and content analysis of advertisements for managerial positions in hospitality and tourism. Results suggest high demand and diverse employment opportunities for FCS graduates.

Strategies for recruitment and retention of students include the formation of a Family and Consumer Sciences Advisory Committee, which is a representation of potential FCS graduates, employers, and those representing community interests. Members of the advisory committee will, among many tasks, advocate for the program. The FCS website has been recreated to provide information to students, the public and potential employers. Additional strategies include the development of a promotional brochure, participation in student orientations, and school visits as major marketing strategies for the programs.

### **A Market Analysis for the Family and Consumer Sciences Program**

#### *Fashion Industry, Child and Family Service*

Employment opportunities for qualified FCS graduates exist in the fashion industry, family and child service, in the fast growing hospitality and tourism industry, and in teaching. Currently, the U.S. sees more than 5 million people employed in the fashion industry: 4.3 million in retail sales and about 1 million in the development and manufacturing of textile products, retail buying and wholesale segments (U.S. Bureau of Labor Statistics, US Department of Labor, 2006-2007). Changes in the American family structure, lifestyles and work patterns call for FCS programs that focus on child and family service. Society is increasingly experiencing problems such as debts, unhealthy eating patterns, poor family relationships, destructive youth habits, child abuse, and poverty. Qualified FCS professionals are needed to provide education and services to address these perennial problems by working with families, youths, and parents in local communities, government and non-government organizations at state and national levels.

#### *Hospitality and Tourism*

The hospitality and tourism industry plays a major role in economic growth, and offers diverse employment opportunities in West Virginia, nationally and globally. The Department of West Virginia Tourism (2004) reported that travel-generated spending by overnight and day visitors in West Virginia was over \$3.4 billion in the 2004 calendar year and produced about 41,000 jobs with earnings of \$766 million. This suggests employment opportunities exist for FCS graduates in the hospitality management area of emphasis.

#### *Family and Consumer Sciences Educators*

The need for Family and Consumer Sciences educators remains high in West Virginia and across the nation (see West Virginia Department of Education letter of support in Appendix F). Research indicates that many states including West Virginia face dire shortages of FCS educators. For example for the 1999-2003 periods, West Virginia needed 200-250, but forecasted a supply of 100-150 per year for FCS educators; Ohio required 150-175 but forecasted a supply of 30-50 per year (the American Association of Family and Consumer Sciences, 1999). This creates employment opportunities for FCS graduates. There is increasing demand at the high school level, for teaching FCS courses such as Applied Design – Fashion

Merchandising (WVIES Code 0961), Parenting and Child Development (WVEIS Code 0902), Child Development Specialist I (WVEIS Code 1003, Child Development Specialist II (WVEIS Code 1004), Food Preparation (WVEIS Code 0951) and Preact (WVEIS Code 1019) a hospitality management perspective. The FCS unit at Marshall University receives inquiries from a number of teachers without educational background in FCS that are interested in pursuing Master of Arts in Teaching (MAT) with an FCS area of emphasis. The MAT program consists of 50% subject content (i.e. FCS undergraduate courses) prior to acceptance in the program.

### **The need for an M.A. in Family and Consumer Sciences**

Data input on competencies and skills required for working in the hospitality and tourism industry was obtained through use of a questionnaire (Appendix C) and content analysis of advertisements for management positions in this industry. The questionnaire required respondents, mostly from the Tri-State region, to rate the level of importance for competencies and skills employees must possess in this industry, list barriers to pursuing graduate studies, as well as indicating preferred modalities for training employees. A content analysis of advertisements provided information on qualifications required for specific managerial positions in hospitality and tourism (see Table 1b in Appendix D).

Results suggest that there are employment opportunities in West Virginia and the Tri-State region. Tables 1a and 1b in Appendix D present results from the questionnaire responses and from advertisements' content analysis, respectively. Table 1a shows the rating of important skills, desirable attributes and experiences, and a wide range of management positions listed by participating organizations/firms. Content analysis of advertisements results echoed findings that management, communication, computing skills, customer service, and interpersonal skills were perceived to be very important (Chart1, Appendix D). These results (see Table 1b in Appendix D) guided the designing of courses for the proposed M.A. in FCS degree program with a single area of emphasis (Hospitality and Tourism).

