

## **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:** 7/1/2013

**End:** 6/30/2014

#### **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. Students who do not score at least 70% on these assessments will not be able to effectively apply the knowledge with children. Students who do not earn at least a grade of 70% in a child development course must repeat the course.

-  [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 out of 4, on the assessment tool. This is considered acceptable, safe to practice. 25% of the students received an average rating of over 3.5, with a 4 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 70% 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 is being reviewed for expansion to incorporate more of the variables that are assessed for the student interns. More space for written comments will also be included in the revised form.

Instructional materials are reviewed annually; this year the curriculum committee chose to continue with the current textbook.

**Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

**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 more 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.

Results of faculty evaluations of student projects indicated that 80% 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; 10% required three or more instructor reviews before their projects/activities were satisfactory.

85% of the students in the past four years have achieved at least a rating of 3 on the 4-point Likert-type scale 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, 90% of the student interns received a rating of at least 3 (acceptable, safe to practice) on the assessment. Based on findings over the past four 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.

### **Use of Evaluation Results**

Additional opportunities have been created for participation in activities and programs with young children. Students designed and implemented developmentally appropriate activities for children of various age groups. Students also spent more lab hours in all classrooms to develop a better understanding of developmentally appropriate activities for children birth through 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.

Additional class time is still dedicated to the instruction of creating developmentally appropriate activities. Blackboard is also used to hold student discussions, and additional web resources for students are utilized to locate developmentally appropriate activities for children. Individual conferences are held with students who require more individualized instruction.

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. This is an increase from the earlier requirements. 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 were modified to help students understand prior to evaluations what the expectations were. 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 this last year to accommodate more written comments from the Child Development teachers.

#### **Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

#### **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 66% of the students achieved a grade of at least 70% on the portfolio.

**Use of Evaluation Results**

**Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

**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, at least 90% of the student interns have been rated above average or higher on their evaluation forms by employment supervisors. At least 90% of these students were also rated satisfactory or higher on their internship manuals by their academic advisor. Based on an evaluation rating sheet, 75% of students earned a grade of 80% or higher from the instructor on their career research papers.

**Use of Evaluation Results**

An in-depth research project was added formerly to enhance their knowledge base and improve their written communication skills. No new requirements have been added.

**Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

#### **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**

At least 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 was amended formerly to incorporate revised software. Students were also shown available internet sites to facilitate their wardrobe selection process. They learned that this information and skill would be transferrable to their clients in the future.

#### **Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

#### **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 products that incorporated their content knowledge and research. Photoshop technology was incorporated into Trend Board design several years ago. At least 80% of students earned a grade of 80% or higher on the trend board assignment. This year's trend board

assignment changed focus from a fiber focus, to coincide with the new trend board guidelines for the Dallas Fashion Career Day.

**Use of Evaluation Results**

Assessment methods changed to reflect the evaluation procedure used at the Dallas Fashion Career Day. Evaluation results revealed that in the next class there will be need to be more attention paid to details.

**Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

**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 twelve 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**

Current additional readings were assigned to enhance knowledge base for research papers.

**Related Items**

*There are no related items.*



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

**Start:** 7/1/2013

**End:** 6/30/2014

### **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**

The results over the past three years indicate that at least 85% of students earned a grade of 80% or higher on class portfolios and projects. The results 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**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

### **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 lab notebooks.

70% of students earned at least an 80% or higher on 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**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

**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**

Overall, the intern evaluations by their preceptors are excellent. 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. The total number of hours in FCS 479 (clinical aspect of Supervised Practice) was changed from 540 to 500 to allow students to be able to complete the required hours within one semester.

**Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

### **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 (AND), 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**

Preceptor evaluations of interns were above average. The number of nutrition assessments and case studies required (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.) is being reviewed for possible increases.

### **Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

### **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 AND competencies for the specific Supervised Practice rotation.

**Results of Evaluation**

95% of students received a mean average of  $\geq 4$  on the preceptor evaluation for nutrition diagnosis in assessments. Faculty preceptors indicated that student experiences in commercial/institutional kitchens/bakeries prior to beginning the rotation are very helpful. Students taking foods classes at Delta State have been successfully utilizing the Ada Swindle Mitchell Foods Laboratory.

**Use of Evaluation Results**

Students have been evaluating and developing menus for diverse clients in a variety of settings, from child care, to senior adults, as well as recipes and menus for special diets in hospitals and nursing homes.

**Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

**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**

Students have successfully used the AND (Academy of Nutrition and Dietetics) Evidence Analysis Library and relevant literature for nutrition assessments as well as their major case study.

**Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

**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**

Students have received guidance on their business plans from instructors in the FCS 460 and the FCS 478 courses. In addition, the FCS division hosted an Entrepreneur's Workshop in the Spring of 2014 to provide additional business knowledge to students.

**Related Items**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

### **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 AND competencies for the specific supervised practice rotation

### **Results of Evaluation**

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

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

Based on the results of the 2013 evaluations, faculty members have 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 is being 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**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

### **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 AND competencies for the specific supervised practice rotation.

### **Results of Evaluation**

At least 90% of students in the supervised practice will 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**

Students have taken advantage of opportunities to conduct safety, security, and sanitation audits in various rotations and facilities. This has increased the students' knowledge of regulations regarding safety and sanitation.

### **Related Items**

*There are no related items.*

## Gen Ed Learning Outcomes

### FCS\_215\_GE03: Quantitative Skills

Start: 7/1/2013

End: 6/30/2014

#### 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. At least 85% of the students will complete the budget, and the average grade for those completed will be at least 85%.

-  [Budget Assignment](#)
-  [syllabus](#)

#### Results of Evaluation

Results indicate that in fall 2013, 25/30 (83%) of the students completed the assignment. In spring 2014, 32/34 (94%) of the students completed the assignment, making 89% the completion rate for the year. Of those who completed the budget assignment, the mean average percentage grade for the year was 97%.

#### Use of Results

Results indicate that the students who completed the assignment showed good understanding of the budgeting process and the quantitative skills required in its completion. Results further indicate that the course grades of students who do not complete this important assignment should be severely impacted. There are no plans to change the assignment.

#### Related Items

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

### **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 databases related to areas of personal finance. They are to analyze the findings and write a reaction paper related to the articles. The paper should be based on 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. In fall 2013, 26/30 (87%) of the students completed the assignment. In spring 2014, 32/34% (94%) of the students completed the assignment, making 90.6% the completion percentage for the year.

Of those who completed the assignment, the average percentage grade earned was 93.5%.

### **Use of Results**

The student exceeded the goals of 95% completion with an average of at least 80%. Based on these results no changes are recommended for this assignment. It satisfactorily accomplished the technology goals as well as writing exercises for the students.

### **Related Items**

*There are no related items.*

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## **FCS\_270\_GE05: Self**

**Start:** 7/1/2013

**End:** 6/30/2014

### **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**

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 94% of the students completed the assignment. Of those who completed it, the mean percentage grade earned was 94%.

### **Use of Results**

The student exceeded the goals of 95% completion with an average of at least 80%. Based on these results no changes are recommended for this assignment. Results indicate that it can accomplish the technology goals as well as writing exercises for the students.

### **Related Items**

*There are no related items.*

## **FCS\_270\_GE08: Perspectives**

**Start:** 7/1/2013

**End:** 6/30/2014

### **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**

Students wrote two papers with 91% completing both assignments. The average grade for the assignments was 90%

### **Use of Results**

Students achieved an excellent result for this assignment and it appears to be accomplishing the goals established. There will be no changes in the assignment for the coming year.

### **Related Items**

*There are no related items.*

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### **FCS\_325\_GE05: Self**

**Start:** 7/1/2013



**End:** 6/30/2014

#### **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, and 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, 91% of the students completed the assignment. Of those who completed the paper, the average grade was 85%, with students showing good insight.

#### **Use of Results**

While completion of the assignment was good and the average grade for the assignment was very acceptable, improvement in these scores will be addressed next semester. 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**

*There are no related items.*

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

**Start:** 7/1/2013

**End:** 6/30/2014

#### **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 97% of the students completed all five tests online. The average percentage grade on the completed five test grades in the course was 74%.

### **Use of Results**

The tests met the goals for the year related to completion rates and test average of the students. 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**

*There are no related items.*

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## **FCS\_343\_GE05: Self**

**Start:** 7/1/2013

**End:** 6/30/2014

### **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](#)

- [!\[\]\(849840539e55921a3851a4ff96d7400d\_img.jpg\) Syllabus FCS 343](#)
- [!\[\]\(c176e0b06f6c5dd85a4598b214d1ebba\_img.jpg\) Weight Management Assignment](#)

**Results of Evaluation**

Students report that they find these assignments quite enlightening. In addition, of the students who submitted the assignments, 100% scored an 86% or better on the grocery store assignment and an 85% or better on the weight management assignment. The end of the year survey revealed that students found assignments to be adequate and practical.

**Use of Results**

Students did not recommend changes for assignments in FCS 343. Such activities will remain in the course to promote real world application of skills that are learned through each assignment.

**Related Items**

*There are no related items.*

## **Unit Goals**

### **FCS 2014\_01: Create career simulations**

**Start:** 7/1/2013

**End:** 6/30/2014

#### **Unit Goal**

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

*(Life course development, Capacity building)*

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

#### **Evaluation Procedures**

An analysis is made of the upper-level FCS courses that utilize role playing techniques and mock interviews.

Exit interviews will further solicit information from graduates regarding their laboratory, internship, field study and supervised practice experiences. Instructors will document the numbers and types of experiences identified below. Course evaluations are also reviewed.

#### **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:

1. Students in FCS 447 Professional Development class located and reviewed job announcements.
2. Students in FCS 488 Internship in Fashion Merchandising located and secured their own internship positions.
3. Students in all areas worked through case study simulations.
4. Role-plays and mock interviews were used effectively for Dietetics students in FCS 350 Basic Skills in Dietetic Practice and in FCS 448 Career Development in Nutrition/Dietetics.
5. Students in all other FCS majors practiced role-playing and mock interviews in FCS 447 Professional Development. All students reported on their written reflections and many indicated on class evaluations and in their exit interviews that these experiences were helpful in simulating reality-based situations.
6. 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.
7. The internship manual, syllabi and requirements for child development majors were revised to reflect more real life simulations and more relevant internship experiences.
8. 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 development of a business plan, planning and serving quantity food events, and participating in 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 Senior Seminar in Dietetics. 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**

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## **FCS 2014\_02: Technological capabilities**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

Maintain Canvas component in all courses within FCS concentrations to increase students' computer literacy and to provide a practice forum for the Certification Exam for Registered Dietitians. Explore other distance learning or innovative delivery methods of instruction.

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**

Tabulate the number and percentages of courses within the Division that fully utilize online components. Tabulate the number and percentages of courses within the Division that utilize some online components.

### **Actual Results of Evaluation**

9. Canvas components are incorporated into all classes.
10. Canvas was utilized in all Nutrition/Dietetics classes using a hybrid approach (part online, part face-to-face) for the provision of PowerPoint programs, notes, study guides, quizzes and/or exams.
11. The Division offers several online classes on a regular basis and several courses are taught hybrid.
12. Recommendations for enhancements to online classes were made based on the review of these classes and completion of the *Quality Matters* score sheet. The College also implemented consistent requirements for all online courses.



13. One of the Child Development courses (FCS 326 Child Development) received an award for innovation in a blended course using Canvas.
14. The College also implemented consistent requirements for all online courses.
15. Software to practice for the Registered Dietitian (RD) examination was installed on computers in the Nutrition Counseling Center in Ewing Hall. Students can work through all of the approximately 1200 questions, or they can take a two and one-half hour simulated examination.

### **Use of Evaluation Results**

Canvas provides a communication venue for students and a user-friendly online format to access materials and quizzes. Canvas will continue to be utilized for PowerPoint programs, notes, study guides, quizzes and exams. Dietetics students are now being required to take a computerized practice RD examination in each supervised practice course as well as in the FCS 480 Senior Seminar class. Case studies will be included in each supervised practice to enhance critical thinking skills. Through Canvas, review sessions will be opened to graduates who have not yet passed the RD exam, thus promoting good customer service to students and alumni. Canvas will include more problem based learning to enhance critical thinking skills. To provide additional review for the RD Exam, a professional review course will be offered at Delta State students at a reduced rate in July 2014. All technology additions to programs will:

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

### **Related Items**

-   **SP1.Ind02: National / Standardized Test Scores**
  -   **SP2.Ind04: Degrees**
  -   **SP4.Ind06: Technology infrastructure**
  -   **SP4.Ind07: Website**
  -   **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**
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## **FCS 2014\_03: Recruitment**

**Start:** 7/1/2013

**End:** 6/30/2014

### **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.

### **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 116 Family & Consumer Sciences majors in fall 2013, compared to 98 Family & Consumer Sciences majors in fall 2012, which represents an 18% increase. There were 119 Family & Consumer Sciences majors in spring 2014, compared to 94 Family & Consumer Sciences majors in spring 2013, representing a 26.5% increase for the spring. These numbers show an increase. This is a positive sign.

