

**Unit Missions**

 **FCS Mission Statement**

**Mission statement**

The mission of the Division is to provide professional education in Family & Consumer Sciences and to provide complementary educational experiences for other disciplines, and to provide individuals opportunity for developing competencies that enhance the quality of life.

**Related Items**

There are no related items.

## Learning Outcomes

### BS-FCS-CD 01: LO Understanding of life development stages

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

Identify and assess the stages of human development from conception through adolescence in areas of physical/motor, social, and emotional growth.

GE 1, GE 4, GE 5

#### **Data Collection (Evidence)**

**Lab evaluations:** Using the Child Development Student Assessment form, students are evaluated by child development teachers on their ability to interact well with children and to recognize developmentally appropriate practices when working with children of various ages (Appendix 1). These evaluations are reviewed by faculty to determine areas for improvement.

**Objective examinations:** Students are given exams and asked to write reports to determine their content knowledge concerning the stages of human development. These exams and reports determine the students' basic knowledge of child development. If they do not have at least 70% knowledge of the material, they will not be able to effectively apply the knowledge with children. The students are required to repeat the course until content and application portions of the course reach at least the 70% level.

 Appendix 1

#### **Results of Evaluation**

Final analysis of the points on the student assessment tool over the past three years indicated that at least 70% of the students received an average rating of at least 3.5 out of 5 on the assessment tool. This is considered acceptable, safe to practice. 25% of the students received an average rating of over 4, with a 5 rating being considered outstanding, effective practice. The remaining five percent of the students were considered marginal or unacceptable.



Results of examinations and written reports over the past three years demonstrate that at least 75% of the students are meeting desired content knowledge thresholds.

#### **Use of Evaluation Results**

Lab evaluation forms were last modified to allow consistency in evaluation procedures throughout the student's course of study. These forms, filed in the student's personal folder in the Division office, are used to determine improvement throughout the course of study. This model has been used for four years. Students continue to be evaluated at midterm so that they are informed before the semester's end of any difficulties they may be having. The Child Development Student Assessment tool was reviewed for expansion to incorporate more of the variables that are assessed for the student interns. More space for written comments was also included in the revised form.

Instructional materials and assessment tools are reviewed and revised throughout the year.

#### **Related Items**

  **GE 01: Critical and Creative Thinking**

  **GE 04: Inquiry and Technology**

  **GE 05: Self**

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### BS-FCS-CD 02: LO Developmentally appropriate practices

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

Plan and implement activities and administer programs for children that incorporate early childhood principles and are based on developmental needs and characteristics of children.

GE 1, GE 4, GE 5, GE 8

#### **Data Collection (Evidence)**

##### **Lab evaluations:**

Using the Likert-type Child Development Student Assessment form, students are evaluated by child development teachers on their ability to recognize and apply appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement. This model has been used for several years.

### **Development and implementation of developmentally appropriate projects and activities:**

In the courses 377 Methods and Materials for Preschool Programs and FCS 378 Principles and Procedures of Preschool Programs, students are required to demonstrate that they understand and can apply developmentally appropriate practices to the projects and activities that they create and use with young children. Students' activities are reviewed by child development teachers and peers to determine the level of appropriateness of activities. Child development faculty members also indicate the amount of assistance required by the students in the development of such activities and lesson plans. Students must revise their plans until they receive at least a satisfactory instructor evaluation before the activity is implemented with children.

### **Internship Evaluations:**

During their capstone internship experience, students spend 200-400 hours in an early childhood classroom setting. The students observe, interact, teach, and perform all other requirements expected of a teacher. The student is evaluated by the supervising teacher at midterm and the end of the term. The supervising teacher completes the Likert-type Student Internship Assessment form when the student teaches a unit of instruction (Appendix 2). The internship academic supervisor collects the evaluations from the supervising teachers. These forms are filed in the office of the internship supervisor for future reference. At midterm the evaluations are used to give feedback to the student in areas that need improvement. The internship supervisor meets with the individual students to review their progress. At the end of the term the internship supervisor assigns a grade according to the performance of the student. Students are given copies of the evaluations and meet individually with the internship supervisor. Recommendations for improvement are made to help improve students' ability to work with children.

 Appendix 2


### **Results of Evaluation**

According to lab evaluations, students needed some additional classroom instruction on the development of age appropriate activities. Lab evaluation findings further indicated that students need more opportunities to participate in and/or implement activities and programs that they had developed for children in the classroom. In the next year, students will be required to write and teach additional lesson plans

Results of faculty evaluations of student projects indicated that 85% of the child development students in these courses were able to develop their activities without instructor assistance; 10% of the students required activity review by the instructor one or two times before it was satisfactory; 5% required three or more instructor reviews before their projects/activities were satisfactory.

85% of the students in the past five years have achieved at least a rating of 3 on the 4-point Likert-type scale (Appendix 2) on their first assessment during their internship experience. This is defined as acceptable, safe to practice. Students who failed to meet these acceptable expectations were required to repeat until acceptable performance was achieved. At the end of the internship experience, 95% of the student interns received a rating of at least 3 (acceptable, safe to practice) on the assessment. Based on findings over the past five years from the internship evaluations, the following recommendations were made and changes implemented accordingly:

1. In the area of dependability, students need to understand the importance of their consistency in working with children and employers.
2. Students need to work with less supervision during their internship experiences.

 Appendix 2, Internship Assessment Form

### **Use of Evaluation Results**

Additional opportunities were created for participation in activities and programs with young children and for implementation of activities and programs for young children. Students designed and implemented developmentally appropriate activities for children of various age groups. Students spent more lab hours in all classrooms to develop a better understanding of developmentally appropriate activities for children birth to four years of age. Increased opportunities were created for students to visit local kindergarten classrooms and share activities on particular topics related to evaluation findings, such as the need for exposure to age-appropriate activities. Students were required to write and teach additional lesson plans.

Additional class time is dedicated to the instruction of creating developmentally appropriate activities. Blackboard is used to hold student discussions, and additional web resources for students are utilized to locate developmentally appropriate activities for children.


Faculty determined several years ago that students cannot successfully take over 12 semester hours, including the internship hours, during their internship semester. Student interns are now required to meet as a group six times with the internship academic supervisor to receive detailed instructions regarding internship requirements, which is an increase from the earlier requirements.

There is consideration of requiring all interns to work for 400 hours rather than 200, increasing the credits from 3 to 6.


Before reporting to the internship site, interns must meet once individually with the academic supervisor to discuss specific requirements and to address questions. Internship rubric and evaluations have been modified to help students understand the

expectations prior to their evaluations. A packet of expectations that the student must meet has been developed for the supervising teacher. The supervising teacher is encouraged to allow the student to work independently. Meetings are held by the internship academic supervisor and the supervising teacher when an adequate level of independence is not being allowed. The evaluation form was revised last year to accommodate more written comments from the Child Development teachers.

The Student Internship Assessment Form was revised and the Likert-type scale was changed from the four point scale in the Appendix 2 form to a five point scale for the next year, as seen in Appendix 3.

 Appendix 3 Internship Assessment Form

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 08: Perspectives**

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### **BS-FCS-CD-03: LO Professional Development**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

Identify and assess the level of professionalism that students possess and identify knowledge and skills needed in the workforce.

#### Data Collection (Evidence)

**Portfolios:** Students in FCS 447 Professional Development are required to compile a professional portfolio composed of assignments that showcase the skills and knowledge they have acquired during their program of study. Each portfolio is evaluated by two instructors in the Division in addition to the course instructor. A 100 pt. rubric is used for evaluation and all three reviewer scores are averaged. The purpose of a professional portfolio is to provide evidence of professional skills and knowledge, including organizational skills, communication skills, presentation skills, teaching skills, and marketing skills. Documents include examples of assignments, internships, and work experiences completed during college.


#### Results of Evaluation

The results of the portfolio over the past three years demonstrate that at least 70% of the students achieved a grade of at least 80% on the portfolio.

#### Use of Evaluation Results

The instructional materials, rubrics, and other evaluative materials are reviewed annually.

#### Related Items

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

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### **BS-FCS-FM 01: LO Requirements and skills**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

Identify responsibilities and demonstrate skills necessary for a variety of positions in the fashion industry.

GE 1, GE 2, GE 4, GE 5

#### Data Collection (Evidence)

Internship Evaluation; Internship Manual; Research papers;

Using specific competencies that have been suggested by our Division's Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments. (Appendix 3). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective rating sheet is used by the instructor to objectively evaluate research papers.

 appendices


### Results of Evaluation

Over the past twelve years, 90% of the student interns have been rated above average or higher on their evaluation forms by employment supervisors. 90% of these students were also rated satisfactory or higher on their internship manuals by their academic advisor and employment supervisors. Based on an evaluation rating sheet, 80% of students earned a grade of 80% or higher from the instructor on their career research papers.

### Use of Evaluation Results

In the past two years, an in-depth research project was added to enhance their knowledge base and improve their written communication skills.

### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

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### **BS-FCS-FM 02: LO Merchandise selection**

**Start:** 7/1/2012

**End:** 6/30/2013

### Learning Outcome

Correctly evaluate and select merchandise based on individual and family values and lifestyles.

### Data Collection (Evidence)

Students develop a style and design portfolio and perform a wardrobe analysis, creating an accompanying portfolio. Class projects and case studies are assigned. An objective evaluation form is used to evaluate portfolios and projects.


### Results of Evaluation

80% of students produced portfolios and projects that earned a grade of 80% or higher by the instructor.

### Use of Evaluation Results

Wardrobe analysis project has been amended several times to incorporate revised software and other available tools.

### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 06: Social Institutions**

 **GE 10: Values**

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### **BS-FCS-FM 03: LO Consumer acceptance theories**

**Start:** 7/1/2012

**End:** 6/30/2013

### Learning Outcome

Correctly identify theories of change which have impact on consumer acceptance.

### Data Collection (Evidence)

Trend board development; Various class portfolios; Style portfolio; An objective evaluation form is used to evaluate trend boards, portfolios and projects. Some trend boards are submitted to Dallas Fashion Career Day, where they are judged by professionals.


### Results of Evaluation


Trend boards and projects required all students to satisfactorily design or construct projects that incorporated their content knowledge and research. Photoshop technology was incorporated into Trend Board design last year. At least 80% of students earned a grade of 80% or higher on the trend board assignment. At least 80% of students earned a grade of 80% or higher on their portfolio assignments.

### Use of Evaluation Results

Current assessment methods are continually evaluated. Current assessment methods are considered satisfactory.

### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

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 **BS-FCS-FM 04: LO Apparel industry roles**

**Start:** 7/1/2012

**End:** 6/30/2013


**Learning Outcome**

Correctly identify the roles of manufacturers, retailers and consumers as related to the apparel industry.

**Data Collection (Evidence)**

Internship evaluation; Internship manual; Research papers; Using specific competencies that have been suggested by our Division's Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments (Appendix 3). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective evaluation form is used to evaluate papers.

 appendices

 appendices


**Results of Evaluation**


Over the past thirteen years, 90% of student interns have been rated 3 (above average) or higher on their 4-point Likert type evaluation forms by employment supervisors. 95% of student interns were rated above average or higher on their internship manuals by their academic advisor. At least 80% of the students have earned a grade of at least 75% on their research papers.