#### **Major Actions in Strategic Planning for Program review**

**Action # 1:** *Regular meetings* (the Dean and Associate Dean in COEHS, FCS faculty, and the HDAT Division Chair) were held to revise the B.A. in FCS (Appendix A1) and develop an assessment plan (Appendix A2) for annual assessment. The assessment plan provides learning outcomes and measures with established benchmarks for assessing students' performance. The revised B.A. in FCS consists of three areas of emphasis: *1. Apparel Design and Merchandising; 2. Child and Family Services; and 3. Hospitality Management.* The newly formed FCS Advisory Committee representing potential employers of FCS graduates considered the revised program at its first meeting. The program has also been approved by the Undergraduate Curriculum Committee, and the University Curriculum Committee. Appendix E contains recommendations from the curriculum committee.

**Action #2:** Developed the M.A. in Family and Consumer Sciences degree program with a single major, Hospitality and Tourism (Appendix B1). Also an assessment plan was developed for the M.A. Program (Appendix B2). The program design was guided by consultations with institutions that offer similar programs and market research data. Through several meetings we (the Dean

and Associate Dean in COEHS, FCS faculty, and the HDAT Division Chair) resolved to offer online courses to reach and accommodate work schedules of potential students. Course outlines have been developed for the new courses (see Appendix G). A consultant has been identified to assist with development of online courses for the M.A. in FCS degree program. The program is expected to begin in Fall 2008.

### **Student Recruitment and Retention Strategy**

The following actions were implemented as part of a strategic plan for marketing and recruitment for the FCS degree programs:

**Action 1:** Established dual degree partnership with Marshall University Community and Technical College in Hospitality Management (see Attachment 1, Appendix A1). Graduates with an Associate degree in culinary arts, foodservice and/or hotel/lodging will enter the B.A. in FCS to complete a four-year degree. The B.A. in FCS with an emphasis in hospitality management will also be a potential source of students for the proposed M.A. in FCS program, which has a single major in hospitality and tourism.

**Action 2:** Received letters of support for the FCS programs (Appendix F) from prospective employers. These letters indicate critical demand for FCS professionals.

**Action 2:** We recreated the FCS website (<http://www.marshall.edu/fcs/>), with the help of a consultant in the College of Education and Human Services to market the revised FCS program through the Internet.

**Action 3:** We developed and distributed the FCS brochure (see Appendix H) to potential students in high schools and at the summer student orientation.

**Action 4:** Faculty and students in FCS visited some senior high schools to create awareness of the program – Huntington High School, Cabell Midland High School.

**Action 5:** We continue to share course offerings with the West Virginia Department of Education and schools for all individuals interested in FCS certification in both undergraduate and graduate programs.

**Action 6** Enrollment projections for the next four years beginning fall 2008 have been developed (see Tables 1 and 2 on the next page).

**Student Enrollment Projection**

Table1. Four-Year Projection of Enrollment for the B.A. in Family and Consumer Sciences Degree Program

<b>Students</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Area of Emphasis 1: Apparel Design & Merchandising	20+	40	60	80
Area of Emphasis 2: Child & Family Service	20	40	60	80
Area of Emphasis 3: Hospitality Management	20	40	60	80
<b>Grand Total of Students Enrolled in the Program</b>	<b>60+</b>	<b>120</b>	<b>180</b>	<b>240</b>

**Note:** New student enrolment will increase by about 60 students per academic year in the first four years.

Table 2. Projected Enrollment for the M.A. in Family and Consumer Sciences Degree Program

<b>Students</b>	<b>Year 1</b>	<b>Year 2</b>
	<b>2008-2009</b>	<b>2009-2010</b>
New Students Admitted	30	30
<b>Grand Total of Students Enrolled in the Program</b>	30	60

**Note:**

- New student enrollment of about 30 per academic year.
- Projections are based on market demand.
- A fulltime student may complete the program in two years. Students have flexibility to complete the program in four years.

## **Positions and Potential Employers of FCS Graduates**

### **1. Apparel Design and Merchandising**

*Positions:* Designer, merchandiser, buyer, assistant buyer, store manager, fashion editor, teacher, college instructor, etc.

*Employers:* Fashion retail industry, apparel manufacturers, entrepreneur, textile industry, textile furnishing industry, government (teaching, consumer agencies, and extension), and colleges/universities.

### **2. Child and Family Services**

*Positions:* Credit counselor, family service specialists, extension agent, teacher, college/university instructor.

*Employer:* Government agencies and/or departments, non-profit organizations, colleges/universities.

### **3. Hospitality and Tourism**

*Positions:* Foodservice manager, guest service manager, hotel & restaurant inspector, restaurant manager, bed & breakfast owner, tourism director, information service agent, cruise director, food/beverage manager, industrial caterer, lodging managers and planners, travel agents and guides, meeting and convention planners, etc.