Faculty members are becoming webmasters for their areas. They are learning to continually update information on the website.













### **Use of Evaluation Results**

16. Flyers and brochures developed for all three concentrations were updated and reprinted in a glossier format.
17. The latest brochure revision includes a direct link to the web pages for each concentration.
18. An intensified recruiting program is being implemented.
19. The Division website continues to be enhanced and updated. This site provides information on programs to prospective students.
20. Faculty in the Division participate in all on campus recruiting events, and as many off campus events as possible.
21. Recruiting information has been provided to recruitment personnel to take to high schools and community colleges.
22. Students have been asked to help with recruitment at various events.
23. Faculty will increase their involvement with recruitment even more this next year.
24. The Division secretary and the DSU Office of Communications and Marketing are working on developing a presence for all concentrations on the Social Networking sites. Efforts continue to have Communications and Marketing enhance the Division's presence on their social networking sites.
25. A graduate student researched university websites nationwide. She wrote a report of ideas and suggestions to improve our web presence. We are working with Communications & Marketing on incorporating these.

26. The Dietetics students also participated in health fairs and wellness events, incorporating promotional efforts into their presence.
27. DSU had a recruiting booth at the annual meeting of the Mississippi Academy of Nutrition and Dietetics and the Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo.
28. One faculty member taught a GST class to freshmen at DSU and one is scheduled for fall 2014.
29. Eleven students have been accepted into the Coordinated Program in Dietetics for the 2014/15 year.

Recruiting efforts need to continue to be refined and enhanced. 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 will again plan to meet with members of the recruiting staff to discuss collaboration and increasing exposure of the Division. Dr. Tommy Taylor has developed an intensified a recruiting program.

#### **Related Items**

-   **SP1.Ind04: Job placement**
-   **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**
-   **SP2.Ind01: Enrollment**
-   **SP2.Ind04: Degrees**
-   **SP4.Ind07: Website**
-   **SP4.Ind09: Institutional review process / Accreditations/IE**

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### **FCS 2014\_04: Visibility**

**Start:** 7/1/2013

**End:** 6/30/2014

#### **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

COE 2010 Plan #1: Quality: Capacity: Identify and build relationships with top five funders for the College, as well as funders and agencies for each division.

#### **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:**

1. 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 include information about this achievement.
2. 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.
  1. 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.
  2. 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.
  3. The DSU A – Z Early Childhood Conference was offered this year. An enhanced and expanded conference is being planned for October 2014.
  4. 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:**

5. Nutrition/Dietetics students participated in several community health fairs.
6. Nutrition/Dietetics students and faculty provided a speaker for a local Health and Wellness Day for teachers and for a senior citizens event.
7. Students assisted the Healthy Campus/Healthy Community Registered Dietitian with the C.O.R.E.(Centering on Recreation Education and Nutrition) program in the participating Cleveland elementary schools in fall 2013 and without the campus dietitian in spring 2014 at Bell Academy.
8. Delta State had a recruiting exhibit booth at the Mississippi Academy of Nutrition and Dietetics Annual Conference in Biloxi, MS May 2014. The Quantity Foods (FCS 360) class provided an interactive exhibit and beverages for one of the breaks at the conference.
9. Eight Nutrition/Dietetics students and one faculty member attended the Mississippi Academy of Nutrition and Dietetics Annual Conference in Biloxi, MS March 2014.
10. Nine Nutrition/Dietetics students and one faculty member participated in the Food and Nutrition Conference & Expo of the Academy of Nutrition and Dietetics in Houston, Texas October 19-22, 2013. DSU representatives participated in a student recruitment fair and a preceptor recruitment fair; attended professional continuing education events; viewed over 500 exhibits, and networked with other professionals at the conference.

11. Students assisted the Healthy Campus/Healthy Community Registered Dietitian with National Nutrition Month activities in the DSU cafeteria and student union.
12. 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 2013.
13. Danzy, JoAnna. (2013, October). [*Hub City Steps: Correlations between Dietary Fiber, Total Cholesterol and Body Weight*]. Poster session presented at the Food and Nutrition Conference and Expo of the Academy of Nutrition and Dietetics, Houston, Texas.
14. Webb, Virginia S. (2014, June). *Cashier Training*. Seminar presented at the meeting of the Tennessee School Nutrition Association, Nashville, TN.
15. Webb, Virginia S. (2014, June). *Foundations for Training Excellence*. Seminar presented at the meeting of the Tennessee School Nutrition Association, Nashville, TN.
16. Webb, Virginia S. (2013, August). *Foundations for Training Excellence*. Seminar presented at the meeting of the Minnesota School Nutrition Association, Rochester, MN.
17. Webb, Virginia S. (2013, July). *Foundations for Training Excellence*. Seminar presented at the Texas Region 13 Conference, Richardson, TX.
18. Webb, Virginia S. (2013, August). *Norovirus*. Seminar presented at the meeting of the Minnesota School Nutrition Association, Rochester, MN.
19. Webb, Virginia S. (2013, October). *Refrigeration Equipment in School Nutrition Programs*. Poster session presented at the Food and Nutrition Conference and Expo of the Academy of Nutrition and Dietetics, Houston, TX.
20. Webb, Virginia S. (2013, July). *Refrigeration Equipment in School Nutrition Programs*. Poster session presented at the meeting of the School Nutrition Association, Kansas City, MO.
21. Webb, Virginia S. (2013, October). *Sustainability in Nutrition and Dietetics*. Seminar presented at the Nutrition and Dietetics Workshop at Delta State University, Cleveland, MS.
22. Webb, Virginia S. (2014, March). *Sustainability in Nutrition and Dietetics*. Seminar presented at the Food and Nutrition Conference of the Mississippi Academy of Nutrition and Dietetics, Biloxi, MS.
23. Webb, Virginia S. (2014, June). *Utilizing the Cafeteria as a Classroom*. Seminar presented at the meeting of the Tennessee School Nutrition Association, Nashville, TN.

**Fashion Merchandising students and faculty participation:**

1. **Fashion Merchandising students were visible at the student design competition at the Mississippi Association of Family & Consumer Sciences state meeting in February 2014. Five students submitted design entries. A Delta State student won the third place award in the competition.**
2. Nine design entries were submitted by six talented fashion merchandising students at Dallas Fashion Career Day 2014 sponsored by Fashion Group

International and Texas Natural Fiber Association. Four of these designs were shown on the runway, which is about the average acceptance rate. This event attracts the finest university educators and students from over 40 schools across more than 12 states.


3. One student was selected as one of the top five designers to compete for the Dallas Best of Show Award. 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.
4. Five students submitted trend boards to the Trend Board Competition.

### **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**

- ▶  **SP1.Ind04: Job placement**
  - ▶  **SP1.Ind08: Curriculum Development and Revision**
  - ▶  **SP2.Ind04: Degrees**
  - ▶  **SP3.Ind01: Faculty and staff hiring**
  - ▶  **SP3.Ind03: Distance Education training**
  - ▶  **SP3.Ind06: Diversity**
  - ▶  **SP3.Ind07: Credentials**
  - ▶  **SP3.Ind08: Evaluations**
  - ▶  **SP4.Ind07: Website**
  - ▶  **SP4.Ind09: Institutional review process / Accreditations/IE**
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 **FCS 2014\_05: Faculty**

**Start:** 7/1/2013

**End:** 6/30/2014

**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.

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

COE Goal #1: Promote effective teaching in the College of Education through the identification of indices of quality

COE Goal #6: Increase submission of scholarly publications by College of Education faculty by 15%

*Strategies:* Work with Director of Thad Cochran Center for Rural School Leadership and Research to develop research agenda and increase support for faculty conducting research.

**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 Child Development faculty member served on many community committees. 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 2013 and as Secretary of the Collegiate Assembly of the American Association of Family and Consumer Sciences for a second term.

### **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

### **Related Items**

- ▶  **SP3.Ind01: Faculty and staff hiring**
  - ▶  **SP3.Ind02: Salary**
  - ▶  **SP3.Ind03: Distance Education training**
  - ▶  **SP3.Ind04: Technology training**
  - ▶  **SP3.Ind05: Retention of personnel**
  - ▶  **SP3.Ind06: Diversity**
  - ▶  **SP3.Ind07: Credentials**
  - ▶  **SP3.Ind08: Evaluations**
  - ▶  **SP3.Ind09: Professional development**
  - ▶  **SP3.Ind10: Personnel Training -- HR and other**
  - ▶  **SP4.Ind07: Website**
  - ▶  **SP4.Ind09: Institutional review process / Accreditations/IE**
  - ▶  **SP4.Ind10: Data Integrity**
  - ▶  **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.Ind04: Cultural offerings**
  - ▶  **SP5: Improve the quality of life for all constituents**
  - ▶  **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.Ind08: Area Priorities (Delta, IHL, or state)**
  - ▶  **SP5: Improve the quality of life for all constituents**
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## FCS 2014\_06: NAEYC Accreditation

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

Continue to meet accreditation guidelines for National Association for the Education of Young Children (NAEYC) for Child Development Center  
COE GP#1, GP#2, GP#3, GP#4

COE 2010 Goal #1: Quality: Accreditation: Host successful NAEYC site visit – Child Development Center

COE Goal #7

*Strategies:* Developed and submitted self-study, utilizing feedback from consultant prior to site visit; conducted mock visit in preparation for the visit.

*Strategies:* Developed and submitted self-study, utilizing feedback from consultant prior to site visit; conducted mock visit in preparation for the visit.

### **Evaluation Procedures**

External assessment of Center programs by evaluators. Completion of the Annual Report for NAEYC.

### **Actual Results of Evaluation**

Positive feedback on the NAEYC annual report

### **Use of Evaluation Results**



Results provide valuable information for improvement of the curricula and facilities. Improvements to the playgrounds have been made, with special focus on the Bailey facility for the three and four-year-olds.

### **Related Items**

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

  **SP4.Ind03: External resources**

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

  **SP4.Ind10: Data Integrity**

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## FCS 2014\_07: Community partnerships

**Start:** 7/1/2013

**End:** 6/30/2014

### **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

COE 2010 Plan/Strategies: Identity:

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

### **Evaluation Procedures**

Evaluate faculty's lists of yearly accomplishments.

### **Actual Results of Evaluation**

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

All three areas within the Division have participated in the following events, which particularly focused on early childhood education 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 healthy/wellness. Dietetics participation, promoting health and wellness, included:

3. Annual Member and Exhibitor, DSU Health and Wellness Day (since 2005).
  1. 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 MS Delta.
  2. Articles on nutrition were submitted by Dietetics students and faculty to the *Bolivar Commercial* and the *Delta Statement*.
  3. Dietetics students worked with the DSU Director of Preschool Programs on menu planning for the Child Development Center.
  4. Child Development teachers continued their annual production of a healthy vegetable and fruit garden at the DSU Child Development Center at the Bailey building.
  5. *Mission Coahoma in Control: Diabetes Self-Management Program* (Oct. 1, 2013-Sept. 30, 2014) is a \$10,000 place-based grant funded by the Community Foundation of Northwest Mississippi (CFNWM). It was a hands-on program, with monthly sessions for its Coahoma County participants with diabetes. The objectives were for participants to make healthier food choices, increase physical activity, develop skills in relaxation and stress management, and then adopt all these changes into their lifestyles, in order to reduce their progression of the disease and its complications.
  6. For four summers, Dietetics students and faculty have worked in collaboration with the BB King Museum's Art of Living Smart Camp, funded by Delta Health Alliance as part of the Indianola Promise Community. For four weeks, campers spend time in various art activities and nutrition and fitness-related activities, which are directed by a Dietetics faculty member and students in supervised practice.

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

7. Community Health Fair; a health fair for the parents at selected elementary schools was conducted in conjunction with a school parent program.
8. The CORE (Centering on Recreation Education and Nutrition Program) was a continued collaboration with HCCI, Dietetics students, and the Cleveland School District.
9. Dietetics students participated in the annual community Delta Health and Wellness Day conducting cholesterol screenings for participants and providing them with nutrition information.













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

1. The Director of the Child Development Center provided consultation to Delta area child care programs regarding the requirements of the MS Child Care Quality Step System (MCCQSS).
2. 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 & FCS 476 Practicum in Child Development Administration.
3. *Quality Training for Early Childhood Educators in the Delta* (Oct. 1-2013-Sept. 30, 2014) is a \$20,000 grant from the CFNWM that provided for DSU to provide early childhood teachers with knowledge of best practices in early childhood education through professional development opportunities and through demonstrating optimal classroom practices using a model classroom for young children.