**Use of Evaluation Results**

Additional readings have been assigned in class to enhance knowledge base for research papers and knowledge of current issues in the industry.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 06: Social Institutions**

 **GE 08: Perspectives**

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 **BS-FCS-FM 05: LO Business and creative concepts**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Effectively design, prepare and present activities which incorporate business and creative concepts.

**Data Collection (Evidence)**

Design portfolio; Historic costume portfolio; Style portfolio; Historic costume project; Trend board project; Apparel Design workshop. An objective evaluation form is used to evaluate portfolios and projects by the instructor. Professional Development Portfolios are evaluated by three faculty members in the Division, using an objective evaluation form.

 appendices


**Results of Evaluation**

80% of students earned at least a grade of 80% or higher from their instructor on class portfolios and projects; 90% of students earned a very satisfactory or higher rating on class portfolios and projects; The results of the portfolio over the past three years demonstrate that at least 90% of the students achieved a grade of at least 80% on the Professional Development portfolio.


**Use of Evaluation Results**

Students who earned less than 80% on portfolios and projects received additional instructions for increasing their knowledge and improving their skills in areas of deficiency.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 GE 02: Communication

 GE 04: Inquiry and Technology

 GE 06: Social Institutions

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 **BS-FCS-FM 06: LO Product knowledge**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Effectively evaluate the impact of fabrication, design and the function of apparel and/or textile products on human behavior and lifestyles.

**Data Collection (Evidence)**

Lab notebook; Exams;

An objective evaluation form is used to evaluate notebooks.


**Results of Evaluation**

80% of students earned a grade of 80% or higher from their instructor on textile lab notebooks. 70% of students earned at least an 80% or higher on their textile exams.

**Use of Evaluation Results**

Students who earned less than an 80% grade on notebooks received additional instructions for increasing their knowledge in areas of deficiency.

**Related Items**

 GE 01: Critical and Creative Thinking

 GE 04: Inquiry and Technology

 GE 07: Cultural Awareness

 GE 08: Perspectives

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 **BS-FCS-ND 01: LO Nutritional care process**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Effectively perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.

**Data Collection (Evidence)**

95% of students will receive a mean average  $\geq 4$  out of 5 on the preceptor evaluation for patient assessments.

95% of students will receive a mean average of  $\geq 4$  on the preceptor evaluation for nutrition diagnosis in assessments.

 appendix 4


**Results of Evaluation**


95% of students met the benchmark for both assessment and diagnosis.

**Use of Evaluation Results**

Faculty members are pleased with the results of the 2012 evaluations. Faculty will continue to bring new knowledge and technology to the program and incorporate these into student learning activities to allow attainment of required competencies.

**Related Items**

 GE 01: Critical and Creative Thinking

 GE 04: Inquiry and Technology

 GE 05: Self

### BS-FCS-ND 02: LO Nutrition interventions

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Effectively plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.

CRD 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

#### Data Collection (Evidence)

Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the Academy of Nutrition and Dietetics (A.N. D.) the facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments.



#### Results of Evaluation

95% of students will receive a mean average of  $\geq 4$  on the preceptor evaluation for nutrition diagnosis in assessments.



#### Use of Evaluation Results

Faculty members are pleased with the results of the 2012 evaluations. Based on the results of evaluations, the faculty may increase the number or specific types of nutrition assessments and case studies required (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.).

#### Related Items

  GE 01: Critical and Creative Thinking

  GE 02: Communication

  GE 04: Inquiry and Technology

  GE 05: Self

### BS-FCS-ND 03: LO Nutritional cultural diversity

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Successfully develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

#### Data Collection (Evidence)

Class assignments include role-playing of employee disputes, problem-solving steps, employee scheduling and other foodservice management functions. Students develop a professional portfolio with written documentation of these experiences as well as accounts of their onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific Supervised Practice rotation.

#### Results of Evaluation



95% of students will receive a mean average of  $\geq 4$  on the preceptor evaluation for nutrition diagnosis in assessments. Facility preceptors indicated that student experiences in commercial/institutional kitchens/bakeries prior to beginning the rotation are very helpful.

Students have been successfully utilizing the Ada Swindle Mitchell Foods Laboratory since the beginning of the spring semester 2006 to gain foodservice experience.



#### Use of Evaluation Results

Based on the results of the 2012 evaluations, faculty have continued to implement more "hands-on" projects within foodservice organizations prior to the beginning of the Supervised Practice. To facilitate this, more hands-on experiences have been integrated into the program. These will allow the students to gain experiences and apply content in both retail and institutional foodservice operations. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations).

#### Related Items

  GE 01: Critical and Creative Thinking

  GE 02: Communication

  GE 04: Inquiry and Technology



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 **BS-FCS-ND 04: LO Guidelines and literature**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Appropriately apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

**Data Collection (Evidence)**

Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the Academy of Nutrition and Dietetics (A.N.D.), the facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments.


**Results of Evaluation**

95% of the students received scores of "met" or "exceeded entry-level requirements" on their nutrition assessment competency. 85% of the students received a grade of 80% or higher on their written case study and on their case study presentation.

**Use of Evaluation Results**

Faculty members are pleased with the results of the 2012 evaluations. Based on the results of future evaluations, the faculty may increase the number or specific types (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.) of nutrition assessments and case studies required. Since the number of hours in FCS 479 (clinical aspect of Supervised Practice) was increased from 360 to 540 hours to provide for adequate hands-on experience in medical nutrition therapy.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

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 **BS-FCS-ND 05: LO Food service plan**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Develop a realistic plan to provide or develop a product, program or service that includes a budget, staffing needs equipment, and supplies.

**Data Collection (Evidence)**

Students develop a business plan and budget for a mythical business of their choosing. Students develop a professional portfolio with written documentation of the business plan, budget and other necessary elements. The contents of the portfolio are evaluated by the instructor using a rubric that is in concert with the ACEND competencies for the specific Supervised Practice rotation. Additionally, content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478).


**Results of Evaluation**

80% of the students received a grade of 75% or higher on their business plan portfolio. 95% of the students in Supervised Practice rotations received scores of "met" or "exceeded entry-level requirements" on this competency.

**Use of Evaluation Results**

Based on the results of the prior year's evaluations, faculty members determined that there was a need for increased exposure to business planning from a grant/regulatory standpoint. Additional experiences were added to the course FCS 460 Management in Nutrition/Dietetics. They also had a workshop on writing business plans. These activities allowed the students to gain experiences and apply content knowledge in both retail and institutional foodservice operations. Faculty preceptors indicated that students would benefit from information integrated from Small Business Administration for business development, financial sustainability and market demand. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations).

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 06: Social Institutions**

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 **BS-FCS-ND 06: LO Environment**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment

**Data Collection (Evidence)**

Students in FCS 360 Quantity Foods participate in laboratory experiments, menu design for catering, and produce catering events for DSU and Cleveland community events. Students include these events in the professional portfolio, in which written documentation of the menu, budget and other necessary elements can be found. Additionally, content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific SP rotation

**Results of Evaluation**


At least 80% of the students in FCS 360 earned an average grade of 80% on these projects in the course. 95% of the students received scores of "met" or "exceeded entry-level requirements" on this competency in their Supervised Practice rotation. Students have been successfully utilizing the Ada Swindle Mitchell Foods Laboratory since the beginning of spring 2006 to gain foodservice experience.

**Use of Evaluation Results**

Facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the SP rotation.

Based on the results of the 2012 evaluations, faculty members determined that there may be a need for more "hands-on" projects within foodservice organizations prior to the beginning of the Supervised Practice. Students are now utilizing the Foods Laboratory to provide catering for a number of functions on campus. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations) so that the recipient of the catered function can provide objective and subjective (taste and presentation) feedback.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

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 **BS-FCS-ND 07: LO Sanitation**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Effectively perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

**Data Collection (Evidence)**

Students participate in laboratory experiences that include food preparation, sanitation and service. Many of these experiences are linked to catering events, which are documented in the professional portfolio. Content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478) and by the completion of the ServSafe® Certification. Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific SP rotation.

**Results of Evaluation**


At least 90% of students in the SP must receive a mean average score of 3 out of 5 or higher on evaluation for a safety and sanitation inspection. In addition, all students become ServSafe® Certified prior to or during the Supervised Practice FCS 478. The ServSafe® program has become the industry standard in food safety training and is accepted in almost all United States jurisdictions that require foodservice employee certification. The ServSafe® program provides accurate, up-to-date information for all levels of students/employees on all aspects of handling food, from receiving and storing to preparing and serving.


**Use of Evaluation Results**


Faculty members are pleased with the results of the 2012 evaluations, in which all of students successfully completed the ServSafe® program certification. We also now offer the ServSafe® training in-house. Based on future results, the faculty will

determine necessary changes in laboratory experiences.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 06: Social Institutions**

## Gen Ed Learning Outcomes

### FCS\_215\_GE03: Quantitative Skills

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Enhancing abilities for symbolic and numeric reasoning and the ability to use and understand statistical and other quantitative techniques to interpret data

#### **Data Collection**

Students in Personal Finance are required to complete a personal budget. They are required to calculate their income and expenses, then to construct and analyze a realistic, workable personal budget. These budgets are evaluated by the instructor for quantitative accuracy, and to make sure that they look realistic and workable. They receive a percentage grade.

 Budget Assignment

 syllabus


#### **Results of Evaluation**

The average percentage grade earned by students in personal finance for the academic 2012-13 year was 93%, indicating that the students showed good understanding of the budgeting process and the quantitative skills required in its completion.

#### **Use of Results**

In the future, the instructor will evaluate budgets thoroughly to determine which areas presented opportunities for more detailed instruction.

#### **Related Items**

 [GE 03: Quantitative Skills](#)

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### FCS\_215\_GE04: Inquiry and Technology

**Start:** 7/1/2012


**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies.

#### **Data Collection**

In FCS 215 Personal Finance, students are required to review research literature in the library or through the electronic data bases related to areas of personal finance. They are to analyze the findings and write a reaction paper related to the articles. Their paper should be based on their personal insights and responses to the information.

 Reaction Paper

 syllabus

#### **Results of Evaluation**


The students' papers were evaluated and given a percentage grade. Grades were based on the following criteria: 1) The quality of the article selected, 2) grammatical correctness of the writing, 3) personal reaction to content in the paper, and 4) following guidelines for the assignment.

Results showed that 78% of the students completed the assignment. Of those who completed it, the mean percentage grade earned was 77%.

#### **Use of Results**

Based on results, the goal for next year's group of students will be 95% completion, with at least 80% of the students receiving 80% or higher on the assignment.

#### **Related Items**

 [GE 04: Inquiry and Technology](#)

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### FCS\_270\_GE05: Self

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

#### **Data Collection**

In FCS 270 Individual and Family Development, two of the objectives are as follows:

- Describe the developing person at different periods in the lifespan
- Provide a perspective on the changes that take place during an individual's life from birth to death


Students are given the assignment of writing a reaction paper. They are to search the library and the electronic databases to find two related articles from journals and periodicals concerning middle aged adults. The paper should be self-reflective and include

the student's response to the information. It should reflect their insights, opinions, and reactions.