*Employer:* Catering companies, colleges/universities, city/country clubs, hotels, cruise lines, bridal establishment, conference centers, restaurants, travel agencies.

**4. B.A. in Secondary School Education-** FCS teachers employed by counties in West Virginia and Tri-State region.

## **References**

1. American Association of Family and Consumer Sciences (1999). *Recruiting Family and Consumer Sciences Educators*. Alexandria, VA: American Association of Family and Consumer Sciences.
2. Bureau of Labor Statistics, US Department of Labor (2006-2007). *Economic impact of travel on West Virginia*. Retrieved 11/10/06 from <http://www.wvtourism.com/inforeports/2004EconomicImpactFinal.pdf>
3. Department of West Virginia Tourism (2004). Economic impact of travel on West Virginia, 2000-2004 detailed state and county estimates. Retrieved on 11/10/06 from <http://www.wvtourism.com/inforeports/2004EconomicImpactFinal.pdf>

**APPENDIX A2**

**Program Assessment Plan**

**B. A. in Family and Consumer Sciences**

**Division of the Human Development and Allied Technology**

**College of Education and Human Services**

**June 2007**



**MARSHALL UNIVERSITY**

# MARSHALL UNIVERSITY

## B.A. IN FAMILY AND CONSUMER SCIENCES ASSESSMENT PLAN

### 1. 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 communities. Graduates enter careers in business, education, industry, health care, and other consumer services. The program comprises courses in a common core and three areas of emphasis (Apparel Design and Merchandising, Child and Family Services, and Hospitality Management) 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 department is working toward accreditation of the degree in FCS programs from the American Association of Family and Consumer Sciences (AAFCS) by aligning program content to FCS national standards. Measurable achievement indicators and consistent assessment tools are identified for learning outcomes.

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 listed below.

#### **Student Academic Achievement**

1. **Content competency:** Students will achieve competence in Family and Consumer Sciences' common body of knowledge and its application for the well-being of individuals, families, consumers, and communities. Students will gain competence to work in the apparel industry, hospitality industry, human service agencies, and entrepreneurship ventures. Coursework provides opportunity for students to integrate knowledge, skills, and practices required for management of human, economic, and environmental resources in the family, workplace, and community. Performance indicators for discovery, FCS concepts, and resourcing and management skills will be assessed.
2. **Professional ethics:** Faculty planning will provide opportunities for professional orientation of students to practice and professional ethics of FCS. Internships provide opportunity for students to demonstrate interrelationships, interaction, and leadership in various settings concerned with the well-being of individuals, families, consumers, and communities. Students' achievement indicators include their ability to demonstrate leadership, citizenship and teamwork skills required for success in the family, workplace, and community.
3. **Communications and Interpersonal Skills:** Ability to apply principles of effective communication is critical in empowering individuals, families and communities. FCS coursework is designed to help students expand their communication and interpersonal skills and present research outcomes and observation projects both in written and oral delivery formats. Practice behaviors that contribute to satisfying interpersonal relationships are enhanced.
4. **Technology:** Students apply technology for knowledge and efficiency in analysis and presentation of FCS projects. Students learn how to use computer aided software to optimize their creativity in application of FCS strategies.

5. **Resource management:** Students exhibit decision-making skills, problem solving skills and a sense of accountability through the process of initiating, planning, implementing, and evaluating projects. Students utilize appropriate technologies throughout their work.

#### **Faculty Development**

6. **Contributions to profession:** Faculty are current with standards and developments in the field of Family and Consumer Sciences as reflected in teaching, scholarship and service.

#### **Curriculum Development**

7. **Accreditation.** Family and Consumer Sciences' curriculum aligns to professional standards required for accreditation by the American Association for Family and Consumer Sciences (AAFCS), a national professional organization.
8. **Relevancy.** The program promotes correlation between market demand (three areas of emphasis) and curriculum offerings for FCS students.

## **2. LEARNING OUTCOMES**

The B.A. in FCS is committed to preparing professionals who are able to face different situations and make informed decisions in their various roles. A selection of Family and Consumer Sciences 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 the well being of individuals and families, and disseminate information will be measured. Various assessment tools such as portfolio, surveys, term papers, group projects, and written exams will be used to collect data for assessment of learning outcomes (see Appendix 1 Assessment of Student Outcome).