**Use of Evaluation Results**

More public-oriented nutrition and health classes are planned for the upcoming year. Further trainings for early childhood teachers and professionals will be conducted. 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**

-   **SP1.Ind05: Diversity -- access to diverse ideas/programs**
-   **SP4.Ind03: External resources**
-   **SP4.Ind07: Website**
-   **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.Ind03: Campus facilities and space for use by external constituents**
-   **SP5: Improve the quality of life for all constituents**
-   **SP5.Ind04: Cultural offerings**

-  **SP5: Improve the quality of life for all constituents**
-  **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**
-  **SP5.Ind08: Area Priorities (Delta, IHL, or state)**
-  **SP5: Improve the quality of life for all constituents**

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## **FCS 2014\_08: Use of foods laboratory**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

Utilize Ada Swindle Mitchell Foods Laboratory for catering and cooking lessons, both of which would be available for donors and their friends of Delta State University as well as the general public.

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

### **Evaluation Procedures**

Evaluate faculty's lists of yearly accomplishments.

### **Actual Results of Evaluation**

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

4. The Christmas party for the Division of Family and Consumer Sciences was catered by the FCS 312 Meals classes.
5. A "Foodie Friday" class was sponsored through continuing education and was open to the public as well as the university. Original recipes were demonstrated and then served to the participants.
6. 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.
7. The College of Education Recognition of Achievement Program was catered by the FCS 360 class.
8. The spring initiation of Kappa Omicron Nu, national honor society for Family and Consumer Sciences, was catered by the FCS 360 class.
9. "Junior Chefs" was taught as a weeklong class for Kids' College.
10. Several Art Receptions were catered by the FCS 360 and FCS 460 classes.

11. A lunch for the Delta Center for Culture and Learning Board was catered by the FCS 360 class.
12. The FCS 360 class operated "Okra Café" as a one-day class project.
13. The FCS 312 class provided a Thanksgiving Lunch for children and staff from the Child Development Center.
14. The Foods Lab was used for several Continuing Education events, including children's holiday classes on December 2-3, 2013; Pinterest classes, and ServSafe classes.

### **Use of Evaluation Results**

Plan further collaborative efforts for the future. Continue the "Foodie Fridays." Develop two cooking classes for Kids' College.

### **Related Items**

-  **SP1.Ind05: Diversity -- access to diverse ideas/programs**
  -  **SP4.Ind03: External resources**
  -  **SP4.Ind09: Institutional review process / Accreditations/IE**
  -  **SP4.Ind10: Data Integrity**
  -  **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.Ind04: Cultural offerings**
  -  **SP5: Improve the quality of life for all constituents**
  -  **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**
  -  **SP5.Ind07: Economic Development**
  -  **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**
-

## FCS 2014\_09: Wellness

**Start:** 7/1/2013

**End:** 6/30/2014

### Unit Goal

Develop annual wellness program, collaborating with representatives from industry, campus, and nonprofit organizations, and invite the public to attend.

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

### Evaluation Procedures

Determine accomplishments of the campus wellness program.

### Actual Results of Evaluation



























#### Delta Health and Wellness Committee

1. 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, first as a pilot program, then as an ongoing program to promote health and physical fitness among DSU faculty and staff. Nutrition/Dietetics Faculty, along with Dietetics students, participated in Health Fairs and Screenings throughout the Delta.
2. 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

-   SP2.Ind02: Retention
  -   SP2.Ind03: Graduation Rate
  -   SP2.Ind04: Degrees
  -   SP3.Ind05: Retention of personnel
  -   SP4.Ind09: Institutional review process / Accreditations/IE
  -   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
  -   SP5.Ind08: Area Priorities (Delta, IHL, or state)
  -   SP5: Improve the quality of life for all constituents
-

 **FCS 2014\_10: Data standards/integrity efforts or plans**

**Start:** 7/1/2013

**End:** 6/30/2014

**Unit Goal**

Continue to meet accreditation guidelines for all applicable accrediting bodies for the Division and maintain relevant and imperative assessment data.

**Evaluation Procedures**

External assessments of programs by evaluators.

**Actual Results of Evaluation**

Results of periodical and annual reports provided valuable information for improvement of the curricula and facilities. During the accreditation years, feedback from advisory groups, the self-studies and the site visit reports will provide valuable information.

15. The Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009 and was accredited in 2010 for five years. Annual reports are submitted to NAEYC.
16. The Child Development Center (CDC) participates in the Mississippi Quality Stars Program. This is Mississippi's tiered Quality Rating and Improvement System. It was developed by the [Division of Early Childhood Care and Development](#) (DECCD) of the [Mississippi Department of Human Services](#). Delta State was one of only a few centers in the state to be awarded a four-star rating in 2012; this rating dropped to three stars in 2013.
17. The Coordinated Undergraduate Program in Dietetics is accredited by the *Accreditation Council for Education in Nutrition and Dietetics (ACEND)*. The Dietetics Program will submit their self-study for re-accreditation in August 2014, with a site visit in November 2014.
18. The Division of Family & Consumer Sciences is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division will submit the self-study by Sept. 1, 2014 for re-accreditation, with a site visit to be scheduled for spring 2015.

**Use of Evaluation Results**

Feedback provided by consultants, advisory groups, and accrediting bodies will guide decisions for program changes and improvements. A technical assistant from Partners for Quality Child Care has been providing technical assistance to the CDC Director. Partners is designed to assist directors and teachers at licensed child care facilities in Mississippi to help improve the quality of centers and individual classrooms.

**Related Items**

*There are no related items.*

**Section IV.a**  
**Brief Description**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

Brief Description and/or Narrative of programmatic scope:

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**

Credit Hour Production						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
<b>Family &amp; Consumer Sciences (FCS)</b>	<b>284</b>	<b>0</b>	<b>1377</b>	<b>7</b>	<b>1743</b>	<b>8</b>

The data show that credit hour production increased steadily through 2010, when it peaked in the spring semester. It declined through spring 2013, but shows an increase in 2013-2014.

Enrollment by Major						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
<b>Family &amp; Consumer Sciences</b>	<b>49</b>	<b>0</b>	<b>116</b>	<b>0</b>	<b>119</b>	<b>0</b>

The data show that enrollment was fairly high through 2009-10. It declined after that year, and reached a low during 2012-13. It is now trending upward.

2013-14 Graduates	
<b>Family &amp; Consumer Sciences</b>	
<b>BS</b>	<b>25</b>

**Summary:** The data show that the number of graduates was fairly high in 2010-11; the result of large enrollment peaks in 2006-07 and 2008-09. It has fluctuated since then.

**Enrollment:** The data show that enrollment was fairly high through 2009-10. It declined after that year, and reached a low during 2012-13. It is now trending upward, showing an 18.4% increase in fall 2013 over fall 2012, which represented a 9.4% increase over the three year mean average for fall of 106. There were 119 students enrolled in spring 2014, representing a 26.6% increase over spring 2013, and a 15.87% increase over the three year mean average for spring of 102.7 students. The data show that the number of graduates was fairly high in 2010-11; the result of large enrollment peaks in 2006-07 and 2008-09. It has fluctuated since then. The total number of graduates for fall 2013 was 18, showing a 63.6% increase over the 11 graduates from the previous fall, and a 25.87% increase over the three year mean average number of fall graduates, which was 14.3 This was slightly balanced in spring 2014, when there were 10 graduates compared to the prior spring's 12, representing a 16.7% decrease for the year, and was equal to the three year mean average graduation number of ten. The data show that credit hour production increased steadily through 2010, when it peaked in the spring semester. It declined through spring 2013, but shows an increase in 2013-2014. Credit hour

production in fall 2013 was 1377, representing an 8% increase over the 1275 of fall 2012, and an increase of 3.8% over the three year mean average of 1326. In spring 2014, the credit hour production of 1743 represented a 21.8% increase over the 1431 credit hours generated in spring 2013, and an increase of 11.5% over the three year mean average for spring of 1563. Implications are that enrollment data are positive and trending upward, but are not back up to the all-time high levels reached in 2006-07. Recruiting efforts need to continue to extend beyond the Delta and beyond the state. Memphis and community colleges need to be targeted.

**Graduation Surveys:** In comparing some highlights of the course and program related findings of the Division data on the spring graduation survey with the University data, there were some points of interest. However, there were only six responses out of ten graduates, and not all three concentrations were represented. 66.67% of FCS graduates indicated that their courses were excellent in preparing them for employment and/or graduate school, that the quality of courses for providing a good general education were excellent, that the practicum or internship experiences were excellent, and the laboratory facilities in their major were excellent. The overall University responses on these same questions, respectively, were as follows: 50.83% said their courses were excellent in preparing them for employment and/or graduate school; 47.49% said quality of instruction in their major was excellent, 46.52% said quality of courses for providing a good general education was excellent; 38.78% replied that the practicum or internship experiences in their major were excellent; and 28.73% said that the laboratory facilities related to their major were excellent. However, when asked about quality of instruction in their major, 33.33% of FCS graduates gave a response of excellent and half indicated good. This compares to the University responses of 47.08% as excellent and 41.5% as good.

**Course Evaluations:** A review of the summary reports of course evaluations indicated that the FCS means were higher for all questions than the COEHS means and the College of Arts and Sciences means. The low percentage of responses across campus, however, makes it difficult to reach conclusions that are valid. There were five questions most related to teaching where the responses were below 4.5 when the fall and spring responses were averaged: #11) The faculty member consistently began the class sessions on time (4.41); #15) The faculty member displayed motivation and energy in teaching the course (4.46); #18) The faculty member's presentations were well organized (4.43); #20) The faculty member encouraged student-to-student engagement opportunities (4.47); and #22) The faculty member encouraged multiple forms of communication from students (4.43).

Grade distributions by instructor did not reveal particularly obvious trends per instructor. It is recommended that internship/supervised practice courses and courses that are heavily based on field study type experiences and student engagement activities not be included in the grade distribution analyses. The grades for these courses would logically be more heavily weighted on skills, activities, and engagement. Under scholarship, Family and Consumer Sciences faculty had a total of four publications and eighteen presentations.

## Sources

-  [Trend Data 2010-14 Family & Consumer Sciences](#)

## **Section IV.c**

### **Diversity Compliance Initiatives and Progress**

1. Describe the special efforts made in 2013-14 to employ, train, and promote members of the "other race."

#### **Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

#### **Narrative**

The Division employs student workers each semester. In fall 2013, there were four student workers. Three of these were African-American and one was white. One graduate assistant was employed, and she was Caucasian. In spring 2014, there were three student workers, who all were African-American. Two graduate assistants were employed. One was African-American and one was Caucasian. In summer 2014, one graduate assistant was employed, and he was African-American.

Eight "other race" staff members were employed by the Division of Family and Consumer Sciences in 2013-14. Eight 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. Four of the six student workers employed in the Division of Family and Consumer Sciences during 2013-14 were African-American.

In the Child Development Center, during the 2013-14 term, seven children classified as "other race" were part of this program (three of the 66 children in the center are African-American, three are Asian, one is Hispanic).

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, all 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.

Three assistant teachers currently have Child Development Associate (CDA) credentials. All five lead teachers in the Child Development Center and the three other teachers have Bachelor's degrees with concentrations in Child Development.

Two teachers also just completed Master's degrees; one in Special Education and one in Business Administration. DSU encourages these efforts with its tuition remission program and a small stipend upon their graduation.

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4. Identify distinguished professorships or “other race” personnel brought to the campus in 2013-14

No distinguished professorships were available in 2013-14.

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 2013-14 which have the potential of attracting “other race” students and faculty members.

The Division continues to actively recruit “other race” students and faculty members. In 2013-14 the Division added a fourth concentration: Food and Nutrition Management. It is predicted that this will attract some "other race" students.

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 2013-14 membership of the Coordinated Program in Dietetics is 25% African-American and 75% White.

**Section IV.d**  
**Economic Development Initiatives and Progress**

**IV. d Economic Development Initiatives and/or Impact:**

**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.

***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 in fall 2013, to two graduate students in spring 2014, and to one graduate student in summer I 2014.

**Section IV.e**  
**Grants, Contracts, Partnerships, Other Accomplishments**

**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. Most of the 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:

1. Farris, S. and Haynes, J. *Quality training for early childhood educators in the Delta*. (09/01/13-09/30/14). \$20,000 provided by the Community Foundation of Northwest Mississippi
2. Farris, S. (Fall 2013). *Art education for preschoolers*. \$250 from the Crosstie Arts Council.
3. Howell, E. (2013, August). *Kids eat right* Mini Grant. \$200.00 from the Academy of Nutrition and Dietetics.
4. McPherson, D. (Summer 2013; 7 weeks, 50 children). *The art of living smart* summer camp program by Delta Promise Community & Delta Health Alliance with the B.B. King Museum in Indianola, MS. \$5,000 in funding paid salaries of two Dietetic interns and funded nutrition activities.
5. Pickard, L. and Haynes, J. (09/01/13-09/30/14). *Mission Coahoma in control: Diabetes self-management program* \$10,000 provided by the Community Foundation of Northwest Mississippi

Internal:

1. Faculty received a total of three Faculty Development Grants with funds totaling about \$3000.
2. Dr. Jan Haynes, Dr. Ensley Howell, Ms. Stephanie Farris, Dr. Tommy Taylor and Dr. Virginia Webb were recipients of funds from the DSU Foundation Dulce Fund, totaling about \$2500 to be used in the provision of materials and equipment to enhance instruction.
3. All faculty members who presented at national conferences were awarded a \$300 mini research travel grant to subsidize travel expenses.

