

Major Field Assessment Plan B.S. Family and Consumer Sciences

Report
Rev'd
Feb. 12, 2003

The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana, through the core values of excellence, caring, community, diversity, integrity, learning, scholarship and service.

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.

Goal 1: To provide students with a quality degree program representative of the body of knowledge in the field of Family and Consumer Sciences.

A. Expected Outcome: The FCS degree program self-study report will be submitted in January, 2003 and will receive support for accreditation from the American Association of Family and Consumer Sciences.

Assessment: The FCS degree program self study report will have one hundred percent support by departmental, college and university faculty and administrators in seeking AAFCS program accreditation before the submission deadline of January, 2003.

Results: The FCS degree program self-study report received 100% support, at all levels within the university, and was submitted to AAFCS on January 30, 2003.

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

Assessment: Eighty percent of the students graduating in FCS will indicate on the Exit Survey and the Alumni Survey that they are satisfied with the overall quality of the FCS program.

Results:

- One hundred percent of students graduating in 2000-2001 indicated they were satisfied with the overall quality of their degree program, 80% indicated high or very high satisfaction with their degree program (Exit Survey item # 24).
- One hundred percent of the 1999 FCS Alumni indicated they were satisfied with the overall quality of their degree program, 83.3% indicated high or very high satisfaction with their degree program (Alumni Survey Table 42, page # 143).

Goal 2: To provide quality instruction and advising in the field of Family and Consumer Sciences.

A. Expected Outcome: The FCS degree program is supported by a critical mass of qualified faculty.

Assessment: At least 80% of the FCS courses offered on the 5-year plan for FCS courses will be taught by full-time faculty within the department of Human Development.

Results: 57.5% of FCS courses offered on the 5-year plan will be taught by full-time faculty within the Department of Human Development.

- The 5 year plan indicated there are 120 semester hours required per semester to meet the needs of currently enrolled FCS majors.
- The combined FCS full-time faculty teaching loads per semester is 69 hours (3 instructors @ 15 hours each and 1 assistant professor @ 12 hours per semester and 1 associate professor @ 12 hours per semester).
- The current number of semester hours taught by adjunct faculty is 51.

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

Assessment: Eighty percent of the students graduating in FCS will indicate on the Exit Survey and Alumni survey that they were satisfied with the effectiveness of faculty as teachers and the academic advising received from the their FCS advisor.

Results:

- One hundred percent of students graduating in 2000-2001 indicated they were satisfied with the effectiveness of faculty as teachers; 36% indicated high satisfaction and 64% indicated very high satisfaction (Exit survey item # 3).
- One hundred percent of the 1999 FCS Alumni indicated they were satisfied with the effectiveness of faculty as teachers; 50% indicated high and 50% indicated very high satisfaction (Alumni Survey Table 42, page # 143).
- Ninety-Two percent of students graduating in 2000-2001 indicated they were satisfied with the academic advice received from advisor; 68% indicated very high satisfaction (Exit survey item # 25).
- One hundred percent of the 1999 FCS Alumni indicated they were satisfied with the effectiveness of faculty as teachers; 83.4% indicated high or very high satisfaction (Alumni Survey Table 42, page # 143).

Goal 3: To provide FCS graduates with an understanding of the importance of the application of knowledge and the development of professional attributes in addressing the issues facing individuals, families in professional settings.

Expected Outcome: Students will be able to apply knowledge of human systems and life course management in addressing real life issues facing families, individuals, consumer and their communities in the student's selected internship setting.

Assessment: Eighty percent of FCS internship students will receive a satisfactory rating from their internship supervisor on the required evaluation form filled out by the site supervisor.

Results:

- Of the 37 students completing an internship during 2000-2002, 87% (32 students) received an "A" indicating the highest level of professional performance by the student in their internship setting.
- Four students or 10% of the interns received a "B" indicating a high level of professional performance by the student in their internship setting.
- Only one student received a "C" indicating satisfactory professional performance by the student in the internship setting.

Expected Outcome: Student graduates of the Family and Consumer Sciences program will express satisfaction with their experiences in hands on learning in their internship setting.

Assessment: Eighty percent of FCS graduates will indicate on the Exit Survey and Alumni Survey that they were satisfied with the internship course experience they received outside the classroom.

Results:

- Ninety-two percent of students graduating in 2000-2001 indicated they were satisfied with their hands on learning in their internship setting; 8% indicated dissatisfaction (Exit Survey item # 9).
- One hundred percent of graduates completing the 1999 Alumni Survey indicated they were satisfied with their hands on learning in their internship setting (Alumni Survey Table 42, page 144).

Expected Outcome: Family and Consumer Sciences graduates will express satisfaction with the quality of instruction regarding standards and ethics in the professions of Family and Consumer Sciences.