Papers are evaluated and given a percentage grade, based on the following criteria:

- quality of the article selected
- grammatical correctness of the writing
- personal reaction to content in the paper
- degree to which student followed instructions

 Reaction Paper

 Syllabus 270

#### Results of Evaluation

84% of the students in the class completed the assignment. Of those completed assignments, the average grade was 94%. The results indicate that most of the students understood the assignment and were reflective in their analyses and writing. A goal for the next year's group of students is that 94% of the students will complete the assignment, with the average grade to be at least 90%.

#### Use of Results

Results of this assessment will be used to determine the areas that students are mastering, and areas that need to be strengthened. Evaluation of the number of students not submitting assignments will be used to further encourage all students to complete all assignments.

#### Related Items

 [GE 05: Self](#)

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#### FCS\_270\_GE08: Perspectives

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social.

#### Data Collection

In FCS 270 Individual and Family Development, two of the objectives are as follows:

- Describe the developing person at different periods in the lifespan
- Provide a perspective on the changes that take place during an individual's life from birth to death

Students in the course are given the assignment of interviewing an elderly person.

They are then asked to write a reaction paper in response to the information that they acquired during this interview. The paper should reflect the perspective of the student interviewer and the life perspective of the interviewee. The student should synthesize what they have learned academically regarding the aging process and what perspective they have gained from the personal interview.

The papers are evaluated and given a percentage grade based on the following criteria:

- clarity with which personal thoughts and feelings were expressed in writing
- degree of insight and perspective shown in the paper
- grammatical correctness of the writing
- degree to which instructions were followed

 Interview Paper


#### Results of Evaluation

Analysis of the assignments submitted indicated that 85% of the students completed the assignment. Of those who completed the paper, the mean percentage grade was 86%.

#### Use of Results

Based on the results, the goal for next year's class is for at least 95% of the students to complete the assignment, with at least an average percentage grade of 85%.

#### Related Items

 [GE 08: Perspectives](#)

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#### FCS\_325\_GE05: Self

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

**Data Collection**

Students in FCS 325 Marriage, Family and Sex Education are required to write a 450 word reaction paper

related to the area of human intimacy. The article should come from research journals in the library or from an electronic database. In the paper, they are to share their reactions based on their personal feelings and thoughts about the article. They are to self-reflect about the subject. Papers are evaluated by the instructor, based on quality of the article selected, grammatical correctness of the writing, personal reaction to content in the paper, how well you followed instructions. Papers are given a percentage grade.

 Reaction Paper

 Syllabus 325


**Results of Evaluation**

The instructor analyzed how many students completed the reaction paper, and calculated the mean grade. Over both semesters, 82% of the students completed the assignment. Of those who completed the paper, the mean grade was 94%, with students showing good insight.

**Use of Results**

For the next year, the instructor will further encourage all students to complete the assignment, with a goal of 94% completion, and at least an average percentage grade of 90.

**Related Items**

 [GE 05: Self](#)

** FCS\_325\_GE06: Social Institutions**

**Start:** 7/1/2012

**End:** 6/30/2013


**Gen Ed learning outcome (competency)**

Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government.

**Data Collection**

Since marriage and family are social institutions, the data used to assess students' level of understanding of marriage and family, how those institutions are described, and how they function within the macro-environment includes both calculating the mean final course grade, and calculating the mean percentage of all of the tests given during the semester.

The goals are for the mean of all students' course grades to be at least 75% and for the mean test grade to be 75%, with at least 95% of the students completing all online tests.

 Syllabus FCS 3235

**Results of Evaluation**

Analysis of the test grades in FCS 325 revealed that 89% of the students completed all five tests online. The mean average of the completed five test grades in the course was 76%.

The mean overall course grade for the students who were enrolled in FCS 325 was 75%.

**Use of Results**

Tests will be examined to determine if any of the questions need further coverage in the course. Course grades will also be examined on a regular basis, to make sure content is being covered adequately.

**Related Items**

 [GE 06: Social Institutions](#)

** FCS\_343\_GE05: Self**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.


**Data Collection**


In Nutrition and Physical Fitness, students are required to complete two assignments that help them gain insight about themselves. Both of the projects focused upon self-improvement. The first assignment was on individual weight management. Students learned about energy balance through the calculation of appropriate calorie needs and energy usage through physical activity. Students were able to better understand factors that influenced their own weight.

In the second assignment, students were required to compare food labels and terms used on these labels while grocery

shopping. This assignment provided the guidance needed to make better choices at the grocery store.

 Grocery Store Assignment

 Syllabus FCS 343

 Weight Management Assignment

### **Results of Evaluation**

For both of the assignments, eight-five percent of the students enrolled in FCS in 343 scored a ninety percent or higher. This indicates that the majority of students gained understanding of their own weight and weight management.

From the second assignment on evaluation of food labels, students gained insight regarding food, its label, and its nutritional content.

### **Use of Results**

Both of these assignments led the students to better understanding themselves, their choices, and the physical impact of those choices. After completing the weight management assignment, they were also asked to practice these calculations on a friend or family member. They then applied this knowledge to create a menu plan for a friend or family member, which helped to further reinforce their knowledge, and to gain more experience and perspective regarding weight management. After completing the grocery store assignment, many reported that this was extremely informative and that the knowledge gained would be helpful to them in the future. They would be able to use this knowledge to make better food choices for themselves and would be able to share this knowledge with clients or patients in the future.

### **Related Items**

  [GE 05: Self](#)

## Unit Goals

### FCS 2013\_01: Strategies to simulate career-related situations

Start: 7/1/2011

End: 6/30/2013

#### Unit Goal

Increase strategies in upper-level classes to simulate career-related situations.

COE GP#1, GP#4, GP#5

#### Evaluation Procedures

An analysis was made of the upper-level FCS courses that utilize role playing techniques and mock interviews. Exit interviews solicited information from graduates regarding their laboratory, internship, field study, and supervised practice experiences.

#### Actual Results of Evaluation

Increase strategies in upper-level classes to simulate career-related situations.

Strategies have been increased to include and enhance the following:

- Students in FCS 447 Professional Development located and reviewed job announcements.
- Students in FCS 488 Internship in Fashion Merchandising located and secured their own internship positions.
- Dietetics students found, reviewed, analyzed and reported on current job announcements.
- Students in all areas worked through case study simulations.
- Role-plays and mock interviews were used effectively for Dietetics students in FCS 460 Management in Nutrition and Dietetics and FCS 350 Basic Skills in Dietetic Practice and in FCS 480 Seminar in Nutrition/Dietetics.
- Students in all other FCS majors practiced role-playing and mock interviews in FCS 447 Professional Development. All students reported in exit interviews and many indicated on class evaluations that these experiences were helpful in simulating reality-based situations.
- All majors are required to participate in internship/supervised practice situations, and concentrated blocks of time are scheduled in all areas to simulate real job situations.
- The internship manual, syllabi and requirements for child development majors were revised to reflect more real life simulations and more relevant internship experiences.
- The internship evaluation for child development majors was further revised to reflect more real life simulations and more relevant internship experiences.

#### Use of Evaluation Results

Faculty have continued to utilize role-plays and other simulation exercises, such as mock interviews, in clinical and management courses and in FCS 447 Professional Development, which is required of FCS majors with concentrations in Child Development and Fashion Merchandising. These exercises are used with Dietetics students in FCS 480 Seminar in Nutrition/Dietetics. All students indicated in exit interviews that these real-life experiences have been very helpful in developing their skills and increasing their knowledge for the workplace.

#### Related Items

 [SP1.Ind08: Curriculum Development and Revision](#)

### FCS 2013\_02: Technological capabilities

Start: 7/1/2011

End: 6/30/2013

#### Unit Goal

Add a Blackboard component to identified courses within all FCS concentrations to increase students' computer literacy and to provide a practice forum for the Certification Exam for Registered Dietitians.

COE GP#1, GP#5

COE 2010 Plan #1: Quality; Capacity: Continue to increase enrollment in online and off-campus programs and expand field experiences, including virtual experiences.

#### Evaluation Procedures

All courses within the Division that now utilize online components were tabulated. Usage of online components within programs was identified. Online courses were also evaluated, using the Quality Matters score sheet.

#### Actual Results of Evaluation

- The National Certification Exam for Registered Dietitians (RD) Practice Exam website was originally made available for Nutrition/Dietetics majors in August 2005. The number of practice exams that have been placed in Blackboard for Dietetics students has now been increased to over 20, and these exams contain over 1300 sample review questions.
- Recommendations for enhancements to online classes were made based on the review of these classes and completion of the Quality Matters score sheet.
- Blackboard (Canvas) components have been incorporated into all classes.
- Blackboard (Canvas) has been effectively utilized in the majority of FCS classes for the provision of PowerPoint programs, notes, study guides, quizzes and exams.
- A compilation of FCS course formats revealed that over 30% of the FCS courses are offered online and approximately ten percent are offered in a hybrid format.



### Use of Evaluation Results

Blackboard (Canvas) provides a communication venue for students and a user-friendly online format to access materials and quizzes. Blackboard (Canvas) was utilized for PowerPoint programs, notes, study guides, quizzes and exams and to continually update the RD Practice Exam website. The RD practice quiz website was used for the completion of over 100 practice exams. RD first-time exam scores need to be raised, and the faculty will continue to utilize Blackboard for practice testing.

Through Blackboard (Canvas) and Wimba, we are strengthening the RD Exam review component of the Nutrition/Dietetics curriculum.

Blackboard (Canvas) will continue to include computerized testing to decrease test anxiety with new testing format.

Blackboard (Canvas) reinforces knowledge base for use in supervised practice (theory to practice).

Through Blackboard (Canvas) and Wimba, review sessions will be opened to graduates who have not yet passed the RD exam, thus promoting good customer service to students and alumni.

Blackboard and Wimba will include more problem based learning to enhance critical thinking skills.

To provide additional review for the RD Exam, a professional review course has been ordered to be integrated into the curriculum and will provide the following:

- include computerized testing to decrease test anxiety with new testing format
- reinforce knowledge base for use in supervised practice (theory to practice)
- include problem based learning to enhance critical thinking skills


### Related Items

 **SP1.Ind02: National / Standardized Test Scores**

 **SP1.Ind07: Resources: access to appropriate library and learning resources**

 **SP2.Ind04: Degrees**


 **SP4.Ind06: Technology infrastructure**

 **SP4.Ind09: Institutional review process / Accreditations/IE**


 **SP5.Ind01: Distance Education Offerings**

 **SP5: Improve the quality of life for all constituents**

 **SP5.Ind02: Continuing Education**

 **SP5: Improve the quality of life for all constituents**

 **SP5.Ind08: Area Priorities (Delta, IHL, or state)**

 **SP5: Improve the quality of life for all constituents**

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### **FCS 2013\_03: Recruitment**

**Start:** 7/1/2011

**End:** 6/30/2013

#### **Unit Goal**

Continue to enhance and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

COE GP#5

COE Goal #3 Increase overall enrollment in the College of Education by a minimum of 1%.

#### **Evaluation Procedures**

Compare enrollment data for the current academic year to enrollment data from the prior year.

Evaluate website on a regular basis.