**External funding applied for that was not granted**

- Farris, S. and Haynes, J. (2014, Spring). *Teacher leadership institute for early childhood education*. 2.368, 000.00 was requested from the Hearin Foundation. Not funded
- Farris, S. and Haynes, J. (2014, Feb.). *Delta pipeline for preschool improvement* (02/14). \$311,840 was requested from the Mississippi State Legislature.
- Farris, S. and Haynes, J. (2013, Sept.). *DSU pre-k teacher development program* (2013, Sept.). \$242,737 requested in pre-proposal from the Delta Bridge Foundation.

**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**

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.

Faculty also hosted events, such as the A to Z Conference for Early Childhood Educators in the region. This was done at nominal costs to the participants. The Division continued to provide nutritional assessments to 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.

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Community/public school involvement that was in partnership with the Blue Cross/Blue Shield Healthy Campus/Community Initiative (HCCI) in fall 2013, but was sustained in spring 2014 included the following:

4. The C.O.R.E. (Centering on Recreation Education and Nutrition Program) was a continued collaboration with HCCI, Dietetics students, and the Cleveland School District.
5. The Nutrition Counseling Center provided information to interested clients and scheduled nutrition consultations upon request.
6. In fall only, Dietetics students participated in the annual community Delta Health and Wellness Day conducting cholesterol screenings

Service Learning for FCS Annual Report July 1, 2013-June 30, 2014

<b>List of Projects</b>	<b># Students Involved</b>	<b># Hours</b>	<b>Total # of Projects</b>	<b>Faculty Involved</b>	<b>Accomplishments</b>
Junior Chefs/Kids College 2014	5	84	1	Webb	11 children, grades K-2; 14 children grades 3-6 participated.
Mississippi School Nutrition Association	0	6	1	Webb	Participated in leadership training
ServSafe Manager Training for Certification	10	30	3	Webb	Community members and students became certified in food safety
Presentation to Student Dietetic Association	8	4	1	Webb	Students learned about dietitians in the media and earned credit for participating.
Catering for COEHS Honors Day	20	60	1	Webb	Provided food for reception honoring COEHS students
Community Diabetes presentations in Clarksdale	1	12	2	Webb	Presented 2 sessions to diabetics, included lecture and food demo/tastings
Catering for Art Receptions	8	56	3	Webb	Provided food for art receptions at DSU-- approximately 75 people per reception
Menu Planning presentation for the A to Z Early Childhood Workshop	2	10	1	Webb	10 hours includes prep and presentation; over 30 community members educated and 2 students
Foodie Friday	0	12	1	Webb	10 community members participated; hours include prep and presentation

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Sustainability in Nutrition & Dietetics presentation for DSU workshop	14	8	1	Webb	approximately 40 people attended the workshop.
Catering for Sustainability workshop	10	40	1	Webb	approximately 40 people attended the workshop.
Entrepreneur's Workshop for Dietetics students and preceptors	18	4	1	Webb, Howell	approximately 35 people attended the workshop.
Cleveland School District Health and Wellness Day	3	7	1	Howell	approximately 600 people attended this event
Nutrition Booth at Lockard Elementary School, Indianola	1	5	1	Howell	approximately 100 students attended the workshop
Early Childhood Education Trainings at DSU	2	12	3	Farris	approximately 30 participants attended each of five workshops
A-Z Conference	5	8	1	Farris	approximately 30 participants attended

**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**

**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. **2013-2014 Faculty**

Full-Time Faculty

Stephanie Farris, M.Ed.	Special Education
Janice Haynes, Ph.D.	Fashion and Merchandising
Tommy Taylor, Ph.D.	Marriage and Family
Virginia Webb, Ph.D., R.D.	Nutrition/Dietetics

Adjunct Faculty

Draughon McPherson, M.Ed., R.D.	Nutrition/Dietetics
Leigh Pickard, M.S., R.D.	Nutrition/Dietetics
Jacinda Roach, Ph.D., R.D.	Nutrition/Dietetics
Keith Rushing, Ph.D., M.S.	Nutrition/Dietetics
Carrie-Grace Washer, M.S.	Child Development

V.b. **Staff**

Patricia Webster	Senior Secretary
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V.c. **Administrators**

Janice Haynes, Ph.D.	Division Chair
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V.d. New position(s) requested, with justification:

There is not a need for a new position

V.e. Recommended change of status:

There are no recommendations for change of status

**A. Noteworthy activities and accomplishments:      July 1, 2013-June 30, 2014**

**1. Teaching**

**a. Technology enhanced courses**

1. Canvas components are incorporated into all classes.
2. The Division offers several online classes on a regular basis and several courses are taught blended.
3. Recommendations for enhancements to online classes were made based on the review of these classes and completion of the *Quality Matters* score sheet. The College also implemented consistent requirements for all online courses.
4. One of the Child Development courses (FCS 326 Child Development) received an award for innovation in a blended course using Canvas.
5. The College implemented consistent requirements for all online courses.
6. Software to practice for the Registered Dietitian (RD) examination was installed on computers in the Nutrition Counseling Center in Ewing Hall. Students can work through all of the approximately 1200 questions, or they can take a two and one-half hour simulated examination.
7. Smart carts and/or ceiling mounted projectors and screens have been implemented in nearly all classrooms.

8. PowerPoint was used on a regular basis for most classes.
9. Canvas was utilized in all classes for the provision of PowerPoint programs, notes, study guides, quizzes and/or exams.
10. Several FCS classes now are offered online, in addition to in the classroom. These are: FCS 150 Concepts of the Family System I, FCS 215 Personal Finance, FCS 325 Marriage, Family & Sex Education, and FCS 270 Individual and Family Development.
11. Courses now offered exclusively online are: FCS 151, Concepts of the Family System II, FCS 330 Infant Development, FCS 343 Nutrition and Physical Fitness, FCS 345 General Nutrition, FCS 444 Child Nutrition, FCS 476 Practicum in Child Development Administration, and 494 Family & Consumer Sciences: Philosophy and Issues.

**b. Collaborative/Team Teaching**

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

**c. Creative scheduling**

The greatly expanded use of Canvas extended the time flexibility for students and faculty in many classes.

Numerous intersession classes were taught in the Division.

Numerous classes are totally online, blended, or web-enhanced.

**d. Faculty Evaluations**—include student ratings

For 2013-14, most faculty averaged ratings between 4 and 5 on a 5 point scale

Most student comments were positive. Faculty are also following the new College of Education and Human Sciences requirements for online courses.

**e. Faculty Meetings**—retreats, etc.

FCS faculty met regularly throughout the year. Additional communication was conducted via email and personal conversations.

**f. Curriculum/Accreditations, Ratings**—

1. The Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009 and was accredited in 2010 for five years. Annual reports are submitted to NAEYC.
2. The Child Development Center (CDC) participates in the Mississippi Quality Stars Program. This is Mississippi's tiered Quality Rating and Improvement System. It was developed by the [Division of Early Childhood Care and Development](#) (DECCD) of the [Mississippi Department of Human Services](#). Delta State was one of only a few centers in the state to be awarded a four-star rating in 2012; this rating dropped to three stars in 2013. A technical assistant from Partners for Quality Child Care has been providing technical assistance to the CDC Director. Partners is designed to assist directors and teachers at licensed child care facilities in Mississippi to help improve the quality of centers and individual classrooms.

3. The Coordinated Undergraduate Program in Dietetics is accredited by the *Accreditation Council for Education in Nutrition and Dietetics (ACEND)*. The Dietetics Program will submit their self-study for re-accreditation in August 2014, with a site visit in November 2014.
4. The Division of Family & Consumer Sciences is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division will submit the self-study by Sept. 1, 2014 for re-accreditation, with a site visit to be scheduled for spring 2015.

**g. Awards/Honors/Noteworthy Accomplishments**

1. Fashion Merchandising students were visible at the student design competition at the Mississippi Association of Family & Consumer Sciences state meeting in February 2014. Five students submitted design entries. A Delta State student won the third place award in the competition.
2. Nine design entries were submitted by six talented fashion merchandising students at Dallas Fashion Career Day 2014 sponsored by Fashion Group International and Texas Natural Fiber Association. Four of these designs were shown on the runway, which is about the average acceptance rate. This event attracts the finest university educators and students from over 40 schools across more than 12 states.
3. One student was selected as one of the top five designers to compete for the Dallas Best of Show Award. 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.
4. Haynes, J. (June 28, 2013). *Tapestry sampler*. Wearable art design presented in the Apparel, Textile, and Design Community Design Showcase and Exhibition, Annual conference of the American Association of Family and Consumer Sciences (AAFCS). Houston, TX. Design was awarded the Best of Show, Professional Design Category.
5. DSU Hamilton-White Child Development Center received the "People's Choice" Award for excellence in child care services from the *Bolivar Commercial*.
6. Dr. Tommy Taylor received an award for innovation in a blended course (FCS 326 Child Development) using Canvas.

- **Scholarship**

**Publications**

**Book Chapter**

Haynes, J., subject matter expert (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, pp. 196-237). Upper Saddle River, NJ: Pearson, Prentice Hall.

**Refereed Article**

McPherson, D., Howell, E., Craven, J.S. (2013). The "Art of Living Smart" Summer Camp Survey Results in Mississippi Delta Students Ages 6-13. *Delta Journal of Education, 3* (1), 52-61.

**Delta State University FY2014 Unit Level Report**  
**Department: Family and Consumer Sciences**

**Reviewer**

Howell, E. Reviewer for Academy of Nutrition and Dietetics Position Paper  
: *Food and Nutrition Programs for*

**Presentations**

**Juried Presentations with Abstracts in Proceedings:**

**National:**

Haynes, J. (June, 2013). *Tapestry sampler*. Abstract for wearable art design presented at the Annual conference of the American Association of Family and Consumer Sciences (AAFCS) with theme *Embracing and managing change through Family and Consumer Sciences*..

Haynes, J. (June, 2013). *Paradise in pink and purple to promote sustainability*. Abstract for wearable art design presented at the Annual conference of the American Association of Family and Consumer Sciences (AAFCS) with theme *Embracing and managing change through Family and Consumer Sciences*.

Taylor, T.W. (2013, April). *Financial literacy among college students: Comparisons by gender, race, age and national norms*. Paper presented at conference for the Society of Business, Industry and Economics, San Destin, Florida.

Webb, V. S., & Barrett, E. B. (2013, October). *Refrigeration equipment in school nutrition programs in the USDA Southwest Region*. Poster abstract published in the Abstract Book of the Food and Nutrition Conference & Expo of the Academy of Nutrition and Dietetics, Houston, TX.

**State:**

Faculty sponsor for student exhibits:

Funderburg, M. (Feb. 28, 2014). *Dashiki and trousers*. Poster and original apparel design. Mississippi Association of Family & Consumer Sciences Annual Conference, Raymond, MS.

Partee, S. (Feb. 28, 2014). *Tabletop to top apparel*. Poster and original apparel design. Mississippi Association of Family & Consumer Sciences Annual Conference, Raymond, MS.

Partee, S. (Feb. 28, 2014). *Tunic trend*. Poster and original apparel design. Mississippi Association of Family & Consumer Sciences Annual Conference, Raymond, MS.

Price, K. (Feb. 28, 2014). *Modern Egyptian*. Poster and original apparel design. Mississippi Association of Family & Consumer Sciences Annual Conference, Raymond, MS.

Tschiffely, E. (Feb. 28, 2014). *Modern fullness*. Poster and original apparel design. Mississippi Association of Family & Consumer Sciences Annual Conference, Raymond, MS.

**Presentations**

Howell, E. (2013, November). *Professional preparation of secondary health education teachers in Mississippi*. Symposium presented at the meeting of the Mid-South Educational Research Association, Pensacola, Florida

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Howell, E. (2013, November). *The Art of Living Smart Camp participant food knowledge and preferences*. Symposium co-presented at the meeting of the Mid-South Educational Research Association, Pensacola, Florida.

Webb, Virginia S. (2014, June). *Cashier training*. Seminar presented at the meeting of the Tennessee School Nutrition Association, Nashville, TN.

