

**Family and Consumer Sciences  
Major Field Assessment Report 2007  
March 29, 2007**

**University Mission:**

The University's latest strategic plan Vision 2005, was developed by the University Planning Council and approved by the Board of Regents in Spring 2001 (See: <http://www.selu.edu/about/overview/vision>). The mission statement from that document is as follows:

The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of Southeast Louisiana.

Core values of Southeastern are as follows: Excellence, Caring, Community, Diversity, Integrity, Learning, Scholarship, and Service

**FCS Mission:**

The mission of the Southeastern Louisiana University Family and Consumer Sciences unit is to empower individuals and families as they strive to achieve social, physical, psychological, economic and environmental balance in their lives. The Southeastern Louisiana University Family and Consumer Sciences Program emphasizes applied research consistent with faculty expertise and community needs. Our unique perspective is on the interrelationships among individuals, families, and their environment through concentrations in Family Studies, Fashion Merchandising, Foods and Nutrition and Family and Consumer Sciences Teacher Education.

Course work offers many opportunities to bridge learning to practice through a variety of educational techniques including student centered projects, laboratories, practical experiences, internships and service learning.

The mission of the Family and Consumer Sciences Unit is to empower individuals, strengthen families and enable communities through the study of the common body of knowledge in Family and Consumer Sciences.

**Spring, 2007 Revised Goals & Results**

**Goal 1:** To provide students with a **quality degree program** in Family and Consumer Sciences.

1-A. Expected Outcome: FCS faculty will seek to maintain **accreditation** from the American Association of Family and Consumer Sciences.

1-A. Assessment: FCS faculty completed the biannual report required to maintain AAFCS program accreditation.

Results: See attached report.

1-B. Expected Outcome: Students completing the baccalaureate program in Family and Consumer Sciences will express satisfaction with the **overall quality** of their degree program.

1-B. Assessment: At least fifty percent of the students graduating in FCS will indicate on the Exit Survey (item # 25) that they are very satisfied (5 out of 5) with the overall quality of the degree program FCS.

1-B. Results: 64.7% of FCS students completing the 2005-2006 Exit Survey (see Table 1) expressed they were very satisfied with the overall quality of the FCS degree program.

1-B. Table 1B: Student Exit Survey 2005-2006  
Student Levels of Satisfaction with Overall Degree Program

Levels of Student Satisfaction	1-Very Dissatisfied	2	3	4	5-Very Satisfied
#25 Overall quality of your degree program			5.9%	29.4%	64.7%

1-C. Assessment: At least fifty percent of the students graduating in FCS will indicate on the Southeastern Exit Survey (2005-2006) that they are very satisfied with the course content (#6, 21, 22, 23, 31, 32) and course availability (# 11, 12, 31, 32) in FCS.

1-C.1 Results: For all four measures of course content more than 50% of FCS students completing the 2005-2006 Exit Survey (Table 1C.1) expressed they were very satisfied with the content of FCS courses.

1-C. Table 1C.1: Student Exit Survey 2005-2006  
Student Levels of Satisfaction with Course Content

Levels of Student Satisfaction	1-Very Dissatisfied	2	3	4	5-Very Satisfied
#6 Effectiveness of beginning courses in preparing you for advanced courses			8.8%	35.3%	55.9%
#21 The global perspective of courses		2.9%	8.8%	32.4%	55.9%
#22 The relevancy of courses		2.9%	8.8%	23.5%	64.7%
#23 "Real-world" experiences, exposure, examples, etc. in or out of the classroom		2.9%	2.9%	23.5%	70.6%

1-C.2. Results: Regarding course availability in internship experiences, 61.8% of FCS students completing the 2005-2006 Exit Survey (Table 1C.2) expressed they were very satisfied with the content of FCS courses. **Less than fifty percent (see 47.1%, 35.3% and 14.7%) of FCS students expressed they were very satisfied with the availability of courses and study abroad experiences (see Table 1C.2).**

1-C.2. Table 1C.2: Student Exit Survey 2005-2006  
Student Levels of Satisfaction with Course Availability

Levels of Student Satisfaction	1-Very	2	3	4	5-Very
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	Dissatisfied				Satisfied
#31 Practicum, internship, clinical, or other hands-on experiences outside of the classroom				38.2%	61.8%
#11 Availability of the required courses in your major	2.9%	5.9%	11.8%	32.4%	47.1%
#12 Availability of the elective courses you wanted to take in your major		28.8%	14.7%	41.2%	35.3%
#32 Study abroad and/or student exchange experiences	79.4%		2.9%	2.9%	14.7%

**Goal 2:** To provide students with **quality instruction** in Family and Consumer Sciences.

A. Expected Outcome: Students completing the Family and Consumer Sciences degree program will indicate satisfaction with effectiveness of **faculty instruction**.

2-A. Assessment: At least fifty percent of the students graduating in FCS will indicate on the Southeastern Exit Survey (2005-2006 items # 2, 3, 5, 7, 8, 10, 13, 14) that they were very satisfied with the effectiveness of faculty as teachers.

2-A. Results: For the eight items measuring quality of faculty instruction, greater than 50% of FCS students completing the 2005-2006 Exit Survey (Table 2A) expressed they were very satisfied with the faculty instruction.