### Actual Results of Evaluation

There were 98 Family & Consumer Sciences majors in Fall 2012 compared to 104 majors in Fall 2011. These represents a 16% decrease. There were 94 Family & Consumer Sciences majors in Spring 2013 compared to 95 majors in Spring 2012. This is nearly level enrollment. The enrollment in Family & Consumer Sciences courses is nearly even, and the number of majors remained fairly even. Faculty in the Division have continued to evaluate, enhance, and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

### Use of Evaluation Results

- Flyers and brochures for all three concentrations were updated and reprinted as needed.
- The Division website was reviewed on a regular basis, enhanced and updated. This site provides information on programs to prospective students.
- Faculty in the Division have participated in all on-campus recruiting events, and as many off-campus events as possible.
- Recruitment cards were completed by forty prospective students. Letters were sent to these from the Division. These cards were then delivered to Admissions for them to send out information.
  
- At least one to two students per month visited the Division, spoke with faculty, and toured the facilities.
- Faculty always take time to speak with prospective students.
  
- Recruiting information has been provided to recruitment personnel to distribute to high schools and community colleges across the state.
- Students have been asked to help with recruitment at various events, and they will continue to be included in recruiting efforts.
- The data in the system continues to be analyzed and corrected.
- Faculty continue to work with personnel in the DSU Public Relations department to increase and improve their presence on the social network sites and on the website.
- We have requested the campus graphic designer to create fighting Okras for the website that depict our three areas.
- The Dietetics students and faculty set up a table at the annual meeting of the Mississippi Dietetic Association. This received a very good response. Most of the dietetics students also attended the meeting.
  
- The Dietetics director set up a table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.) in Philadelphia, PA.
  
- A faculty representative set up a recruiting table at a recruiting fair that was coordinated by the Cleveland Career Development and Technology Center.
- The number of students accepted into the Coordinated Program in Dietetics for 2013-14 has reached thirteen out of its potential capacity of fifteen. Several inquiries from other potential students have been answered.

Recruiting efforts need to continue. The strategies noted above will be continued. These results will be used in setting goals and improving recruitment efforts. Several of the FCS faculty members met with members of the recruiting staff to discuss collaboration and increasing exposure of the Division. These kinds of efforts will continue. One faculty member taught a GST class to freshmen at DSU. This will be continued. The Division Chair went with other College of Ed chairs to discuss our programs at Hinds Community College. A 2+2 agreement for the Child Development concentration was created and will be available in fall 2013 to students at Hinds Community College. Inquiries were also made regarding purchasing a Google account that would make it easier to locate our programs. The fashion merchandising faculty member and some students are investigating the feasibility of designing Okra printed fabrics and a DSU tartan plaid as a fundraiser. The university Communications and Marketing Department will design fighting Okra this summer to represent the three FCS concentrations on the website.

### Related Items

 [SP2.Ind01: Enrollment](#)


 [SP2.Ind04: Degrees](#)

 [SP4.Ind07: Website](#)


 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

 [SP4.Ind14: Marketing and Publicity](#)

 [SP5.Ind01: Distance Education Offerings](#)

 [SP5: Improve the quality of life for all constituents](#)

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 **FCS 2013\_04: Visibility**  
Start: 7/1/2011  
End: 6/30/2013

### Unit Goal

The Division of Family & Consumer Sciences will have increased visibility because of its curricula and its impact on individuals,

families, consumers, and the community.

COE GP#1, GP#4, GP#5

### **Evaluation Procedures**

Identify presentations made by students and faculty to community colleges, high schools, vocational/technical centers, and community groups, providing information about FCS programs and increasing the public awareness of FCS programs at DSU.

### **Actual Results of Evaluation**

Faculty members in all areas work toward participation in events on campus, in the community, region and state and nation to increase visibility.

#### **Child Development students and faculty participation:**

- The Director of the Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009 and the site visit occurred during 2010. The Center was granted accreditation for five years from NAEYC. Publicity materials now include information about this achievement.
- Parents of children in the Child Development Center are very active in participating with various events and increasing visibility. Publicity is always sent to local media regarding all of these activities.
- The Child Development Center was selected by the readers of the *Bolivar Commercial* as the best place in Cleveland for child care.
- The faculty in the Division have sponsored and participated in numerous workshops/events in various areas to improve visibility. These are further outlined under Goal #7.
- Service-Learning Courses within the Division included: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition, and FCS 476 Practicum in Child Development Administration. Numerous activities of DSU students in these classes increased the FCS exposure within the schools and community. Service Learning activities are further delineated in another section.
- Plans are being developed to offer the annual DSU A – Z Early Childhood Conference next year.
- Delta State provides quality training for providers and child care for children, infants through Pre-Kindergarten, promoting the importance of quality education for the very young.

#### **Nutrition/Dietetics students and faculty participation:**

- The Nutrition/Dietetics students participated in the Fit-Tastic Fridays at Bell Academy, providing nutrition screening, and lessons and activities. They also participated in the physical fitness aspect on an as-needed basis. Publicity information on all events was sent to the Delta State University Public Relations office.
- Students assisted the Healthy Campus/Healthy Community Registered Dietitian with National Nutrition Month activities in the DSU cafeteria and student union.
- Students assisted the Healthy Campus/Healthy Community Registered Dietitian with the C.O.R.E. program at Bell Academy.
- Several of the Dietetics students and both faculty members attended the annual meeting of the Mississippi Dietetic Association (MDA).
- The Dietetics program had an informational table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.).
- Delta State had a recruiting exhibit booth at the MDA meeting.
- Ms. Draughon McPherson and two Nutrition/Dietetics students were asked to participate again with the Art of Living Smart Camp at the B.B. King Museum in 2012, with funding nearly \$10,000. Dietetics students were paid to assist with the camp.
- The Dietetics students set up an informational table at Bolivar County's Annual Rice Luncheon at DSU, which was attended by about 2,000 people.








#### **Fashion Merchandising students and faculty participation:**

- The Fashion Merchandising students were visible at the student design competition at the Mississippi Association of Family & Consumer Sciences state meeting in February 2012. Three students each submitted an original apparel design. Delta State students won first, second, and third place awards in the competition
- Talented fashion merchandising students entered designs at Dallas Fashion Career Day, April 2013, sponsored by Fashion Group International and Texas Natural Fiber Producers Association. This event attracts the finest university educators and students from over 40 schools across more than 12 states. The design contest is extremely competitive, and it is a huge honor to win an award of any kind, or to be shown on the runway. Seven fashion merchandising students entered a total of ten designs. Three of these were shown on the runway and two were shown in the mounted exhibit.
- One DSU fashion merchandising student won third place in the annual Fiber Trend Board Competition at the Dallas Fashion Career Day for his cotton trend board.
- One student had her original menswear design accepted for show in the juried design live gallery at the annual meeting of the International Textile and Apparel Association (ITAA) in 2012. The acceptance rate is about 34%.
- Two fashion merchandising students and the faculty member designed several and coordinated all of the costumes for two campus-wide productions of Delta State's theatre department.
- With a grant from the Cotton Board of Cotton Incorporated, DSU fashion merchandising students produced a large campus-wide fashion show, featuring many original apparel designs. This was televised several times on the local channel. Students also were on a local television channel in the morning to promote the event.
- The Fashion Merchandising students and faculty set up an exhibit of original cotton apparel designs at the Bolivar County Annual Rice Luncheon.
- The Fashion Merchandising faculty set up an exhibit of original cotton apparel designs at the annual meeting of the Delta Council, which is attended by over 1,000 people.

### **Use of Evaluation Results**

Students and faculty made a valuable contribution in marketing Family & Consumer Sciences programs. Successful initiatives were identified and will be continued and expanded and enhanced. The results will be used to continue to impact individuals and families in a positive way. More effort needs to be made to encourage roles of leadership among students and to involve other campus leaders in efforts to improve the quality of life for individuals and families.

#### Related Items

-  [SP4.Ind07: Website](#)
  
-  [SP4.Ind09: Institutional review process / Accreditations/IE](#)
  
-  [SP4.Ind14: Marketing and Publicity](#)
  
-  [SP5.Ind06: Community Outreach](#)
  
-  [SP5: Improve the quality of life for all constituents](#)
  
-  [SP5.Ind07: Economic Development](#)
  
-  [SP5: Improve the quality of life for all constituents](#)

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#### FCS 2013\_05: Faculty

**Start:** 7/1/2011  
**End:** 6/30/2013

##### Unit Goal

The Division of Family & Consumer Sciences will maintain a strong faculty. The faculty will have excellent communication skills and technological capabilities, facilitating productivity. Each faculty member will also have the necessary depth of professional knowledge in a specific area of specialization, and will exhibit above satisfactory performance in the areas of teaching, scholarship and service.

##### Evaluation Procedures

Annual faculty activity records provide an assessment of the prior year's goal achievement. These indicate credentials acquired, faculty development participation, successful activities in the classroom, and productivity in the areas of scholarly activities and service.




##### Actual Results of Evaluation

The faculty attended a number of professional meetings at the district, state and national levels. Tenured and tenure-track faculty members made refereed presentations at national meetings. They also attended some faculty development workshops or trainings on various topics. Each semester students complete an evaluation of all classes in Family & Consumer Sciences. These assessments are used in faculty evaluations to establish goals when needed. Most student evaluations were very good. Several faculty members submitted grant proposals. The grants that were funded were primarily DSU internal grants. The faculty provided service to the university and to the public through presentations to a variety of groups on various topics. One faculty member is a licensed Marriage and Family Therapist. He provided consultations to the public. The Registered Dietitians also provided consultations to various individuals, groups and agencies on food and nutrition topics. The faculty member in the Food Science area made several presentations at university and community events. One faculty member served on the Board of the Mississippi Association of Family & Consumer Sciences (MAFCS) for 2012. She also served as Secretary of the Collegiate Assembly of the American Association of Family and Consumer Sciences.

##### Use of Evaluation Results

Each faculty member benefits from the knowledge gained and skills acquired at each meeting or workshop attended. In turn, the Division and the University benefit from the faculty member's knowledge and skills as demonstrated in the classroom and in various service activities around the state. The implementation of a performance-responsive reward structure encouraged the faculty to maintain a high level of productivity, and to document all activities. One tenured faculty resigned in 2011, one resigned in 2012, and one other retired in 2012. All of these positions were filled for the 2012-13 year by qualified applicants. The two tenure-track positions were filled by faculty members with doctorates who also are Registered Dietitians.

#### Related Items

-  [SP3.Ind01: Faculty and staff hiring](#)
  
-  [SP3.Ind07: Credentials](#)
  
-  [SP3.Ind09: Professional development](#)
  
-  [SP3.Ind10: Personnel Training -- HR and other](#)

## FCS 2013\_06: Electronic journaling and documentation

**Start:** 7/1/2011

**End:** 6/30/2013

### **Unit Goal**

Use technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development, required of all Family & Consumer Sciences majors.

COE GP#1, GP#4, GP#5

### **Evaluation Procedures**

The use of technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development will be documented.

### **Actual Results of Evaluation**

Child Development and Fashion Merchandising students record electronic journals on a daily/weekly basis throughout their internship experiences. Nutrition students in supervised practice also record journals electronically for each practice rotation.

The Child Development and Fashion Merchandising students complete electronic and hard copy versions of their senior level portfolio in FCS 447 Professional Development, making it easier to store and to communicate with potential employers. Students who participate in the fashion merchandising field study experiences are required to keep reflective journals.