Webb, Virginia S. (2014, June). *Foundations for training excellence*. Seminar presented at the meeting of the Tennessee School Nutrition Association, Nashville, TN.

Webb, Virginia S. (2013, August). *Foundations for training excellence*. Seminar presented at the meeting of the Minnesota School Nutrition Association, Rochester, MN.

Webb, Virginia S. (2013, July). *Foundations for training excellence*. Seminar presented at the Texas Region 13 Conference, Richardson, TX.

Webb, Virginia S. (2013, August). *Norovirus*. Seminar presented at the meeting of the Minnesota School Nutrition Association, Rochester, MN.

Webb, Virginia S. (2013, July). *Refrigeration equipment in school nutrition Programs*. Poster session presented at the meeting of the School Nutrition Association, Kansas City, MO.

**Presentations to Community:**

Howell, E. (2013, October). *Healthy eating, from the ground up*. Symposium presented at the meeting of the Christian Women's Job Corp, Cleveland, Mississippi.

Howell, E. (2013, October). *Healthy eating, from the ground up*. Symposium presented at the meeting of the Church of Christ's Teen Mentoring Program, Ruleville, Mississippi.

Howell, E. (2013, October). *Update on nutrition and dietetics education*. Symposium presented to Preceptors for Coordinated Program in Dietetics, Cleveland, Mississippi.

Webb, V. (2014, March). *Sustainability in Nutrition and Dietetics in MS*. Lecture conducted for the DSU Workshop for Preceptors and Students at Delta State University. Cleveland, MS.

Webb, V. (2014, February). *Focus on vegetables for diabetics*. Lecture presented at the Mission Coahoma Grant meeting, Clarksdale, MS.

Webb, V. (2013, December). Provided training, *Food Processor software*. Lecture conducted for the FCS Nutrition & Dietetics Faculty at Delta State University, Cleveland, MS.

Webb, V. (2013, November). *Table etiquette*. Lecture conducted in Lee Aylward's class. Cleveland, MS.

**Reviewing Professional Publications:**

Haynes, J. (2013). Reviewed book proposal for Pearson/Prentice Hall Books

Howell, E. (2013, Jan.) Reviewer for Academy of Nutrition and Dietetics Position Paper: *Food and nutrition programs for community-residing older adults*

**Editing Professional Publications**

- **Service**

- a. **Service to the Profession**

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

- Haynes, J. (2014, April). Served as a volunteer at the Dallas Fashion Career Day. Dallas, TX.

- Haynes, J. (2013, November). Co-coordinator, Live Gallery Fashion Show, International Textile and Apparel Association Conference, New Orleans, LA.

- (2) Holding offices, chairmanships, etc.

- Haynes, J. (2013-14). Mississippi Association of Family and Consumer Sciences, Registration Chair

- Haynes, J. (2012-14). Collegiate Assembly, American Association of Family and Consumer Sciences, Secretary.

- (3) Membership

- Farris, S., Mississippi Early Childhood Association

- Farris, S., National Association for the Education of Young Children

- 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

- Haynes, J., National Association for the Education of Young Children

- Howell, E., Academy of Nutrition and Dietetics

- McPherson, D., Academy of Nutrition and Dietetics

- McPherson, D., Mississippi Academy of Nutrition and Dietetics

- Webb, V., Academy of Nutrition and Dietetics

- Webb, V., Food and Culinary Professionals Dietetic Practice Group of the Academy of Nutrition and Dietetics

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

- Webb, V., Mississippi Academy of Nutrition and Dietetics

- Webb, V., School Nutrition Association

- Webb, V., Mississippi School Nutrition Association

- Webb, V., American Association of Family & Consumer Sciences

- Webb, V., Mississippi Association of Family & Consumer Sciences

**b. Service to the University**

(1) Service that affects the university

Farris, S., Faculty Representative for Kappa Delta Sorority

Farris, S., Staff Representative for DSU Staff Council

Haynes, J., Faculty Advisor for the Student Association of Family and Consumer Sciences (SAFCS)

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

Haynes, J., FCS Proxy Representative on DSU Faculty Senate

Howell, E., DSU Health and Wellness Committee

Howell, E., Faculty Advisor for the DSU Student Dietetic Association

Howell, E., and Webb, V., Coordinators, Nutrition and Dietetics Workshop

on Business Plans

Taylor, T., DSU Courtesy Committee

Taylor, T., DSU Faculty and Staff Benefits Committee

Taylor, T., DSU Gold Committee

Taylor, T., FCS Representative on DSU Faculty Senate

Webb, V., DSU Faculty and Staff Benefits Committee

Webb, V., DSU Safety and Environment Committee

Webb, V., DSU Volunteer, Teach for America Welcome

(2) Recruitment

5. All faculty members have taught continuing education classes

6. Ms. Farris taught GST 100, Fall 2013

7. Dr. Webb taught GST 100, Fall 2013

8. Flyers and brochures for all three concentrations have been updated and reprinted as needed.

1. The Division website continues to be enhanced and updated. This site provides information on programs to prospective students.

2. Faculty in the Division participate in all on campus recruiting events, and as many off campus events as possible

3. Dr. Webb coordinated a Delta State Booth at the Mississippi Academy of Nutrition and Dietetics state conference

4. Recruiting information has been provided to recruitment personnel to put in high schools and community colleges around the state

5. Students have been asked to help with recruitment at various events

(3) Taskforces, service groups, champions, etc.

Farris, S., Faculty/Staff Facilitator, Child Development Center Parent Advisory Board

Haynes, J., Advisory Board for Blue Cross/Blue Shield Healthy Campus/Healthy Community Initiative

Haynes, J., Blue Cross/Blue Shield Healthy Campus/Community Initiative, *Walk it Out Cleveland* committee

Haynes, J., Faculty Advisor, Student Association of Family & Consumer Sciences

Haynes, J., DSU Presidential Inaugural Planning Committee for COEHS

Haynes, J., Search Committee for Project Coordinator: Blue Cross/Blue Shield Healthy Campus/Healthy Community Initiative/Clarksdale project

Taylor, T. DSU College of Education Enhancement Committee

Taylor, T. DSU Committee to evaluate sorority portfolios

Webb, V., Faculty Advisor, Kappa Omicron Nu (Honor Society for Family and Consumer Sciences)

Webb, V., Louisiana Tech University Dietetic Internship Advisory Board

**c. 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 birth to preschool in the community.

Farris, S., Member, Cleveland EPHFIC Woman's Club

Haynes, J., Bolivar County Extension Service Advisory Board

McPherson, D. Participated in several Health Fairs and Screenings in Delta, assisted by Dietetics students

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

Smart" camp, Summer 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., (2014, May). Trainer to community members, *Serv-Safe*<sup>®</sup>. DSU.

Webb, V., (2014, March), Volunteer, Italian Festival, Cleveland, MS.

Webb, V., (2014, June 10-14), *Kids' Chef* classes for Kids' College. DSU.

Webb, V., (2013, Nov.), *Foodie Friday: Holiday Goodies*, DSU.

Webb, V., (2013, Oct.), Trainer to community members, *Serv-Safe*<sup>®</sup>. DSU *Community-Residing Older Adults*



**Section V.b**  
**Staff (Accomplishments)**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

The accomplishments of Stephanie Farris, who is also half-time faculty, are identified in the faculty section.

In the Child Development Center, two teachers just completed Master's degrees; one in Special Education and one in Business Administration. DSU encourages these efforts with its tuition remission program and a small stipend upon their graduation.

The Division secretary attended all professional development workshops that were required of staff.

**Section V.c**  
**Administrators (accomplishments)**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

• **Faculty:**

The current Dietetics Program Coordinator has worked very hard to increase enrollment and raise the performance level of students in the program. A search for a new food service faculty member was conducted and a qualified candidate with an expanded vision and fresh ideas began in January 2013. She has infused new energy into the food service and food science educational components of the Dietetics curriculum, and has incorporated new rigor. The two of them have been working with the other nutrition/dietetics faculty members on ways to improve the pass rate. With these new faculty members in the Dietetics area, we continue to move forward to enhance efforts to improve the review process for students to raise our pass rate, and we will continue to increase recruiting efforts, including nationwide recruiting endeavors. Several new students have applied, and it is the hope to grow the number of applicants to a level that will enable an increase in admission criteria to further improve the pass rate. The Director of the Child Development Program strengthened her Child Development background by taking the required 18 graduate hours in Child Development. She is seeking the best program to pursue her advanced education in Child Development/Early Childhood Education. Ole Miss now offers a doctoral program, so that process will begin after completion of the National Child Development Director's training, offered by Mississippi State. This provides 12 graduate hours and is an excellent training program for Child Development directors. The Division continually strives to further strengthen the Child Development Program and Center to increase connections and the visibility of the Center. Fundraising has been a focus to ensure that resources are available for program maintenance and improvements. Several successful fundraisers were held throughout the year. The playground renovation at Bailey was in the planning stage for several years, and it finally reached completion in spring 2014. The new shade cover was completed after several years of obstacles. The outside musical structure was removed, due to safety concerns, and a large outside art center is in the plans for the next academic year. The Crosstie Arts Council provided a \$250 grant to begin this project. The biggest challenge of the Fashion Merchandising program is to draw students from outside of the Delta, to

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*Department: Family and Consumer Sciences*

increase the exposure and activities in that program. The current group of students includes some very talented individuals.

- **Accreditation:**

The Division is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division will submit their self-study in September 2014. This is 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.

1. The Coordinator of the Coordinated Undergraduate Program in Dietetics is on the same time-frame as AAFCS. Their self-study will also need to be submitted in 2014. The new Coordinator has been working closely with our Dietetics program advisor and with the Dietetics Advisory Council to maintain accreditation with the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The pass rate is the largest hurdle, and the plan to get there continues to be reviewed and modified and methods for review with students continue to be expanded and strengthened.
2. 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. Re-accreditation will be applied for in 2014-15.
3. The Child Development Center participates in the Mississippi Quality Rating System (QRIS) which operates on a five star system. In 2012 the DSU Child Development Center raised its rating from a three-star rating to four stars. In 2013, the technical consultant from Partners, the arm of the Mississippi Early Childhood Institute whose mission is to train program leaders and review programs for the QRIS visit, came in and worked with the Director. The Center was re-evaluated by QRIS in October 2013. The report was received in February 2014, and indicated a three-star rating. We will continue to work with technical consultants with raising the rating as a goal for 2014. Of the 415 out of 1435 licensed centers in the state that have been rated, nine centers are 5-star, mostly serving ages three and four, 18 centers are 4-star, 35 centers are 3-star, 81 are 2-star, and 272 are 1-star. The system undoubtedly guides our Center in its goal of excellence, and there were apparently some documents that should have been in files, but a review of the criteria indicated some areas in the report that lacked clarity.

- **Programs:**

1. With the new Dietetics faculty, an expanded Dietetics Advisory Council was formed to seek additional input from students, faculty, and preceptors. We are also striving to enlarge the geographic area from where we obtain preceptors and internship sites. This has improved, and will continue to improve, the internship experiences for students and should also help with the pass rate and with recruiting. Improvement of enrollment in the program and in the pass rate for the RD exam are areas of focus.
2. The enrollment in the Division dropped during the recession in 2008, after the record high in 2007. It has begun to move back upward. Faculty members continue to seek new methods of recruitment as outlined above in the document.

- **Funding within Division**

- From University/Foundation**

Seven Faculty Development/Research Grants

All faculty completed requests for maximum funding (\$500) from the DSU Dulce Funds. Most requests were to support/enhance technology. All requests were honored, enabling the Division to add new technology and equipment, which will benefit all of the programs.

- **External Funding within the Division:**
  1. \$5,000—Delta Promise Community & Delta Health Alliance in *The Art of Living Smart* summer camp program, Summer 2013 (7 weeks, 50 children) at the BB King Museum in Indianola, MS. Funding was obtained by Draughon McPherson and paid salaries of two Dietetic interns and funded nutrition activities.
  2. \$250-- Crosstie Arts Council Grant—funding was obtained by Stephanie Farris to purchase art supplies for the Child Development Center.
  3. \$20,000-- *Quality training for early childhood educators in the Delta*. (09/01/13-09/30/14). Funding was provided by the Community Foundation of Northwest Mississippi.
  4. \$10,000-- *Mission Coahoma in control: Diabetes self-management program*. (09/01/13-09/30/14). Funding was provided by the Community Foundation of Northwest Mississippi.
- **Facilities**
  5. All faculty members in the Division utilize technology to a great extent in teaching, and it is imperative that the technological capabilities within the classrooms become greatly improved. The above additions will enhance instruction.
  6. 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**

There are no requests for positions at this time.