### **Learning Outcomes for Student Academic Achievement**

1. **Increase knowledge and application of concepts fundamental to the mission of FCS.** FCS graduates will need to keep pace with a changing 21<sup>st</sup> Century world that includes continual new discoveries that will affect the perspective and presentation to the targeted audiences. The empowerment of individuals and families to take charge of their lives and to maximize their potential requires students' understanding of the common body of FCS knowledge to meet basic human needs. Indicators such as discovery, application of FCS concepts, interaction and interrelatedness of individuals, families, and communities will be measured. Students' ability to integrate knowledge, skills, and practices required for management of human, economic, and environmental resources in the family, workplace, and community will be assessed.
2. **Demonstrate competencies/skills essential for working in FCS related to industry or organization that deal with provision of goods and service that impact individuals, families, and communities.** Competencies for each area of emphasis are identified. Students analyze career opportunities and examine employability skills and behavior in family and consumer sciences. Projects embedded in coursework allow students to learn the dynamics of capacity building of individuals within families, communities, work environments and other contexts. Design projects such as how firms create product lines; develop specifications for buying and managing inventory for targeted consumers; design and create pleasing shopping environments for their consumers; and use of technology in FCS related industry. Achievement indicators such

as planning, resourcing, personal management, and personal assessments will be measured.

3. **Apply critical thinking skills in making value-based decisions and in analysis of factors that impact individuals, families, and communities with regard to consumer choices and/or provision of human needs.** Course assignments, and case studies embedded in various courses will be evaluated by course instructors using defined levels of proficiency rubrics. Indicators showing levels of proficiency in application of knowledge in their area of emphasis in addressing issues affecting individuals, families and communities in the environments in which they function to enhance the wellness will be measured.
4. **Use technology to achieve increased and in-depth knowledge and to promote operational efficiency and productivity in FCS.** Graduates must be at a cutting edge with current technology in the field of FCS. Throughout the program students have opportunity to apply information technology, computer and related software, and modern equipment in FCS related industry that increase efficiency in addressing issues concerning individuals, families, consumers, and communities. Students' ability to search information, apply computer aided design software in creating products, and resource development and sustainability. Faculty use rubrics to assess students' level of performance and quality of product.
5. **Communicate effectively both in writing and verbally to transfer FCS information to targeted audiences in various settings.** Dissemination of knowledge and transfer of information for the enhancement of economic, social, cognitive, emotional and physical well being of individuals and families is critical in achieving the mission of FCS.

#### **Learning Outcomes for Faculty Development**

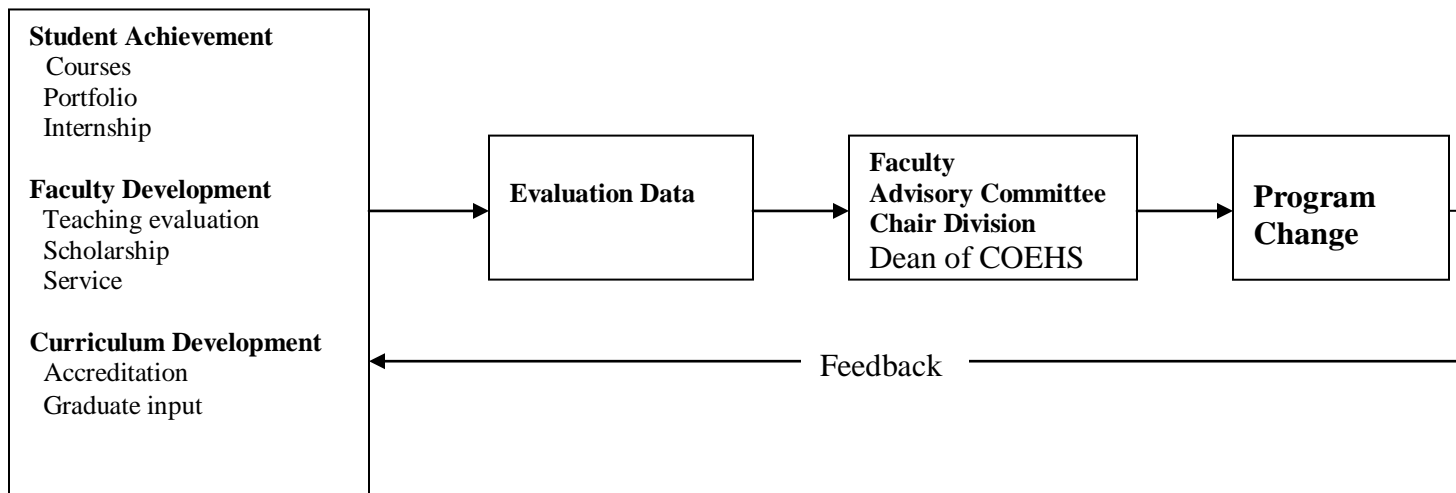
6. **Contribute to the advancement of the FCS profession through instruction, research, and service.** Achievement indicators such as research grants, conference presentations and publications, as well as service to community will provide data for assessment. Faculty incorporates leadership, professional, and teamwork skills as an integral part of classroom activities. Group projects and peer-review presentations will provide data for assessment.
7. **Use current and relevant methods of pedagogy for the classroom.** Course syllabus and teaching evaluation will provide data to assess faculty achievement.