The Dietetics majors have specific guidelines from the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for completion of a hard copy of their portfolio.

### **Use of Evaluation Results**

All Family & Consumer Sciences students will continue to write reflective journals of their supervised practice rotations. This benefits the communication process between the student, the faculty member and the preceptor or facility supervisor(s). In FCS 447 Professional Development and in the internship experiences, the evaluations of students' performances will be partially based on this electronic documentation.

### **Related Items**

 [SP1.Ind07: Resources: access to appropriate library and learning resources](#)

## FCS 2013\_07: Community partnerships

**Start:** 7/1/2012

**End:** 6/30/2013

### **Unit Goal**

Identify increased opportunities for participation in local health fairs, and other public and community forums (schools, churches, cooperative extension and Chamber of Commerce programs). Contact industry representatives as a means of communicating availability and willingness to participate as community partners.

COE GP#1, GP#2, GP#3, GP#4

### **Evaluation Procedures**

Evaluate faculty's lists of yearly accomplishments.

### **Actual Results of Evaluation**

All three areas within the Division participated in a number of events and trainings, which particularly focus on early childhood education/child development and health and wellness education. Students in the Coordinated Undergraduate Program in Dietetics and faculty have been involved in a number of health screenings, health fairs, and community speaking engagements on the subject of nutrition and health/wellness. Dietetics participation, promoting health and wellness, included:

- Students/faculty participated in several Health Fairs and Screenings throughout the Delta, at various health fairs, nutritional assessments were provided to faculty, staff, and students and DSU, as well as members of the Miss. Delta.
- Dietetics students assisted the Child Development Center with healthy menu planning and the incorporation of more whole grains into the Center's meals.

Community/public school involvement that was in partnership with the Blue Cross & Blue Shield of Mississippi Foundation's Healthy Campus/Community Initiative (HCCI):

- Dietetics students participated in health fairs for the parents at each elementary school in conjunction with a school parent program.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components to students at the Cleveland Career Development and Technology Center. 170 students participated. Dietetics students assisted with these events.
- Dietetics students worked with HCCI and Hayes Cooper Center and Parks Elementary and helped with the C.O.R.E. (Centering on Recreation Education and Nutrition) after school program.
- Dietetics students participated in Delta Health and Wellness Day. This is a community event. Students planned, executed, and collected data. They conducted cholesterol screenings and blood sugar screenings and provided nutrition information. They also aided in planning the event.
- Dietetics students participated in the development of the Nutrition Counseling Center. One student researched software, and another researched educational materials. They also participated in dietetic counseling sessions with the Healthy Campus

- Dietitian.
- Dietetics students participated in the BEEP Girl Power weekend by providing healthy snacks and educational materials for the Center for Community Economic Development.
- Dietetics students participated in Cafeteria demonstrations for, "eat this not that."
- Dietetics students assisted with the BELL Academy Health Awareness Day and the Walk to School Day by educating parents and children on nutrition.

Child Development participation, in an effort to enhance early childhood education:

- Service learning courses within the Division include: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition and FCS 476 Practicum in Child Development Administration.
- The Child Development Center again participated in the Mississippi Child Care Quality Step System (MCCQSS) and earned a four star rating on its five star system. There is only one center in the state serving the same age ranges that has earned a five star rating.
- The Child Development faculty worked with the Child Development Center's Parent Advisory Board to have its annual Eagles and Aces fundraiser, which is a major golf and tennis tournament. This involves a large number of community members, and is a significant fundraiser for the Center.
- The money raised from the Child Development Center's fundraisers went toward renovation of the playground at the Bailey Center, which serves the three and four-year-old children.
- Students participated in a food drive to benefit the Helping Hands Food Bank.

(Faculty service accomplishments are further delineated in Goal #4)

#### Use of Evaluation Results

More public-oriented nutrition and health classes are planned for the upcoming year.

The general public will become more aware of health-related programs at DSU, and more programs will be generated. Further collaborative efforts are planned in all areas.

#### Related Items


  **SP5.Ind05: Diversity initiatives**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind06: Community Outreach**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind07: Economic Development**

  **SP5: Improve the quality of life for all constituents**

#### **FCS 2013\_08: Foods laboratory**

**Start:** 7/1/2011

**End:** 6/30/2013

#### Unit Goal

Continue to utilize Ada Swindle Mitchell Foods Laboratory for community and university educational and outreach programs.

COE GP#1, GP#4, GP#5

#### Evaluation Procedures

Evaluate faculty's lists of yearly accomplishments.

#### Actual Results of Evaluation

Numerous events were conducted by students and faculty in the foods laboratories, including:

- The Christmas party for the Division of Family and Consumer Sciences was catered by the FCS 312 Meals classes.
- Several Lunch n' Learn classes were sponsored through continuing education and were open to the public as well as the university. Original recipes were demonstrated and then served to the participants.
- The February meeting of the Student Association of Family and Consumer Sciences was catered by the FCS 360 Quantity Food Procurement and Production class, featuring healthy and economical meals.
- The spring initiation of Kappa Omicron Nu, national honor society for Family and Consumer Sciences, was catered by the FCS 360 class.
- The College of Education Recognition of Achievement Program was catered by the FCS 360 Quantity Foods class.
- "Junior Chefs" was taught as a weeklong class for Kids' College.

- Continued Education has used the laboratory for some of their continuing education classes.
- The meeting of the Delta Center for Culture and Learning was catered by the FCS 360 Quantity Food Procurement and Production class.
- The March Dietetic and Nutrition Workshop held at the Alumni Center was catered by the FCS 360 Quantity Food Procurement and Production class with assistance from dietetic students.
- The ServSafe food safety training and certification examination was open to the community as well as DSU dietetic students and met in the foods laboratory.

#### Use of Evaluation Results

Plan collaborative efforts for the future. Continue the Lunch n' Learn Programs. Develop more classes for Kids' College. Explore student engagement opportunities that utilize the laboratory and enhance student learning. Explore the possibility of offering credit classes on cooking for non-majors.

#### Related Items



  **SP5.Ind02: Continuing Education**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind03: Campus facilities and space for use by external constituents**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind06: Community Outreach**

  **SP5: Improve the quality of life for all constituents**

#### **FCS 2013\_09: Wellness**

**Start:** 7/1/2011

**End:** 6/30/2013

#### Unit Goal

Develop an annual wellness program, collaborating with representatives from industry, campus, and nonprofit organizations, and invite the public to attend. This will include participation in the Blue Cross & Blue Shield of Mississippi Foundation's Healthy Campus/Health Community Initiative Nutrition Counseling Center.

COE GP#1, GP#4, GP#5

COE 2010 Plan/Strategies: Identity:

- Continue to build health emphasis through infusion of healthy schools curriculum, delivery of fitness programs, education, and support for campus and local community
- Host Healthy Schools Best Practices Conference for Cleveland School District (fall 2010)
- Continue to provide services to the campus and larger community through the Forest E. Wyatt Health and Wellness Center

#### Evaluation Procedures

Determine accomplishments of the campus wellness program.

#### Actual Results of Evaluation

Students in the Division, particularly in the Coordinated Undergraduate Program in Dietetics and faculty were involved in a number of health screenings, health fairs, and community speaking engagements on the subject of nutrition and health/wellness. The benefits from the Nutrition Counseling Center, and other health and wellness programs on campus, as well as those through the Healthy Campus/Healthy Community Initiative were seen on campus and in the community.

Community/public school involvement that was in partnership with the Blue Cross & Blue Shield of Mississippi's Healthy Campus/Community Initiative (HCCI):

- The DSU Health and Wellness Committee was initially charged to develop a university-wide program to increase awareness about health and physical fitness. Out of this committee, the DSU Health Challenge emerged and became an ongoing program to promote health and physical fitness among DSU faculty and staff. This was expanded to students and community by the Healthy Campus/Community Initiative.
- Dietetics students participated in health fairs for the parents at each elementary school in conjunction with a school parent program.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components to students at the Cleveland Career Development and Technology Center. 170 students participated. Dietetics students assisted with these events.

- Dietetics students worked with HCCI and Hayes Cooper Center and Parks Elementary and helped with the C.O.R.E. (Centering on Recreation Education and Nutrition) after school program.
- Dietetics students participated in Delta Health and Wellness Day. This is a community event. Students planned, executed, and collected data. They conducted cholesterol screenings and blood sugar screenings and provided nutrition information. They also aided in planning the event.
- Dietetic tudents participated in the development of the Nutrition Counseling Center. One student researched software, and another researched educational materials. They also participated in dietetic counseling sessions with the Healthy Campus Dietitian.
- Dietetics students participated in the BEEP Girl Power weekend by providing healthy snacks and educational materials for the Center for Community Economic Development.
- Dietetics students participated in Cafeteria demonstrations for, "eat this not that."
- Dietetics students assisted with the BELL Academy Health Awareness Day and the Walk to School Day by educating parents and children on nutrition.
- Dr. Jan Haynes served as Chair of the Walk it Out Cleveland campaign for 2012.



Dietetics students also had an informational booth at the annual Delta Rice Luncheon held at DSU. Nearly 2,000 people attend this event.


Many of these accomplishments are further delineated above in Goal #7

#### Use of Evaluation Results

An expanded Health Challenge and wellness program on the DSU campus will be continued, collaborating with representatives from industry, campus, and nonprofit organizations and the public will be encouraged to participate.

#### Related Items

  **SP5.Ind03: Campus facilities and space for use by external constituents**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind06: Community Outreach**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind08: Area Priorities (Delta, IHL, or state)**

  **SP5: Improve the quality of life for all constituents**



## Section IV.a

### Brief Description

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

The Division of Family & Consumer Sciences (FCS) contributes to the general mission of Delta State University and the College of Education by producing professionals in Family and Consumer Sciences who can be productive and effective in various positions. Some of these positions are in teaching at preschool and early elementary levels, working with Child Development programs both directly and indirectly, working as dietitians, and working in business and industry to provide goods and services for consumers. The Bachelor of Science degree in Family & Consumer Sciences provides for concentrations in Child Development, Nutrition/Dietetics, and Fashion Merchandising.

The Division also houses and manages the Hamilton-White Child Development Center, which serves as an educational laboratory setting for students studying Child Development, including not only majors, but also students in nursing, elementary education, special education, dietetics, and social work. The relationship between the Child Development curriculum and the Child Development Center is reciprocal. The Child Development Center serves as an academic environment that provides high quality hands-on experiences for students in Child Development. The students assist the teachers in the Center to provide quality instruction to the children. The children in the Center benefit from the additional instructional support. It would be nearly impossible for one to exist without the other.

The Family & Consumer Sciences profession reflects an integrative, synergistic, holistic focus to address basic human needs and persistent and emerging societal issues relevant to the well-being of individuals, families, consumers, and communities. The mission of the Division is to provide professional education in Family & Consumer Sciences, and to provide complementary educational experiences for other disciplines, and to provide individuals opportunity for completing competencies that enhance the quality of life.

## Section IV.b

### Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

#### Data and information for division: Family & Consumer Sciences

##### A. Enrollment by Major 2008--2009 through 2012-2013

Enrollment	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Family & Consumer Sciences Totals	161	149	136	135	122	105	104	95	98	94

##### B. Number of Graduates 2008-2009 through 2012-2013

Family & Consumer Sciences	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Child Development	20	17	5	8	13	12	6	5	6	10
Nutrition/Dietetics	3	2	1	1	5		5	2	2	
Fashion Merchandising	4	1	3	1	2		3	1	3	2
Total	27	20	9	10	20	12	14	8	11	12

The data show that the number of graduates peaked in 2008-09 and has decreased slightly.