#### **Section V.e**

#### **Recommended Change(s) of Status**

#### **Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

#### **Narrative**

**Section VI.a**  
**Changes Made in the Past Year**

**Degree Program Addition/Deletions and/or Major Curriculum Changes:**

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

Several curriculum/course revisions were made to the curriculum of the Coordinated Program in Dietetics

A fourth concentration was added in the Division: Food and Nutrition Management

An option of a Child Life focus was added within the Concentration in Child Development

**Section VI.b**  
**Recommended Changes for the Coming Year**

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

There are currently no recommended program changes for the coming year.

## CHILD DEVELOPMENT STUDENT ASSESSMENT

Student \_\_\_\_\_ Location of site \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ Age range of children \_\_\_\_\_

Date of Rating \_\_\_\_\_

## Rating of Student:

1- Ineffective, unacceptable practice

2- Marginally acceptable but still ineffective

N/A - Not applicable

3- Acceptable, safe to practice

4- Good practice but not exceptional

5- Excellent, does well in every area

COMMUNICATION AND INTERACTION		MID-Term	Final
Uses acceptable written, oral, nonverbal communication	10 pts		
Interacts frequently with affection and interest	10 pts		
Availability and responsiveness to children	10 pts		
Talks and sings with all children frequently and reads stories	10 pts		
Speaks in a positive and courteous manner with appropriate tone of voice	10 pts		
TEACHING FOR LEARNING			
Displays enthusiasm for teaching and learning	5 pts		
Uses best practices	5 pts		
MANAGING THE LEARNING ENVIRONMENT			
Analyzes the environment to enhance relationships, motivation, and learning	5 pts		
Greets and checks-in everyday and interacts in a friendly, courteous manner	5 pts		
PROFESSIONALISM AND PARTNERSHIPS			
Accepts constructive criticism in a positive manner	5 pts		
Follows policies and procedures	5 pts		
Knows safety measures and how to handle them	5 pts		
Maintains a high level of competence and integrity	5 pts		
Arrives to work on time and avoids absences	10 pts		
	Total points		
	Grade		
Total number of observation hours			

Signature of Classroom Teacher \_\_\_\_\_

STUDENT INTERNSHIP ASSESSMENT  
CHILD DEVELOPMENT  
Delta State University

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator \_\_\_\_\_

Criteria	1- Ineffective, Unacceptable Practice	2- Marginally Acceptable Practice	3- Acceptable, Safe to Practice	4- Outstanding, Effective Practice
<b>COMMUNICATION AND INTERACTION</b>				
Uses acceptable written, oral, and nonverbal communication				
Interacts frequently with affection and interest.				
Is available and responsive to all children.				
Encourages both boys and girls to participate in all activities.				
Sets appropriate limits.				
Helps children identify and express their feelings.				
Encourages children to try new activities.				
Talks and sings with children frequently and reads stories daily.				

Speaks in a positive and courteous manner with appropriate tone of voice.				
Acknowledges and accepts each child's family.				
Listens and responds appropriately				
Builds and sustains classroom climate.				
<b>TEACHING FOR LEARNING</b>				
Displays knowledge of subject				
Displays enthusiasm for teaching and learning				
Uses knowledge of students' understanding and experiences				
Uses a variety of strategies				
Provides experiences to accommodate differences				
Gives directions				
Provides opportunities for problem-solving and critical thinking				

Facilitates play appropriately (ask open ended questions, uses descriptive language, uses conflict resolution skills, only intervenes when necessary)				
Supports child to child communication and relations.				
Engages wandering children into activities.				
<b>MANAGING THE LEARNING ENVIRONMENT</b>				
Uses instructional time effectively				
Applies classroom management				
Analyzes the environment to enhance relationships, motivation and learning				
Utilizes responses to pace learning, start new work, and reteach				
Organizes time, space, activities and materials				
Plans for students with health care, physical, and/ or communicative needs				



Knows when to intervene either to extend the child's play or keep the child safe.				
Greets and checks-in everyday and interacts in a friendly, courteous manner.				
Helps maintain an orderly and aesthetically pleasing environment.				
<b>PROFESSIONALISM AND PARTNERSHIPS</b>				
Cooperates and collaborates with colleagues				
Accepts constructive criticism in a positive manner				
Communicates directly with staff; avoids gossip.				
Shares and seeks professional materials and ideas				
Follows school policies and procedures				
Adheres to hand washing policies and procedures.				
Knows safety measures and how to handle emergency situations				

Exhibits understanding of how to work with parents/ guardians				
Maintains a high level of competence and integrity in the practice of the profession				
Self-evaluates and asks for help or clarification as needed.				
Arrives to work on time and avoids absences				

DELTA STATE UNIVERSITY

Unit Strategic Plan and Annual Report -- Academic Year 2011-12

\_\_x\_\_ Academic Unit    \_\_\_\_ Administrative/Support Unit

Appendix I, Child Development Lab Evaluation

CHILD DEVELOPMENT STUDENT ASSESSMENT

Student \_\_\_\_\_ Class \_\_\_\_\_ Teacher \_\_\_\_\_

- 1- Ineffective, Unacceptable Practice
- 2- Marginally Acceptable Practice

- 3- Acceptable, Safe to Practice
- 4- Outstanding, Effective Practice

Any other comments need to go on the back	Date	Date
	First Assessment	Second Assessment
<b>COMMUNICATION AND INTERACTION</b>		
Uses acceptable written, oral, and nonverbal communication		
Interacts frequently with affection and interest		
Is available and responsive to all children		
Talks and sings with children frequently and reads stories		
Speaks in a positive and courteous manner with appropriate tone of voice		
<b>TEACHING FOR LEARNING</b>		
Displays enthusiasm for teaching and learning		
Uses best practices		

<b>MANAGING THE LEARNING ENVIRONMENT</b>		
Analyzes the environment to enhance relationships, motivation, and learning		
Greets and checks-in everyday and interacts in a friendly, courteous manner		
<b>PROFESSIONALISM AND PARTNERSHIPS</b>		
Accepts constructive criticism in a positive manner		
Follows school policies and procedures		
Knows safety measures and how to handle emergency situations		
Maintains a high level of competence and integrity in the practice of the profession		
Arrives to work on time and avoids absences		
<b>Total number of Points</b>		
<b>Total number of Hours</b>		

FCS Unit Strategic Plan and Annual Report -- Academic Year 2011-12

Appendix II, Child Development Internship Evaluation

**CHILD DEVELOPMENT STUDENT INTERNSHIP ASSESSMENT**

Student \_\_\_\_\_ Class \_\_\_\_\_ Evaluator \_\_\_\_\_

1- Ineffective, Unacceptable Practice

2- Marginally Acceptable Practice

3- Acceptable, Safe to Practice

4- Outstanding, Effective Practice

Date	Date
First Assessment	Second Assessment

Any other comments need to go on the back

<b>COMMUNICATION AND INTERACTION</b>		
Uses acceptable written, oral, and nonverbal communication		
Interacts frequently with affection and interest		
Is available and responsive to all children		
Encourages both boys and girls to participate in all activities		
Sets appropriate limits		
Helps children identify and express their feelings		
Encourages children to try new activities		
Talks and sings with children frequently and reads stories		
Speaks in a positive and courteous manner with appropriate tone of voice		
Acknowledges and accepts each child's family		
Listens and responds appropriately		
Builds and sustains classroom climate		
Total points this section		
<b>TEACHING FOR LEARNING</b>		
Displays knowledge of subject		
Displays enthusiasm for teaching and learning		
Uses knowledge of students' understanding and experiences		
Uses a variety of strategies		
Provides experiences to accommodate differences		
Gives directions		
Provides opportunities for problem solving and critical thinking		

Uses indirect instruction		
Uses community resources		
Uses best practices		
Total points this section		
<b>MANAGING THE LEARNING ENVIRONMENT</b>		
Analyzes the environment to enhance relationships		
Uses instructional time effectively		
Applies classroom management		
Greets and checks-in everyday and interacts in a friendly, courteous manner		
Utilizes responses to pace learning, start new work, and reteach		
Organizes time, space, activities and materials		
Plans for students with health care, physical, and/or communication needs		
Knows when to intervene wither to extend the child's play or keep the child safe		
Helps maintain an orderly and aesthetically pleasing environment		
Total points this section		
<b>PROFESSIONALISM AND PARTNERSHIPS</b>		
Cooperates and collaborates with colleagues		
Accepts constructive criticism in a positive manner		
Shares and seeks professional materials and ideas		

Follows school policies and procedures		
Knows safety measures and how to handle emergency situations		
Exhibits understanding of how to work with parents/guardians		
Maintains a high level of competence and integrity in the practice of the profession		
Self-evaluates and asks for help or clarification as needed		
Arrives to work on time and avoids absences		
Total points this section		
<b>Overall total number of points</b>		
<b>Total number of hours</b>		

Fashion Merchandising Internship Appraisal

Name of Intern \_\_\_\_\_

Location of Internship \_\_\_\_\_

PERFORMANCE TRAITS

4 = Excellent 3 = Above Average 2 = Average 1 = Below Average NA = Not Applicable

<p style="text-align: center;"><u>ATTRIBUTES</u></p> <p>_____ Attendance          _____ Assertiveness          _____ Cooperation          _____ Decision-making          _____ Enthusiasm          _____ Flexibility          _____ Initiative          _____ Leadership          _____ Maturity          _____ Problem-solving          _____ Punctuality          _____ Reliability          _____ Self-insight          _____ Tactfulness</p> <p style="text-align: center;"><u>ATTITUDE</u></p> <p>_____ Ability to accept criticism          _____ Adherence to company policies          _____ Willingness to do tasks assigned</p> <p style="text-align: center;"><u>APPEARANCE/MANNER</u></p> <p>_____ Well groomed with respect to store and/or department standards          _____ Courteous to customers and other employees          _____ Sincere in dealing with customers and other employees          _____ Voice, poise, dignity</p>	<p style="text-align: center;"><u>CUSTOMER SERVICE</u></p> <p>_____ Prompt approach          _____ Determines needs          _____ Solves problems          _____ Meets objectives          _____ Courteous close          _____ Suggestive selling          _____ Professional manner          _____ Product knowledge          _____ Sales productivity</p> <p style="text-align: center;"><u>QUALITY OF WORK</u></p> <p>_____ Ability to learn new tasks quickly          _____ Adaptability to new tasks          _____ Ability to carry out tasks on time          _____ Dependability on follow through          _____ Attention to details          _____ Consistency in quality of work          _____ Consistency in quantity of work          _____ Knowledge of systems and procedures          _____ Ability to handle extra tasks          _____ Ability to work under pressure</p> <p style="text-align: center;"><u>INTERPERSONAL RELATIONS</u></p> <p>_____ Ability to inspire confidence          _____ Relationship with supervisors          _____ Relationship with co-workers          _____ Relationship with customers</p>
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**SUMMARY RATING**

My overall self performance rating is:

DSU Box 3273 • 1003 West Sunflower Road • Cleveland, MS 38733 • P: 662-846-4315 • F: 662-846-4314 • www.deltastate.edu

( ) Excellent ( ) Above Average ( ) Average ( ) Below Average



**Fashion Merchandising Internship Appraisal**

**QUALITATIVE REMARKS**

**AREAS OF PERFORMANCE STRENGTHS**

Attributes \_\_\_\_\_

Attitude \_\_\_\_\_

Appearance/Manner \_\_\_\_\_

Customer Service \_\_\_\_\_

Quality of Work \_\_\_\_\_

Interpersonal Relations \_\_\_\_\_

**AREAS FOR PERFORMANCE IMPROVEMENTS**

Attributes \_\_\_\_\_

Attitude \_\_\_\_\_

Appearance/Manner \_\_\_\_\_

Customer Service \_\_\_\_\_

Quality of Work \_\_\_\_\_

Interpersonal Relations \_\_\_\_\_

**GENERAL COMMENTS**

\_\_\_\_\_

\_\_\_\_\_

Would you recommend hiring the student intern if an opening existed? ( ) Yes ( ) No

**Delta State University  
Dietitian Education Program  
Evaluation of Behavioral Performance**

\_\_\_ Community                      \_\_\_ Foodservice                      \_\_\_ Clinical

Dietetic Intern \_\_\_\_\_ Facility \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_ Student Self Evaluation    \_\_\_ Preceptor Evaluation    \_\_\_ Mid-Rotation Evaluation    \_\_\_ Final Evaluation

1: Exceeds expectation    2: Meets expectations    3: Progressing toward mastery    4: NA