#### **Learning Outcomes for Curriculum Development**

8. **Prepare for FCS program accreditation by the AAFCS professional organization.** The B.A. in FCS degree program must maintain competitiveness in the field. Annual self-study reports, course syllabus, and FCS Advisory Committee will provide data for curriculum development and assessment.
9. **Prepare graduates who are secure in FCS knowledge and skills and who attain appropriate positions in the field of FCS after graduation.** Upon completion of the B.A. in FCS degree program, students will complete exit and postgraduate surveys to evaluate the program in terms of acquisition of defined competencies in FCS and relevance to chosen career. Through surveys patterns of strengths and/or weaknesses will be identified as a basis for program review and possible revisions.

### 3. PROGRAM REVIEW

In order to continually prepare competent FCS graduates who can provide the state-of-art professional services, continuous assessment and evaluation must feedback into program revision. The following framework outlines assessment activities useful in the B.A. in FCS degree program revision.



### APPENDIX 1: ASSESSMENT OF STUDENT OUTCOME

Outcomes/Academic Achievement	Persons Responsible	Assessment Tool or Approach	Standards/Benchmarks	Results/Analysis	Action
<p><b>Student Academic Achievement</b></p> <p>Increase their knowledge and application of concepts fundamental to the mission of FCS</p>	Faculty	<p>Written exams Term papers Portfolio FCS courses: 201, 210, 212, 215, 349, 351, 358, 359, 444,460</p>	70% or higher in exams/tests Proficiency in articulation of information and thoroughness in problem solving	Analysis of performance in comparison to benchmarks	.
Demonstrate competencies/skills essential for working in FCS related to industry or organization that deal with provision of goods and services that impact individuals, families, and communities.	Faculty Supervisors Students	<p>Internship: FCS 471, 472</p> <ul style="list-style-type: none"> <li>• Evaluation form</li> <li>• Self-evaluation form</li> <li>• Observation worksheet</li> </ul> <p>Lab experience worksheets: FCS 210, 212, 240, 311, 363, 379, 432, 460</p>	<p>Rubric for measuring the level of performance:</p> <ul style="list-style-type: none"> <li>• Internship</li> <li>• Lab exercises</li> <li>• Community service experiences</li> </ul>		
Apply critical thinking skills in making value-based decisions, and in analysis of factors that impact individuals, families, and communities with regard to consumer choices and/or provision of human needs.	Faculty	<p>Exams Research papers Portfolio FCS courses: 201, 210, 212, 215, 349, 351, 358, 359, 432, 444,460</p>	Rubric for measuring the level of performance and articulation of information and thoroughness in problem solving.		
Use technology to achieve operational efficiency and productivity in FCS	Faculty	<p>Lab worksheets, project presentations FCS 240,363,349, 351,358, 359, 444</p>	Rubric for measuring efficiency level in application of technology		
Communicate effectively both in writing and verbally to transfer FCS information to targeted audience in various settings.	Faculty	<p>Written exams Term papers Portfolio FCS 160, 201, 210, 212,</p>	Rubric for measuring logical sequence and clarity in presenting information, appropriate grammar, citation		

		215, 349, 354, 358, 359, 417, 432, 444, 460	and listing of references,		
<b>Faculty Development</b> Faculty contributes to the advancement of the FCS profession through instruction, research, and service.	Faculty	Students' course teaching evaluation Annual reports Student advisor form data Recognition/awards	Teaching evaluation score Present or publish at least one scholarly articles per year Membership in professional organizations Special awards received		
<b>Curriculum Development</b> Prepare for accreditation of the FCS program by the AAFCS professional organization	Program Coordinator Faculty	Self-study Minutes of the Advisory Committee Syllabus	AAFCS Performance evaluation forms Minutes of advisory committee meetings		
Secure and retain positions in the field of FCS after graduation.	Program Coordinator	Senior (exit) survey Alumni (postgraduate) survey Job placement rate Industry focus group	Level of satisfaction as reflected in survey data  Secure and retain appropriate positions in FCS		