##### C. Credit Hour Production

##### 2008-2009 through 2012-2013

Family & Consumer Sciences

	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	F	S	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su
UG	1879	1644	270	1434	1656	297	1387	1495	313	1326	1515	281	1275	1431	N/A

The data show that credit hour production increased steadily through 2008, when it peaked in the fall semester.

[Trend data for Family and Consumer Sciences for 2009-2013](#)

### Sources

-  [FCS Trend Data 2009-2013](#)

## Section IV.c

### Diversity Compliance Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

1. Describe the special efforts made in 2012-13 to employ, train, and promote members of the "other race."

Eight "other race" staff members were employed by the Division of Family and Consumer Sciences in 2012-13. All of these were employed in the Child Development Center. Three of the staff members in the center are teachers, four are assistant teachers, and one works part-time as a cook. Two of the three student workers employed in the Division of Family and Consumer Sciences during 2012-13 were African-American.

In the Child Development Center, during the 2012-13 term, four children classified as "other race" were part of this program (two of the 66 children in the center are African-American).

2. Describe faculty exchange arrangements between "other race" institutions and indicate the number of faculty members involved.

No formal exchange arrangements exist between the division and "other race" institutions; however, several Family and Consumer Sciences faculty are members of the Mississippi Association of Family and Consumer Sciences and meet with other institutions in coordinating educational efforts in the profession.

3. Describe the special efforts made to assist incumbent minority personnel to upgrade credentials for promotions to higher ranked positions. Indicate the number of employees involved.

Six teachers and assistant teachers currently have Child Development Associate (CDA) credentials or a Bachelor's degree in Child Development. Both of the assistant teachers in the center are enrolled in graduate classes.

4. Identify distinguished professorships of "other race" personnel brought to the campus in 2012-13. No distinguished professorships were available in 2012-13.

5. Describe the cooperative programs involving both faculty and students between "other race" institutions and indicate the number of persons involved.

No programs of this sort currently exist in the Division.

6. Identify new programs approved in 2012-13 which have the potential of attracting "other race" students and faculty members.

The Division continues to actively recruit "other race" students and faculty members. New programs were not proposed.

7. Identify and describe efforts and accomplishments in strengthening existing programs and thereby attracting "other race" students and faculty members.

Faculty members in the Division of Family and Consumer Sciences have been actively involved in outreach efforts in the school and community. This activity includes supervising interns placed in off-campus settings, provision of staff development activities and collaboration, consultation efforts with various agencies, and service projects initiated by professional organizations (Student Association of Family and Consumer Sciences and the Student Dietetic Association). These interactions facilitate public awareness of the Division's programs and attract prospective students and enhance recruitment efforts. The Division

has a high ratio (over half) of "other race" students in its programs. The 2012-13 membership of the Coordinated Program in Dietetics is 42% African-American, 52% White, and 6% Hispanic. Nationwide searches have been conducted to fill the three faculty vacancies for the 2012-13 academic year. There has been a very diverse group of applicants who have applied, and a diverse group has been interviewed. From this group, the most qualified applicants have been hired, or were considered. One of the Assistant Professor vacancies was sought by a female Chinese candidate who was not willing to move here. Both of the vacancies were then filled with the two female Caucasian candidates who were the most qualified.

## Section IV.d

### Economic Development Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

##### *One-Year Plan*

The Division plans to continue efforts to maintain the quality of the undergraduate programs. The Division provides professional development opportunities to schools, childcare facilities in the area, and healthcare providers in the area. Quality services are provided to the community through the Child Development Center and the Coordinated Undergraduate Program in Dietetics. The mission of the Dietetics program is to provide dietitians for the Delta. There is a need for those qualified professionals in a variety of facilities in the Delta.

##### *Five-Year Plan*

The long-term plan includes continuing to provide quality undergraduate programs, as well as providing professional development for educators and community services through the Child Development Center and the Coordinated Undergraduate Program in Dietetics. Use of technology will be emphasized. Equipment will be sought which will enhance the opportunities for faculty and students to use computers and other technological advances in instructional and research settings.

Other efforts in the area of economic development are described below:

The Division employed approximately three students through Work-Study and Regular Student Employment programs. A Graduate Assistantship was awarded to one Master's degree student on campus.

## Section IV.e

### Grants, Contracts, Partnerships, Other Accomplishments

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

Faculty members have continued to collaborate within the division, and with other academic units and the community, region and state to work on grant seeking and grant involvement. All faculty members in the Division have worked with Robin Boyles in the DSU Grants Office to explore funding opportunities.

#### Internal and external funding that was received

External:

- Ms. Draughon McPherson and Nutrition/Dietetics students worked with the Delta Promise Community & Delta Health Alliance *The Art of Living Smart Grant* with the B.B. King Museum, \$10,000 funding for summer camp 2012. Funding was applied for and also granted for summer 2013 in a similar amount..
- Ms. Stephanie Farris, Director of the Child Development Center, was awarded \$250 from the Crosstie Arts Council for art education.
- Haynes, J. *Increasing Interest, Knowledge and Skills Related to Cotton Apparel among University Students* to enhance cotton education for fashion merchandising majors. Requested amount: \$ 15,900 for 2012; \$9,900 was funded from Importer Support Program of the Cotton Board with assistance from Cotton Incorporated. The funding period was all of 2012.
- A white paper on *Building Capacity for Improving Early Childhood Education in the Mississippi Delta* was presented to the Delta Council to seek funding, but was not funded.

Internal:

- Faculty received a total of three Faculty Development Grants with funds totaling about \$2454.
- Dr. Ensley Howell, Dr. Jan Haynes, Dr. Tommy Taylor, and Ms. Stephanie Farris were recipients of funds from the DSU Foundation Dulce Fund, totaling about \$2000 to be used in the provision of materials and equipment to enhance their instruction.
- All faculty members submitted proposals for DSU research grants to subsidize their travel expenses. Only the two who presented at national conferences in the fall were awarded \$300 research travel grants, since the funds were depleted in the spring semester.
- Dr. Jan Haynes received \$500 from DSU Technology Funds to purchase CAD software for teaching fashion merchandising and apparel design.
- Dr. Virginia Webb and Ms. Stephanie Farris were each awarded \$250 in funding for service projects from the DSU Year of Service committee.

#### External funding applied for that has not been received

- The King's Daughters and Sons Circle Number Two, Inc.; Grant Application 2012—Requested amount: \$6,857.67 to purchase surveillance equipment for the Child Development Center; not funded. However, a parent of a child in the Center made a \$5,000 contribution, and the Center was able to purchase a new camera surveillance system.
- A white paper on *Building Capacity for Improving Early Childhood Education in the Mississippi Delta* was presented to the Delta Council to seek funding, but was not funded.

## Section IV.f

### Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

#### Faculty Service to Area Schools

The Division provided professional development opportunities to area preschool teachers and administrators. For the past fiscal year, these focused on early childhood education and health and wellness education. Delta State provides quality training for providers and child care for children, infants through Pre-K promoting the importance of quality education for the very young.

Community/public school involvement that was in partnership with the Blue Cross/Blue Shield Healthy Campus/Community Initiative (HCCI) included the following:

- In conjunction with the DSU Dietitian and the Healthy Campus/Healthy Community Initiative, Dietetics students in the Division continued to assist with nutritional assessments for faculty, staff, and students at Delta State University, as well as members of the Mississippi Delta. The Division of Family & Consumer Sciences (FCS) believes that contributions to the health and wellness of the community have an impact on the cost of health care.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components to students at the Cleveland Career Development and Technology Center. 170 students participated. Dietetics students assisted with these events
- Dietetics students worked with HCCI and Hayes Cooper Center and Parks Elementary and helped with the C.O.R.E. (Centering on Recreation Education and Nutrition) after school program.
- Dietetics students participated in Delta Health and Wellness Day. This is a community event. Students planned, executed, and collected data. They conducted cholesterol screenings and blood sugar screenings and provided nutrition information. They also aided in planning the event.
- Dietetics students participated in the development of the Nutrition Counseling Center. One student researched software, and another researched educational materials. They also participated in dietetic counseling sessions with the Healthy Campus Dietitian.
- Dietetics students participated in the BEEP Girl Power weekend by providing healthy snacks and educational materials for the Center for Community Economic Development.
- Dietetics students assisted with the BELL Academy Health Awareness Day and the Walk to School Day by educating parents and children on nutrition.
- Saturdays in the Park; All area children and their parents were invited to participate in these events that were hosted at different area parks each time.

Child Development participation, in an effort to enhance early childhood education:

Service learning courses within the Division include: FCS 330 Infant Development, FCS 377 Methods and Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition and FCS 476 Practicum in Child Development Administration.

The Dietetics faculty sponsored a continuing education class to become Serv-Safe certified. This was open to the public, providing a local and inexpensive service to area food service providers.

## Section IV.g

### Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

**All applicable strategic plan data have been addressed with "SP" under Section III: "Goals for the Current Year."**



## Section IV.h

### Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

FCS Curriculum Committee: Records archived in Chair's office

FCS Advisory Board: Records archived in Chair's office

Child Development Center Parent Advisory Board: Records archived in Child Development Center Director's office

## Section V.a

### Faculty (Accomplishments)

Noteworthy activities and accomplishments

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

V.a	<u>Faculty</u>	2012-2013
	Full time faculty	
	Janice Haynes, Ph.D	Fashion Merchandising
	Stephanie Farris, M.Ed.	Director of Preschool Programs; Instructor, Child Development
	Ensley Howell, Ph.D., R.D., L.D.	Director of Dietetics Program/Nutrition/Dietetics
	Tommy Taylor, Ph.D.	Marriage and Family
	Virginia Webb, Ph.D., R.D.	Food Science/Food Service
	<u>Adjunct faculty</u>	
	Leigh Pickard, M.S., R.D.	Nutrition/Dietetics
	Jacinda Roach, Ph.D., R.D.	Nutrition/Dietetics
	Gina Wack, M.S., R.D.	Nutrition/Dietetics
	Carrie-Grace Washer, M.S.	Child Development
	<u>Staff</u>	
	Patricia Webster	Senior Secretary
	<u>Administration</u>	
	Janice B. Haynes, Ph.D.	Division Chair

There is no request for any change of status of faculty or for any new full-time positions.

### Teaching

#### Technology enhanced courses

Projectors and screens have been implemented in nearly all classrooms. PowerPoint was used on a regular basis for most classes.

Blackboard (now Canvas) was utilized in all classes for the provision of power point programs, notes, study guides, quizzes and exams. Several FCS classes now are offered online, in addition to in the classroom. WIMBA was implemented during 2011-12 to enhance online teaching. This was used a great deal by Nutrition/Dietetics faculty and students in their intensified review efforts. This will be used increasingly for these purposes. All faculty members are now equipped with iPads. These offer many apps that are extremely helpful in the classroom, such as electronic textbooks, instructional resources, periodicals, etc.