**2-A. Table 2A: Student Exit Survey 2005-2006**  
**Student Levels of Satisfaction with Faculty Instruction**

Levels of Student Satisfaction	1-Very Dissatisfied	2	3	4	5-Very Satisfied
#2 Opportunities to interact with faculty outside of class			2.9%	23.5%	73.5%
#3 Effectiveness of the faculty as teachers			5.9%	20.6%	73.5%
#5 Interest shown by faculty in your academic development			2.9%	17.6%	79.4%
#7 Quality of instruction in advanced courses				26.5%	73.5%
#8 Faculty treatment of students both inside & outside classroom				8.8%	91.2%
#10 Opportunity for meaningful interaction with faculty in research or other scholarly activity	2.9%		5.9%	41.2%	50.0%
#13 Quality of instruction regarding standards & ethic in your major field			2.9%	26.5%	70.6%
#14 Opportunities for you to collaborate with other students on class projects			5.9%	23.5%	70.6%

**Goal 3:** To provide students with **quality advising** in Family and Consumer Sciences.

3-A. Expected Outcome: Students completing the Family and Consumer Sciences degree program will indicate satisfaction with effectiveness of **faculty advising**.

3-A. Assessment: At least fifty percent of the students graduating in FCS will indicate on the Southeastern Exit Survey (2005-2006 items #26, 27, 28, 29) that they were satisfied with the effectiveness of faculty as teachers.

3-A. Results: For all items measuring quality of faculty advising FCS students completing the 2005-2006 Exit Survey (Table 3A) expressed they were very satisfied with the quality of faculty advising they received.

**3-A. Table 3A: Student Exit Survey 2005-2006**

**Student Levels of Satisfaction with Faculty Advising**

Levels of Student Satisfaction	1-Very Dissatisfied	2	3	4	5-Very Satisfied
#26 Usefulness of the academic advice you received from your advisor			8.8%	20.6%	70.6%
#27 Your advisor's knowledge of requirements			2.9%	29.5%	70.6%
#28 The accessibility of your advisor			8.8%	17.6%	73.5%
#29 Your advisor's concern with your academic goals			2.9%	17.6%	79.4%

**Goal 4:** To provide students with experiences in the use of computer resources, technology in the classroom and facilities and equipment appropriate in Family and Consumer Sciences.

4-A. **Expected Outcome:** Students completing the Family and Consumer Sciences degree program will indicate on the Southeastern Exit Survey satisfaction with the **technology in the classroom** and with **computer resources** in Family and Consumer Sciences.

4-A. **Assessment:** At least fifty percent of FCS student graduates and will indicate on the Southeastern Exit Survey (2005-2006 items # 16, 17) that they were satisfied with technology in the classroom and computer resources in Family and Consumer Sciences.

Results 4A: Over 50 percent of FCS students completing the 2005-2006 Exit Survey (see item #16) expressed satisfaction with the technology in the classroom. **Only 44.1 percent of students expressed satisfaction with facilities in their major.**

**4-A. Table 4A: Student Exit Survey 2005-2006**

**Student Levels of Satisfaction with Technology**

Levels of Student Satisfaction	1-Very Dissatisfied	2	3	4	5-Very Satisfied
#16 Use of appropriate technology in the classroom	2.9%	2.9%	8.8%	29.4%	55.9%
#17 Facilities & Equipment (including computer resources) for courses in your major	5.9%	11.8%	11.8%	26.5%	44.1%

**Goal 5 :** To provide students with opportunities to develop as a professional in the field of Family and Consumer Sciences.

5-A. **Expected Outcome:** Students completing the Family and Consumer Sciences degree program will indicate on the Southeastern Exit Survey that they were satisfied with

4-A. **Assessment:** At least fifty percent of FCS student graduates and will indicate on the Southeastern Exit Survey ( 2005-2006 items # 18, 19) that they were satisfied with the professional development in their degree program.

Results 4-A. : Over 50 percent of FCS students completing the 2005-2006 Exit Survey (see item #9, 18, 20) expressed satisfaction with the professional development received in their degree program.

**5-A. Table 5A: Student Exit Survey 2005-2006**  
**Student Levels of Satisfaction with Professional Development**

Levels of Student Satisfaction	1-Very Dissatisfied	2	3	4	5-Very Satisfied
#9 Professional activities, associations, or clubs		5.9%	5.9%	35.3%	52.9%
#18 Help you received from faculty in your department with regard to further educational opportunities			8.8%	11.8%	79.4%
#20 Help you received from faculty in your department with regard to finding employment in your field			11.8%	29.4%	58.8%

**Review of MFA Results and Report**

The 2006 MFA Report does not include results data. The 2005 MFA includes results data from the 2000-2001 Exit Survey. Changes were made in the 2003-2004 Exit Survey which is used as the primary evaluation instrument for MFA Report. Data from the most recent Exit Survey (2005-2006) does not measure specific goal statements on the 2006 MFA. Therefore changes have been made to the 2007 MFA Report.

The 2007 MFA is based on the most recent (2005-2006) Exit Survey responses. The 2007 MFA continues to assess the following primary goals: 1) quality of degree program; 2) quality of instruction; 3) quality of advising; 4) use of technology; 5) student's professional development.

Highlights of program strengths include evidence of a quality degree program, high levels of student satisfaction with course content, faculty instruction, faculty advising and professional development.

Areas of improvement include increasing course availability, including study abroad experiences and improving facilities (including computer resources) and equipment within the major.