<b><i>Please rate the level of performance for each category.</i></b>	1	2	3	4
<b><i>Professional and Personal Behaviors</i></b>				
Follows the institutional dress code;				
Reports to work in a timely manner; Stays until work is done				
Manages time efficiently; acts promptly; completes expected workload				
Respects the time constraints & job responsibilities of the preceptor				
Maintains a professional attitude				
Is enthusiastic in carrying out assignments and meeting challenges				
Completes assignments with a positive attitude				
Is dependable; meets agreed upon obligations				
Is adaptable and flexible in unexpected situations				
Follows directions; asks for clarification as needed				
Independently completes projects and assignments; Is self-motivated				
Relates to co-workers in a professional manner				
<b><i>Leadership Qualities</i></b>				
Consistently sets and attains goals				
Displays confidence and assertiveness when working with individuals and groups				
Is passionate and enthusiastic about work				
Is able to motivate others to action; energizes others				
Displays creative vision; generates ideas and puts into action				
Is open to new ideas; seeks the input of others				
Deals with others consistently and fairly				
Is respected by co-workers, clients, and patients				

Demonstrates integrity; inner values correlate with outward actions				
Takes responsibility for outcomes of projects				
Captures and maintains attention of others				
<b>Critical Thinking, Problem Solving, and Decision-Making</b>				
Independently identifies and solves problems				
Asks appropriate questions; Gathers relevant information				
Considers the ramifications of actions				
Makes confident decisions; Exercises good judgment				
Readily determines alternative plans of action, as needed				
<b>Collaboration and Teamwork</b>				
Understands roles of other team members				
Confers and collaborates with appropriate health care providers				
Interacts positively with peers and staff				
Contributes relevant information to advocate for patients/clients				
Is respectful and tolerant of others; Displays humility				
<b>Cultural Competence</b>				
Considers cultural, social, and economic diversity in problem-solving				
Listens carefully to and respects diverse points of view				
<b>Self-assessment Skills</b>				
Identifies personal strengths and areas for improvement; Sets goals				
Accepts corrective feedback and suggestions for improvement and acts accordingly				
Seeks additional learning experiences to improve knowledge				
<b>Ethical Practice</b>				
Performs in accordance with Code of Ethics for the profession of dietetics				
Respects the rights and confidentiality of patients, employees, and peers				
Makes recommendations using evidence based guidelines				
Gives credit where credit is due				
<b>Average Score</b>				

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Delta State University**  
**Dietitian Education Program**  
**Evaluation of Behavioral Performance**

\_\_\_\_Community

\_\_\_\_Foodservice

\_\_\_\_Clinical

Dietetic Intern \_\_\_\_\_ Facility \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Student Self Evaluation    \_\_\_\_ Preceptor Evaluation    \_\_\_\_ Mid-Rotation Evaluation    \_\_\_\_ Final Evaluation

1:Exceeds expectation    2:Meets expectations    3:Progressing toward mastery    4: NA

<b>Please rate the level of performance for each category.</b>	1	2	3	4
<b>Professional and Personal Behaviors</b>				
Follows the institutional dress code;				
Reports to work in a timely manner; Stays until work is done				
Manages time efficiently; acts promptly; completes expected workload				
Respects the time constraints & job responsibilities of the preceptor				
Maintains a professional attitude				
Is enthusiastic in carrying out assignments and meeting challenges				
Completes assignments with a positive attitude				
Is dependable; meets agreed upon obligations				
Is adaptable and flexible in unexpected situations				
Follows directions; asks for clarification as needed				
Independently completes projects and assignments; Is self-motivated				
Relates to co-workers in a professional manner				
<b>Leadership Qualities</b>				
Consistently sets and attains goals				
Displays confidence and assertiveness when working with individuals and groups				
Is passionate and enthusiastic about work				
Is able to motivate others to action; energizes others				
Displays creative vision; generates ideas and puts into action				
Is open to new ideas; seeks the input of others				
Deals with others consistently and fairly				
Is respected by co-workers, clients, and patients				
Demonstrates integrity; inner values correlate with outward actions				
Takes responsibility for outcomes of projects				
Captures and maintains attention of others				
<b>Critical Thinking, Problem Solving, and Decision-Making</b>				
Independently identifies and solves problems				

Appendix 4 Dietetics Preceptor Evaluation Form

Asks appropriate questions; Gathers relevant information				
Considers the ramifications of actions				
Makes confident decisions; Exercises good judgment				
Readily determines alternative plans of action, as needed				
<b>Collaboration and Teamwork</b>				
Understands roles of other team members				
Confers and collaborates with appropriate health care providers				
Interacts positively with peers and staff				
Contributes relevant information to advocate for patients/clients				
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<b>Cultural Competence</b>				
Considers cultural, social, and economic diversity in problem-solving				
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Respects the rights and confidentiality of patients, employees, and peers				
Makes recommendations using evidence based guidelines				
Gives credit where credit is due				
<b>Average Score</b>				

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Delta State University**  
**Family and Consumer Sciences**  
**Personal Finance**

**FCS 215-online**  
**Instructor: Dr. Thomas W. Taylor**  
**Ewing 115**  
**ttaylor@deltastate.edu**  
**662-846-4319**

**Budget Assignment (100 pts.)**

Definition and objective:

Every individual should have a motivation for creating a personal budget. The budget should serve as a guide to lead you toward a financial destination down the line. Let your own personal goals for planning a budget motivate you to take the reins of your finances, starting today. Keep in mind that the more realistic your budget, the closer it will get you toward reaching your goals.

1. Review page 88 in your textbook. The sample monthly budget is presented for various family units.
2. You are to prepare a "monthly" budget for yourself using projected figures for income and expenses one year after your graduation when you are working. Do not use figures while you are a student.
3. Upload and submit assignment to the instructor.

**Evaluation**

Your grade will be based upon the realism of your numbers, quantitative accuracy, thoroughness of data, and completion according to the sample and instructions.

**Delta State University**  
**Family and Consumer Sciences**  
**Personal Finance**

**FCS 215-online**

**Instructor: Dr. Thomas W. Taylor**

**Ewing 115**

**ttaylor@deltastate.edu**

**662-846-4319**

**Course Designation**

**FCS 215 Personal Finance.** Principles of personal financial management. Emphasis on personal financial goal setting, budgeting, analysis of financial statements, record keeping, and financial decisions.

**Course Objectives**

1. Set lifetime personal financial goals. (GE 4)
2. Explain the economic environment of personal finance. (GE 3, GE 4)
3. Define a decision making process for personal management. (GE 4)
4. Understand the filing and management of income taxes. (GE 4)
5. Develop and utilize a budget. (GE 3, GE 4)
6. Relate planning for personal spending to needs of various types of families. (GE 3, GE 4)
7. Describe appropriate strategies for attaining and use of credit. (GE 4)
8. Describe strategies for making major personal purchases. (GE 3, GE 4)
9. Know the fundamentals of risk management and insurance. (GE 4)
10. Understand the plan for personal investment. (GE 3, GE 4)
11. Examine research related to areas of Personal Finance and write a reaction paper related to articles. (GE 3, GE 4)

**Textbook** Garman,T.,& Forgue,R.. Personal Finance (10th ed.). South-Western, Cengage Learning  
ISBN 13: 978-1-4390-3902-1

**Activities and Requirements**

1. Read chapters assigned in the text book.
2. Complete unit assignments
3. 2 assignments

4. Tests and final exam
5. Discussion board assignments

**Method of Evaluation**

A= 90-100%	4 Exams @ 100 points ea.	= 400
B= 80-89%	Budget	= 100
C= 70-79%	Assignments	= 100
D= 60-69%	Reaction paper	
F= Below 60%	Discussion grade	= 100
	Total possible points	= 800pts

To determine a percentage grade, divide the number of points earned by 700. This percentage grade will be converted to a letter grade based on the above scale.

**Policy on Late Assignments & Make-up Exams**

Make-up exams after an excused reason must be taken soon after the return to class recorded as the grade. Plagiarism/cheating will result in negative consequences determined by the instructor or reported to the division chair and dean of their college.

**Delta State University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. The University will attempt to accommodate students with disabilities. For assistance and to make arrangements for accommodation please contact Dr. Richard Houston, at the Reily Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.**

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**Delta State University  
Family and Consumer Sciences**

**Dr. Thomas W. Taylor  
Ewing 115; 846-4319  
ttaylor@deltastate.edu**

**REACTION PAPER  
FCS 325**

Find a research article related to the area of Human Intimacy and write a reaction paper. The article should come from research journals in the library or from an electronic database. Write a 450 word reaction paper based on your personal feelings and thoughts about the article. You do not have to attach the article.

**Instructions**

A reaction paper is your general response to information you have acquired through actual experience and/or written material. The paper should reflect your opinions regarding the experience and/or written material. Specifically, the reaction paper might address the following questions.

1. What did I learn from this experience/material?
2. What suggestions would I make, if any, regarding the experience/material to make it more worthwhile?
3. Do I agree or disagree with the author's points of view? Why?
4. What further information or research may be needed?
5. How did the experience/materials change my viewpoint?
6. What else would I have liked to learn about the experience/material?
7. Did my feelings, attitudes, or beliefs change as a result of the experience/material?
8. Did I learn more about topics important to me?
9. Did I learn something I never knew or thought before?
10. Did I gain new or fresh insights into things I already knew?

**Writing Instructions**

1. Each reaction paper should be 450 words double spaced using 12 pt. font. There should be a **cover page** and a **reference page** for each paper. **Do not submit separately but have them in same file as the paper.**
2. I prefer research based articles or articles written by highly qualified authors. Newspapers or entertainment magazines written by journalists who quote research are not acceptable.
3. I am more interested in your thoughts and not a summary of the article.
4. The article should not be older than three years old. I am looking for current research, written more recently than our textbook was published.
5. Grading will consist of the following:
  - a. quality of the article selected
  - b. grammatical correctness of the writing
  - c. personal reaction to content in the paper
  - d. how well you followed instructions

**Delta State University**  
**Family and Consumer Sciences**  
**Individual & Family Development**

**FCS 270(hybrid)**

**Instructor: Dr. Thomas W. Taylor**

[ttaylor@deltastate.edu](mailto:ttaylor@deltastate.edu)

**Ewing 115; 846-4319**

**Course Designation: Individual and Family Development.** A life span developmental approach to individual and family development, dynamics, and relationships. Emphasis on the role individuals play in their own development, including factors which influence behavior and well-being throughout the lifespan. Emphasizes both family and larger social environment in which individuals live.

**Course Objectives**

1. Describe the developing person at different periods in the lifespan.
2. Provide a perspective on the changes that take place during an individual's life, from birth to death.
3. Examine possible causes or sources of developmental change and reason for disturbances in the developmental process
4. Demonstrate how different theoretical perspectives affect or determine the research and applications that arise from them.
5. Describe objective techniques and skills for observing behavior.

**Textbook:** Essentials of Life-Span Development by Santrock (2012) 2<sup>nd</sup> edition ISBN: 978-0-07-353207-3

**Activities and Requirements**

1. Read chapters assigned in the text book.
2. 1 interview
3. 1 Reaction paper
4. Tests and final exam
5. Chapter assignments

**Method of Evaluation:**

A= 90-100%	Exams =	400 pts.
B= 80-89%	Interview & reaction paper=	200
C= 70-79%	Chapter assignments =	100
D= 60-69%	Participation=	<u>100</u>
F= Below 60%	Total Points=	800 pts.

**Attendance Policy:**

Regular Attendance and active participation in class is expected of all students. Attendance is viewed as an essential element for achieving understanding of the course content since much of the material discussed in class will be a supplement to the text. Those students who have perfect attendance will have 5 points added to their final grade. Those students who miss only one class will have 3 points added to their final grade.

**Policy on Late Assignments & Make-up Exams:** Late Assignments will be penalized with a reduction of a letter grade. Make-up exams after an excused absence will be taken outside of the normal classroom hour and must be taken soon after the return to class. Plagiarism/cheating will result in negative consequences determined by the instructor or reported to the division chair and dean of their college.

**Technology:** Students will be required to utilize canvas in doing assignments and reaction papers. Additional assignments will make use of the internet to obtain information about course content. If you are having technical difficulties, call the helpline provided by canvas. Students can use email to communicate difficulties they may be experiencing with assignments or tests.

**The student has the responsibility of informing the course instructor of any disabling condition which will require modifications to avoid discriminations. Delta State University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements.**

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**Delta State University  
Family and Consumer Sciences  
Individual & Family Development**

**FCS 270(hybrid)**

**Instructor: Dr. Thomas W. Taylor**

**[ttaylor@deltastate.edu](mailto:ttaylor@deltastate.edu)**

**Ewing 115; 846-4319**

**Interview Instructions**

**FCS 270**

Interview a person over 70 years of age. Chose 20 questions for the interview and follow the outline for writing your reactions and learning from the interview.