#### Collaborative/Team Teaching

Guest speakers who are expert practitioners in Nutrition/Dietetics are frequently brought in to teach particular competency areas in that field.

#### Creative scheduling

The greatly expanded use of Blackboard extended the time flexibility for students and faculty in many classes. One winter intersession class is taught in a concentrated one week time format.

#### Faculty Evaluations—include student rating

For fall 2012, most faculty averaged ratings between 4 and 5 on a 5 point scale. Most student comments were positive. All online courses were reviewed. Faculty self-evaluated courses; then all full-time faculty members reviewed the courses using the Quality Matters Rubric. Recommendations for improvements were made. Faculty are continuing to incorporate these changes. The College has requested that online courses all include certain elements, and these were incorporated in the summer 2013 courses.

The Division Chair also visited and evaluated one class of each instructor during the year. Reports were given to the instructors and included in their annual evaluations. Most observations and comments were very positive. Some constructive suggestions were made to the instructors.

**Faculty Meetings**—retreats, etc.

FCS faculty met regularly throughout the year. Additional communication was conducted via email and personal conversations. Faculty also had an annual meeting with its advisory board.

**Curriculum/Accreditations, Ratings—**

- The Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009. The Child Development Center was granted NAEYC accreditation in 2010 for five years. It successfully completed its annual report in 2012.
- The Coordinated Undergraduate Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation for Dietetics Education (CADE). The Dietetics Program will go up for re-accreditation in 2014.
- The Division of Family & Consumer Sciences is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division will go up for re-accreditation in 2014.
- The Child Development Center (CDC) enrolled in the Mississippi Child Care Quality Step System (MCCQSS) in 2009 and was one of only seven child care centers in the state to be awarded a four star rating in 2012. Only one center serving the same full range of ages (0-five years) has earned a five star rating. Consultants are being brought in to work on the areas that presented a challenge.

**Awards/Honors/Noteworthy Accomplishments**

- April 2013: Seven fashion merchandising students entered a total of ten designs at Dallas Fashion Career Day 2013 sponsored by Fashion Group International and Texas Natural Fiber Producers Association. Three of these were shown on the runway and two were shown in the mounted exhibit.
- April 2013: One DSU fashion merchandising student won third place in the annual Fiber Trend Board Competition at the Dallas Fashion Career Day for his cotton trend board.
- February 2013: At the Mississippi Association of Family and Consumer Sciences (MAFCS) conference, February 2013, three fashion merchandising students entered original designs in the student design competition. They placed first, second and third.
- November 2012: One fashion merchandising student had an original menswear design accepted and shown at the International Textile and Apparel Association juried design competition, which has an acceptance rate of 33%.
- DSU Hamilton-White Child Development Center received the "People's Choice" Award for excellence in child care services from the *Bolivar Commercial*.

**Scholarship**

**Publications**

Haynes, J. Author and subject matter expert for textbook chapter (2013). Sizing and fit: Keys to competitive advantage. In P. Brown & J. Rice (Eds.), *Ready-to-wear apparel analysis, 4<sup>th</sup> ed.* (Ch. 6). Upper Saddle River, NJ: Pearson, Prentice Hall.

**Publication Review**

Haynes, J. (2012) Reviewer of textbook prospectus for Pearson Publishers.

Howell, E. (2013) Reviewer for the Academy of Nutrition and Dietetics position paper, Food and Nutrition Programs for Community-Residing Older Adults to be published in the *Journal of Academy of Nutrition and Dietetics*.

**Presentations**

**Juried Presentations with Abstracts in Proceedings:**

**National:**

Haynes, J. (Faculty sponsor for juried undergraduate student apparel design). (2012, November). Gorton, J.A. Gator dude, *No One is an Island 2012 Design Exhibition Catalog* online, International Textile & Apparel Association (ITAA), Honolulu, Hawaii.

Haynes, J. (Juried apparel design). (2012, June). Connections, *Connecting Professionals: Leadership in Action*, 2012 Program of the American Association of Family and Consumer Sciences (AAFCS), p. 39.

**Juried Presentations**

Howell, E. (2012, October). *Review of the Nutrition Component in the Preparation of Secondary Health Education Teachers in Mississippi*. Academy of Nutrition and Dietetics (A.N.D.) Food and Nutrition Conference and Exposition, Poster Session, Philadelphia, Pennsylvania.

Howell, E. (2012, July). *Following a Gluten-Free Diet: Practical Help for School Nutrition Employees*. School Nutrition Association Annual National Conference, Denver, Colorado.

Taylor, T. (2013, April 17). *Financial Literacy among College Students: Comparisons by Gender, Race, Age and National Norms*.

Annual Conference of the Society of Business, Industry, and Economics, Destin, Florida.

#### **Invited Presentations**

Haynes, J. (2012, June). Participated as an invited speaker on an expert panel regarding university accreditation at the Collegiate Assembly of the American Association of Family and Consumer Sciences, Indianapolis, Indiana.

#### **State:**

##### **Presentations**

Pickard, et al (Haynes, Co-author on Poster Presentation) (2011, October). Co-author on Poster Presentation

*Fit-Tastic Fridays: A Multidimensional approach to teaching health*. Mid-South Education and Research Association Conference, Oxford, MS

#### **Service**

##### **Service to the Profession**

- (1) Serving on state, national, regional committees:

Haynes, J. Served as a volunteer at the Dallas Fashion Career Day 2012; 2013

Haynes, J. Human Science Cluster Taskforce, Mississippi Office of Vocational Education and Workforce Development

Haynes, J. (2013, February). Submitted brief statement to the *FACS*, newsletter of the American Association of Family and

Consumer Sciences regarding the value of university accreditation.

Howell, E. Member, Nutrition and Dietetic Educators of Practitioners Practice Group of the Academy of Nutrition and Dietetics

Webb, V. Advisory Council Board, Dietetic Internship, Louisiana Tech University, Ruston, LA

Webb, V. School Nutrition Services Dietetic Practice Group of the Academy of Nutrition and Dietetics

Webb, V. Dietetic Educators of Practitioners Dietetic Practice Group of the Academy of Nutrition and Dietetics

- (2) Holding offices, chairmanships, etc.

Haynes, J. Secretary, Collegiate Assembly, American Association of Family and Consumer Sciences, 2011-present

Haynes, J. Mississippi Association of Family and Consumer Sciences, Registration Chair 2012-13

McMillen, E. Session Chair, Rural Sociological Association Annual Meeting, 2012

- (3) Membership

Farris, S. Mississippi Early Childhood Association

Farris, S. Mississippi Professional Educators

Haynes, J. American Association of Family & Consumer Sciences

Haynes, J. Mississippi Association of Family & Consumer Sciences

Haynes, J. American Collegiate Retailing Association

Haynes, J. International Textile and Apparel Association

Howell, E. Academy of Nutrition and Dietetics (A.N.D.)

Howell, E. Mississippi Academy of Nutrition and Dietetics

Howell, E. Dietetic Educators of Practitioners Practice Group, 2005-2011

McPherson, D. Academy of Nutrition and Dietetics (A.N.D.)

McPherson, D. Mississippi Academy of Nutrition and Dietetics

Webb, V. Academy of Nutrition and Dietetics (formerly American Dietetic Association)

Webb, V. American Association of Family and Consumer Sciences

Webb, V. Mississippi Academy of Nutrition and Dietetics

Webb, V. School Nutrition Association

##### **Service to the University**

- (1) Service that affects the university

Farris, S. Represented the college and the division at the Universities at the Capital Day, 2013

Farris, S. Worked with the Child Development Center Parent Advisory Board and Fundraising Committees

Haynes, J. Chair, Walk it Out Committee for Healthy Campus/Healthy Community Initiative

Haynes, J. University Tenure and Promotion Committee member

Haynes, J. Directed Costume Coordination for the DSU Theatre Department's fall 2012 production

Haynes, J. DSU College of Education Recognition of Achievement Program, Chair, Decorations

Haynes, J. Faculty Advisor for Division's Student Association of Family and Consumer Sciences

Haynes, J. DSU Faculty Senate Proxy

Howell, E. DSU Health and Wellness Committee

Howell, E. Faculty Advisor for Division's Student Dietetic Association

Howell, J. Hamilton-White Child Development Center Nutrition Consultant

Taylor, T. DSU Alumni Association

Taylor, T. DSU Faculty and Staff Benefits Committee

Taylor, T. DSU Courtesy Committee

Taylor, T. DSU Gold Committee

Taylor, T. Senator, Faculty Senate

Webb, V. DSU College of Education Recognition of Achievement Program, Chair, Decorations

Webb, V. DSU Health and Wellness Committee

Webb, V. Faculty Advisor for Division's Kappa Omicron Nu Honor Society

Webb, V. Health and Wellness Committee member

Webb, V. Directed Quantity Foods class and the Meals class in preparation and catering of food for several DSU events:

Delta Center for Culture and Learning's conference meal; COE's Scholarship Recognition reception; SAFCS Christmas party; spring initiation of Kappa Omicron Nu national honor society for Family and Consumer Sciences

(2) Recruitment

- Flyers and brochures for all three concentrations were updated and reprinted as needed.
- The Division website was reviewed on a regular basis, enhanced and updated. This site provides information on programs to prospective students.
- Faculty in the Division have participated in all on-campus recruiting events, and as many off-campus events as possible.
- Recruitment cards were completed by forty prospective students. Letters were sent to these from the Division. These cards were then delivered to Admissions for them to send out information.
- At least one to two students per month visited the Division, spoke with faculty, and toured the facilities.
- Faculty always take time to speak with prospective students.
- Recruiting information has been provided to recruitment personnel to distribute to high schools and community colleges across the state.
- Students have been asked to help with recruitment at various events, and they will continue to be included in recruiting efforts.
- The data in the system continues to be analyzed and corrected.
- Faculty continue to work with personnel in the DSU Communications and Marketing Department to increase and improve their presence on the social network sites and on the website.
- We have requested the campus graphic designer to create fighting Okras for the website that depict our three areas.
- The Dietetics students and faculty set up a table at the annual meeting of the Mississippi Dietetic Association. This received a very good response. Most of the dietetics students also attended the meeting.
- The Dietetics director set up a table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.) in Philadelphia, PA.
- A faculty representative set up a recruiting table at a recruiting fair that was coordinated by the Cleveland Career Development and Technology Center.
- The number of students accepted into the Coordinated Program in Dietetics for 2013-14 has reached to thirteen out of its potential capacity of fifteen. Several inquiries from other potential students have been answered.

Recruiting efforts need to continue. The strategies noted above will be continued. These results will be used in setting goals and improving recruitment efforts. Several of the FCS faculty members met with members of the recruiting staff to discuss collaboration and increasing exposure of the Division. These kinds of efforts will continue. One faculty member taught a GST class to freshmen at DSU. This will be continued. The Division Chair went with other College of Ed chairs to discuss our programs at Holmes Community College. A 2+2 agreement for the Child Development concentration was created and will be available in fall 2013 to students at Hinds Community College. Inquiries were also made regarding purchasing a Google account that would make it easier to locate our programs. The fashion merchandising faculty member and some students are investigating the feasibility of designing Okra printed fabrics and a DSU tartan plaid as a fundraiser. The university Communications and Marketing Department will design fighting Okra this summer to represent the three FCS concentrations on the website.