Assessment: Eight percent of FCS graduates will indicate on the Exit Survey and the Alumni Survey that they were satisfied with the quality of instruction regarding standards and ethics in Family and Consumer Sciences.

Results:

- One hundred percent of students graduating in 2000-2001 indicated they were satisfied with the quality of instruction regarding standards and ethics in Family and Consumer Sciences (Exit Survey item # 13).
- One hundred percent of graduates completing the 199 Alumni survey indicated they were satisfied with the quality of instruction regarding standards and ethics in Family and consumer Sciences (Alumni Survey Table 42, page 145).

Review of MFA Results and Report on Curricular Change

The review of MFA results for the 2001-2002 academic year indicates several areas of strengths as well as one primary area of weakness in the FCS degree program. Completion of the self-study document has provided evidence that the FCS degree program is a quality degree program which is representative of the body of know in the field of Family and Consumer Sciences as stated in the AAFCS accreditation standards.

One particular area of strength was in the units contribution to an integrative focus. A commitment to the unique, integrative focus of FCS is the essence of this degree program. Since the inception of the Family and Consumer Sciences program, over 25 years ago, students in the Southeastern Family and Consumer Sciences program have been required to complete common learning objectives, which focus on the integrative perspective of the field in each core course, regardless of concentration area. These objectives have been recently revised to reflect the current body of knowledge of the field. This holistic focus begins in the required introductory course (FCS 150) and continues throughout all other FCS core course work. Each course in the FCS core includes learning objectives in at least one of the following six areas, which promote the integrative focus of the degree program. The majority of FCS core courses include objectives in each of the six areas including interrelatedness, capacity building, wellness, global interdependence, technologies and resource development and sustainability.

One specific example of the integration of an interdisciplinary perspective of FCS into specific FCS courses can be seen in our introductory child development course (FCS 321). Faculty require fashion merchandising students, enrolled in a required introductory child development class, to complete their child development case study from the perspective of their own area of interest in FCS. One merchandising student based their child observations on the influence of dress on the child's participation in play activities; another developed an instructional guide for parents on safe and unsafe dress for preschool toddlers.

The FCS faculty believe it is the communication of this holistic perspective to students through FCS required courses and course objectives that has been a primary factor in the unprecedented program growth. Enrollment data provides evidence of the increase in three areas of program enrollment: an increase in FCS

majors (from 65 FCS in 1999 to 155 majors); an increase in FCS course enrollments (from a mean of 15 students per class to a mean of 40 students per class); and an increase in FCS student graduation rates (from 7 students per year to 24 students per year).

In addition, student feedback on the Exit survey and the Alumni Survey indicate 100% of students and Alumni were satisfied with the overall quality of their degree program in FCS. As a result of this feedback, overall program content and quality will seek to be maintained.

Another area of program strength is the high levels of effectiveness of current faculty in meeting the needs of students. One hundred percent of the students graduating in FCS indicated on the Exit Survey and Alumni survey that they were satisfied with the effectiveness of faculty as teachers and the academic advising received from their FCS advisor. The FCS faculty are to be commended for their effectiveness in meeting students needs and encouraged to continue efforts to maintain high levels of effectiveness as teachers and academic advisors.

Other program strengths include: 1) the use of worksite (internship) evaluations to demonstrate the development of professional attributes among student interns; 2) the use of internship experiences as a means for providing hands on learning for students; and 3) program emphasis on professional development through standards and ethics continue in upper level FCS courses.

The primary area of program weakness is that the program has consistently utilized lecturers (part-time) to teach classes, often exceeding 45 hours per semester. From the self-study process and consultant report, it has become evident that the FCS program is attempting to do "too much" with "too little" and that unless significant program changes are undertaken, completing the accreditation process might not be possible.

An FCS faculty retreat was held during the Spring semester 2002 with the intent of assessing the situation and formulating new program goals and priorities. It was concluded that maintaining the existing program structure of four concentration areas was desirable, but that this was contingent upon securing a minimum of two new full-time faculty lines. In support of this recognized need, the Department of Human Development faculty approved a request for two additional faculty positions in FCS for the 2002-2003 academic year, which were the only requests for new faculty lines submitted by the Department last year. This request was submitted to the College, but neither position was approved.

Based on that reality of existing faculty resources, the Department of Human Development recognizes that a curriculum redesign of the FCS program is essential in order to maintain and improve the quality of the FCS Program.

The planned FCS curriculum redesign would do away with separate “concentration areas”, in favor of a single FCS generalist curriculum following a “family studies” model. This plan would also include a reduction in the number of service course offerings which would impact program areas such as nursing, kinesiology, education and general studies. This redesign effort is currently under review and will be submitted to university wide curriculum committees in the Spring, 2003.