#### **Service to the Community**

Service to the immediate community is extensive. The Coordinated Undergraduate Program in Dietetics provided clinical experiences for dietetics students. The Child Development program and the Child Development Center provide clinical experiences for Child Development students. The Child Development Center provides top quality childcare services to approximately 70 children from the university and the community, ages birth to five years.

Farris, S. Spoke to Cleveland Exchange Club during Baby Safety Month

McPherson, D. Participated in several Health Fairs and Screenings throughout Delta, involving students in each

McPherson, D. Supervised students who participated in teaching at the B.B. King "Art of Living Smart" camp,

Summers 2012 and 2013

Taylor, T. Board Member, Fellowship of Christian Athletes

Taylor, T. Elder, First Presbyterian Church, Cleveland, MS

Taylor, T. Member, Evangelism Committee, First Presbyterian Church, Cleveland, MS

Webb, V. Assisted students in presentation of basic nutrition information to women in a class at the Christian Women's Job Corps.

Webb, V. Taught a Serv-safe class that was open to the public.

Webb, V. Taught two groups of "Junior Chefs" at DSU Kids' College

## Section V.b

### Staff (Accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

Patricia Webster

Senior Secretary

Ms. Webster served as coordinator of the St. Jude Children's Research Hospital Trike-a-Thon. The DSU Child Development Center's participation in this resulted in fundraising of \$2300.

Ms. Webster served as coordinator of the United Way Campaign for DSU employees in the Ewing Building.

Stephanie Farris

Director of Preschool Programs

- The Director of the Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009 and the site visit occurred during 2010. The Center was granted accreditation for five years from NAEYC. The Director successfully submitted the 2012 Annual Report to NAEYC.
- Service-Learning Courses within the Division included: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition, and FCS 476 Practicum in Child Development Administration. Numerous activities of DSU students in these classes increased the FCS exposure within the schools and community. Service Learning activities are further delineated under section V 3.
- Plans are being developed to offer the annual DSU A – Z Early Childhood Conference in the 2013-14 year.
- The Director of the Child Development Center worked closely with the Early Childhood Institute and its trainers for the MS Child Care Quality Step System (QRIS) to prepare the classrooms in the Child Development Center for its QRIS visit. The Center received a four-star rating on a five star system. There is only one center in the state serving the same range of ages that has earned a five-star rating.
- Delta State provides quality training for child care providers, future providers, and quality child care for infants and children through pre-kindergarten, promoting the importance of quality education for the very young.
- This was the 70th year anniversary of the Child Development Center, which opened in 1942. Plans for a celebration were on hold for the completion of the new playground at the Bailey Center. The Director hopes to have a celebration in the fall.
- The Center was chosen by the readers of *Bolivar Commercial* newspaper as the Reader's Choice for Child Care.
- The Center was chosen by the readers of the *Cleveland Current* newspaper as the Best of the Best place for Child Care.

## Section V.c

### Administrators (accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

Janice Haynes, Ph.D.

Division Chair

The Director of the Child Development Center, who also teaches half-time in Child Development, completed her sixth year and left to pursue other endeavors. During the year she continued to make improvements to the Center and to increase connections and visibility of the Center. Together, with assistance from a member of the Parent Advisory Board, a five year Strategic Plan was drafted in 2010, and we continue to strive to meet the short and long-term goals for the Child Development Center. Several successful fund-raisers were held throughout the year for improvements to the Center. The Playground Renovation at Bailey has been in the planning for several years, and is coming to fruition. It is a goal to complete this by October 2012, so that parents of children at that building will actually see the rewards of their very hard fundraising endeavors.

The Director of the Dietetics program was in her seventh year in the Division. She received tenure and promotion, but she faced unexpected health issues, and resigned during October 2011. We engaged some expert Dietetics instructors from around the state with consulting and teaching in order to maintain the necessary rigor of the program and for the Division. This group of adjunct faculty was extremely strong and supportive and we maintained performance and classes, and were able to maintain supervised practice activities for the students through the academic year. A new full-time Director of the Coordinated Program in Dietetics is on board for the Academic Year 2012-13, and we will move forward with our efforts to improve the review process for students to raise our first-time pass rate, and we will continue to increase recruiting efforts, and continue to expand the nationwide recruiting endeavors. Several new students have applied, and we hope to grow the number of applicants to a level that we can increase our admission criteria and become extremely competition, also improving the first-time pass rate. The Food Service faculty member retired. This core Family and Consumer Sciences and Food Science/Food Service assistant professor position will be filled by a strong candidate with expanded vision and fresh ideas to seek the core classes that a retired faculty member taught, as well as increase the rigor in the food service and food science educational components of the Dietetics curriculum.

Accreditation:

- The Division is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division will seek re-accreditation in 2014. This will be a year for total program assessment and review to make sure that all programs are on-track to meet the new standards introduced by AAFCS since the last accreditation in 2004.
- The Coordinator of the Coordinated Undergraduate Program in Dietetics is on the same time-frame as AAFCS, but with a five-year cycle. Their self-study will also need to be submitted in 2014. The new Director will work closely with our Dietetics program consultant and with the Dietetics Advisory Council to maintain accreditation with the American Dietetic Association.
- The Hamilton-White Child Development Center applied for initial accreditation with the National Association for the Education of Young Children (NAEYC) in 2010. The Center had a successful site visit in August 2010 and in October 2010 was granted accreditation for five years. The Center is one of only 25 centers in Mississippi that holds NAEYC accreditation and these standards were upheld during 2011. The Child Development Center participates in the Mississippi Quality Rating System, which operates on a five star system.

#### Funding within Division

##### From University/Foundation

Four Faculty Development/Research Grants

All faculty completed requests for maximum funding from the DSU Dulce Funds and Bryce Griffis Funds.

Most requests were to support/enhance technology. All requests were honored, but funding was all



provided through the Dulce funds, enabling the Division to add new technology, software, equipment, and educational materials for all of the programs.

### External Funding within the Division

- Importer Support Program of the Cotton Board with assistance from Cotton Incorporated—\$9,900. *Increasing Interest, Knowledge and Skills Related to Cotton Apparel among University Students* to enhance cotton education for fashion merchandising majors. Funding is actually for the 2012 academic year, but the proposal was submitted in 2011.
- \$10,000—Delta Promise Community & Delta Health Alliance in *The Art of Living Smart* summer camp program, Summer 2012 (7 weeks, 50 children) at the BB King Museum in Indianola, MS. Funding was obtained by Draughon McPherson to support dietetics student salaries at the camp and pay for supplies for the lessons that they taught.
- \$500-- Crosstie Arts Council Grant—funding was obtained by Leigh-Anne Gant to purchase art supplies for the Child Development Center to purchase art supplies for the Child Development Center for special projects.
- \$250—Entergy Mississippi provided assistance for the Child Development Center.

Plans for External Grants submitted, that have previously been unsuccessful:

- The Child Development Center submitted a proposal to King's Daughters Hospital for approximately \$6,500 to purchase surveillance cameras.
- The Child Development Center Director will seek to submit a \$5,000 proposal to Entergy to make improvements to the children's recreational and learning facilities at Bailey Hall and to improve the new outdoor learning center.
- Other external partnerships and funding opportunities will continue to be sought.

### Facilities

All faculty members in the Division utilize technology to a great extent in teaching, and it is a goal to upgrade technological capabilities within the classrooms. The renovated Foods Laboratories have been used for numerous classes and events. They have been an excellent addition to the facilities. Work has continued to improve the overall facilities, both aesthetically and functionally.

## **Section V.d**

### **Position(s) requested/replaced with justification**

#### **Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

#### **Narrative**

New position(s) requested, with justification:

We are not requesting any new positions at this time.

## Section V.e

### Recommended Change(s) of Status

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

We are not requesting any changes in status at this time.

## Section VI.a

### Changes Made in the Past Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

##### Changes in past year in the Nutrition/Dietetics concentration:

- The Dietetics Program candidate selection committee was revised.
- The evaluation scale for selection of Dietetics Program candidates was reviewed and revised.
- The Handbook of the Coordinated Undergraduate Program in Dietetics was revised.
- A new Director of the Dietetics Program was hired and in place.
- The Nutrition Counseling Center was moved from the Physical Education Department and created in a private space within the Family and Consumer Sciences area. The Dietetics students will be able to continue to work with the campus dietitian through the Healthy Campus/Healthy Community Initiative and gain experience in providing nutrition counseling to clients.
- A new faculty member for the Food Science and Food Service courses in the Nutrition/Dietetics program was hired and in place
- The Dietetics course FCS 350 (formerly Basic Skills in Dietetic Practice; now FCS 350 Introduction to the Coordinated Program in Dietetics) was revised, as follows:

The Family and Consumer Sciences Curriculum Committee utilized feedback from preceptors' evaluations of students and members of the Dietetics Advisory Board, who had reviewed the existing Dietetics courses and curriculum. The FCS 350 course no longer includes a self-instructional course in medical terminology, because that will be covered in the new course, FCS 480 Senior Seminar in Dietetics. The Curriculum Committee felt that the FCS 350 Basic Skills in Dietetic Practice course should be revised to better reflect its important role as an introduction to the Coordinated Program. The three hour FCS 350 course was moved from the spring semester to the fall semester in the course sequence to better position it for new students accepted into the Coordinated Program. The revised course will guide students on strategies to best meet the competencies as described by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

- A new course, FCS 480 Senior Seminar in Dietetics was created, as follows:

Feedback was provided from preceptors' evaluations of students, members of the Family and Consumer Sciences Advisory Board, and the Dietetics Advisory Board after they reviewed the existing Dietetics courses and curriculum. Based on their reviews, a new course, FCS 480, was created to replace the following three one credit courses in the Dietetics program: FCS 351 Medical Terminology in Nutrition/Dietetics; FCS 352 Medical Pharmacology in Nutrition/Dietetics; and FCS 448 Career Development in Nutrition/Dietetics.

##### Changes in past year in the Child Development concentration:

- A 2+2 program was developed between our Child Development faculty and administration and those at Hinds Community College. The goal is for students accepted into the Hinds Child Development cohort to transfer seamlessly into our program during their junior year. They will be able to earn credits for the last two years of the program from Delta State through distance learning methods. This program will begin in August 2013.

## Section VI.b

### Recommended Changes for the Coming Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

##### Recommended changes in the Nutrition/Dietetics concentration for the next year:

- All junior and senior level nutrition/dietetics classes will contain a strong review component.
- All dietetics students will be required to pass a practice RD exam prior to receiving a verification statement.
- The Webpage will be updated to include all pertinent information for current and prospective nutrition/dietetics students.
- The faculty will work toward changing the clinical emphasis in the Dietetics Program to a community emphasis.
- The faculty will work toward transitioning the Dietetics Program from an Undergraduate Coordinated Program to a Graduate Coordinated Program, in light of the recommendations for verification from the Academy of Nutrition and Dietetics (A.N.D.).

##### Recommended changes in the Child Development concentration for the next year:

- A Child Life Concentration in Child Development has been under consideration for awhile. There is a need for a course on the Hospitalized Child to be taught in the School of Nursing. It is hoped that this can transpire in the coming year.
- Some creative course scheduling options, in addition to online offerings, will be investigated.
- The faculty will consider requiring students to intern for 400 hours, rather than 200, raising the credits from 3 to 6.