- I. Introduction of person
- II. Questions and answers of the interview
- III. Reaction to the interview--450 words
- IV. Sample Questions
  1. What are some activities you do?
  2. How has your health been as you have gotten older?
  3. What is your opinion of your medical treatment?
  4. What do you consider your most important political issue?
  5. How is your relationship with your grown kids?
  6. How is parenting different from when you were growing up versus now?
  7. If you could, would you have changed something about your finances?
  8. How do live on not having a steady income coming in?
  9. What do you think about the Iraq War?
  10. How did you adjust to retirement?
  11. What is the craziest thing you have done since retirement?
  12. What is something you did after retirement you wanted to do when you were younger?
  13. How has marriage changed in America?
  14. What do think of older people cohabitating?
  15. How much do you think about death?

16. What are your thoughts about death?
17. Have you made your funeral arrangements?
18. Have you had to change your eating habits as you have gotten older because of health or on doctors order?
19. What do you think about technology?
20. What was it like getting your first TV?
21. What do you think about these people who take advantage of the elderly for money?
22. Do you think they should set an age limit for people to drive or should they take a driving test every year?

Grading will consist of the following:

- a. thoroughness of interview
- b. grammatical correctness of the writing
- c. the personal reaction content in the paper
- d. how well you followed instructions

**Delta State University  
Family and Consumer Sciences**

**FCS 325-Marriage Family Living & Sex Education**

**Instructor: Dr. Thomas W. Taylor**

**Ewing 115--Hybrid**

**662-846-4319**

**ttaylor@deltastate.edu**

**Course Designation**

**FCS 325 Marriage, Family Living and Sex Education.** Family life cycle, from selection of mate through aging, with emphasis on factors that contributes to satisfying individual and family life.

**Course Objectives**

1. Identify strengths of successful relationships that contribute to strong families. (GE 5, GE 6)
2. Analyze societal trends that affect individual and family roles, values, and relationships within the family. (GE 5, GE 6)
3. Describe various stages and functions of the individual and family life cycle. (GE 5, GE 6)
4. Identify personal values related to the family. (GE 5, GE 6)
5. Identify expectations and responsibilities of family members in the single, married, and parenthood stages. (GE 6)
6. Determine values that will make one a responsible individual family member. (GE 5, GE 6)
7. Demonstrate behaviors, which reflect a feeling for the dignity and worth of various ethnic, cultural, linguistic and economic groups. (GE 5, GE 6)
8. Demonstrate understanding of one's own sexuality and role. (GE 5, GE 6)
9. Examine research related to the area of Human Intimacy and write a reaction paper. (GE 5, GE 6)

**Text**

Cox, F.D. (2006). Human intimacy: Marriage, the family and its meaning (10th ed.). St. Paul, MN: West Publishing Co. ISBN: 0-534-62533-9

**Activities and Requirements**

1. Complete assignments
2. Read chapters assigned in the text book.
3. 2 Reaction papers on journal articles.
4. Tests

**Technology:** Students will be required to utilize canvas in doing assignments and reaction papers. Additional assignments will make use of the internet to obtain information about course content. Students should use blackboard email to communicate difficulties they may be experiencing in the class. If it is of a technical nature call the canvas helpline.

### **Attendance Policy**

Regular Attendance and active participation in class is expected of all students. Attendance is viewed as an essential element for achieving understanding of the course content since much of the material discussed in class will be a supplement to the text. Those students who have perfect attendance will have 5 points added to their final grade. Those students who miss only one class will have 3 points added to their final grade.

### **Method of Evaluation**

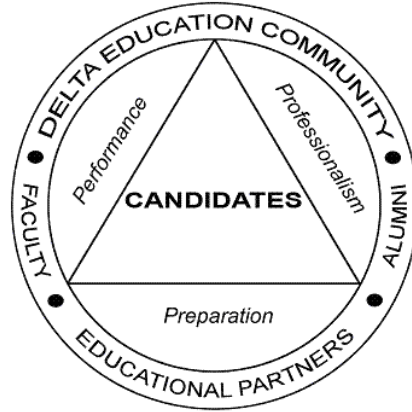
A= 90-100%	Exams	= 500
B= 80-89%	Reaction Papers	= 200
C= 70-79%	Assignments	= 100
D= 60-69%	Participation	= 100
F= Below 60%		
	Total Point	= 900

### **Policy on Late Assignments & Make-up Exams**

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**Delta State University  
College of Education Conceptual Framework**

**DELTA EDUCATION MODEL**

**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

**Guiding Principles:**

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)



**Delta State University  
Family and Consumer Sciences**

**FCS 325-Marriage Family Living & Sex Education**

**Instructor: Dr. Thomas W. Taylor**

**Ewing 115--Hybrid**

**662-846-4319**

**ttaylor@deltastate.edu**

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**Activities and Requirements**

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### **Method of Evaluation**

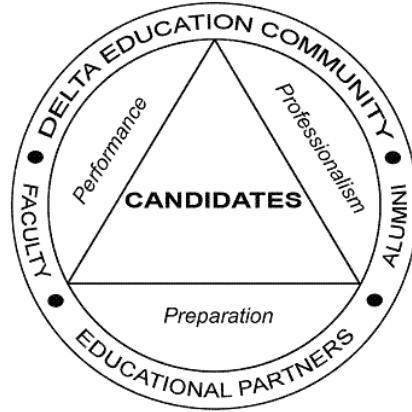
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B= 80-89%	Reaction Papers	= 200
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## **Assignment #1: Grocery Store Activity**

Print these pages; you will need them at the grocery store along with a pen or pencil. The purpose of this assignment is to: 1) increase your awareness of the importance of label reading 2) help you make healthier food choices 3) familiarize yourself with nutrition “buzz” words and terminology at the supermarket.

You will use your textbook and any other resources (**except your classmates**) for this assignment, along with the information you find in the grocery store. **Please site your references used.**

Name of supermarket visited:

Location of supermarket :

**Define the following nutrition labeling terms first. Then go to the store and find at least (1) example item for each term in the store. Be sure to state the Food Item & Brand for each term.**

**1. Low Calorie:**

---

---

**2. Low Cholesterol:**

---

---

**3. Reduced:**

---

---

**4. Good Source Of:**

---

---

**5. Calorie Free:**

---

---

**6. Fat Free:**

---

---

**7. Sugar Free:**

---

---

---

---

**8. Low Sodium:**

---

---

---

**9. High In:**

---

---

---

**10. High Fiber:**

---

---

---

**11. Lean (meat, poultry, seafood):**

---

---

---

**12. Light:**

---

---

---

**13. Health Related Claim:**

---

Now, go to the Bread Section. Compare labels per slice of:

	Calories	Fiber (gm)
Wonder Classic White	_____	_____
Wonder 100% Wheat	_____	_____
Nature's Own Double Fiber	_____	_____

Now go to the Cereal Section. Compare labels per  $\frac{3}{4}$  c serving of:

	Calories	Fiber	Sugar	Protein
Kelloggs Raisin Bran	_____	_____	_____	_____
General Mills Fiber One	_____	_____	_____	_____
General Mills Cheerios(plain)	_____	_____	_____	_____

---

If you were trying to lose weight, which cereal should you choose from these? Why?

---

If you needed more fiber, which would you choose? Why?

---

Now go to the Salad Dressing Section. Compare the following dressings per 2 T for:

	Calories	Fat(gm)	Sodium(mg)
Kraft Regular Italian	_____	_____	_____
Kraft Light Done Right Italian	_____	_____	_____
Kraft Fat Free Italian	_____	_____	_____

What do the following nutrition “buzz” words mean and what nutritional benefits is each thought to provide?

Organic:

Anti-oxidants:

Phytochemicals:

Pro-biotics:

Now go to the Produce Section. List at least 3 “organic foods” you see. Then compare the prices of the organic produce vs. the regular produce.

1. \$organic \_\_\_\_\_ vs \$regular \_\_\_\_\_
2. \$organic \_\_\_\_\_ vs \$regular \_\_\_\_\_
3. \$organic \_\_\_\_\_ vs \$regular \_\_\_\_\_

List at least 6 foods rich in antioxidants:

1. 4.
2. 5.
3. 6.

What are 6 foods containing phytochemicals?

1. 4.
  2. 5.
  3. 6.
-

---

**Now go to the Dairy Section. What are the Fat Free dairy products offered? List as many as you can.**

---

---

**Which foods in this section would provide pro-biotics?**

**Finally, buy 1 food nutritious food item you have never tried, take it home and try it. What did you buy and how did you like it? Would you buy the item again?**

**References & resources used:**

**Delta State University**  
**College of Education**  
**Division of Family and Consumer Sciences**  
**Spring 2013**

**Instructor:** Jacinda Roach, PhD, RD, LD  
Office: 601376-1681  
e-mail: [jcnbon@aol.com](mailto:jcnbon@aol.com) or [jroach@deltastate.edu](mailto:jroach@deltastate.edu)

**FCS 343: Nutrition and Physical Fitness**  
CRN # 13306 Online

**Course Description**

Nutrient and exercise needs of the body to be nutritionally and physically fit. Food and fitness habits; food, nutrition, and fitness information; and weight control. 3 hours

**General Course Objectives (Goal)**

Upon completion of the course, the student should be able to apply the basic knowledge gained about nutrition to everyday life in order to promote better health.

**General Education Competencies**

Upon completion of the course, the student should demonstrate the following General Education Competencies:

GE 1: Critical and Creative Thinking

GE 2: Communication

GE 3: Qualitative Skills

GE 4: Inquiry and Technology

GE 5: Self

GE 8: Perspectives

GE 9: Cross-disciplinary Appreciation

GE 10: Values

**Specific Objectives**

Upon completion of the course, the students will be able to:

1. Demonstrate knowledge of the principles of basic nutrition and physical fitness. (GE 5)
2. Identify the role of nutrition and physical fitness in the various stages of the life cycle. (GE 5)
3. Identify the role of nutrition and physical fitness for varying BMI's. (GE 5)
4. Determine individual nutrient intake, compare this to the recommendations, and work toward correcting any problems. (GE 5)
5. Demonstrate knowledge of the relationship of nutrition and exercise to weight control. (GE 5)
6. Apply the principles of nutrition when meal planning and selecting food. (GE 5)
7. Assess credibility of books, diets and products in helping to improve behavior in selecting food and enhancing physical fitness. (GE 5)
8. Discuss the effectiveness of specific alternative nutrition and herbal therapies. (GE 5)

**Text**

Willams, MH. (2010). *Nutrition for Health, Fitness, and Sport*, 9<sup>th</sup> Edition; New York: McGraw-Hill.



**Major Student Activities**

Three quizzes and final exam  
 Class on-line discussion/on-line participation  
 Dietary supplement/ergogenic aid paper  
 Weight management project  
 Grocery store assignment

**Presentation Methods**

On-line class discussions (20%); Activities and assignments (80%); Blackboard will be utilized for quizzes and assignment submission.

**Basis for Grading**

<u>Assignments</u>	<u>Points</u>
Quizzes (3 @ 50)	150
Exam	100
Weight Management Project/Case Study	100
Paper	100
Grocery Store Assignment	<u>50</u>
<b>TOTAL POSSIBLE POINTS</b>	<b>500</b>

To determine a percentage grade, divide the number of points earned by 500. This percentage grade will be converted to a letter grade using the division scale.

A = 94-100%  
 B = 85-93%  
 C = 75-84%  
 D = 65-74%  
 F = <65%

**Communications**

Blackboard email and Okra mail will be used for the majority of communication outside of the classroom. The instructor will check blackboard daily (Monday through Friday). Students are asked to check email at least once each school day in order to keep up with assignments and announcements.

**Policy Statement for Written Assignments**

Writing assignments should be completed using word processing with easily read fonts (12pt) and double spaced. Students will construct writings that are grammatically accurate, appropriately organized, specifically developed, and correctly spelled and punctuated. All written assignments must be completed using appropriate software and the student should keep a copy stored appropriately electronically.

All assignments and projects are to be the student's own work, unless otherwise indicated by the instructor. Collaboration may be a part of some assignments or projects in this course; however you will be informed when this is the case. All assignments are to be submitted through blackboard in a Microsoft word format (doc. or docx).

**University Policy on Cheating and Plagiarism**

Cheating and plagiarism are not to be tolerated. If it is established that a violation has occurred, the instructor will determine the penalty and/or report the offense to the division/department chair, the student's advisor, and dean. The usual penalty involves a grade of zero on the test, examination, or paper in question. A second offense by any student will be reported immediately for more stringent action.

### **Students with Disabilities**

The University will attempt to accommodate students with disabilities. For assistance and to make arrangements for accommodations please contact Dr. Richard Houston, at the Reily Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

### **Attendance Policy**

- This is an online class; therefore the traditional attendance policy does not apply.

### **Make-up Work**

- No makeup work is allowed without a legitimate excuse.
- **Make-up work will be due within one week of the excused absence** unless other arrangements are made in advance.
- No makeup tests are given for unexcused absences.
- The student is responsible for obtaining all makeup work, hand-outs, and/or notes missed.
- It is the responsibility of the student to schedule makeup tests with the instructor within one week of an absence.

### **Tardy Work**

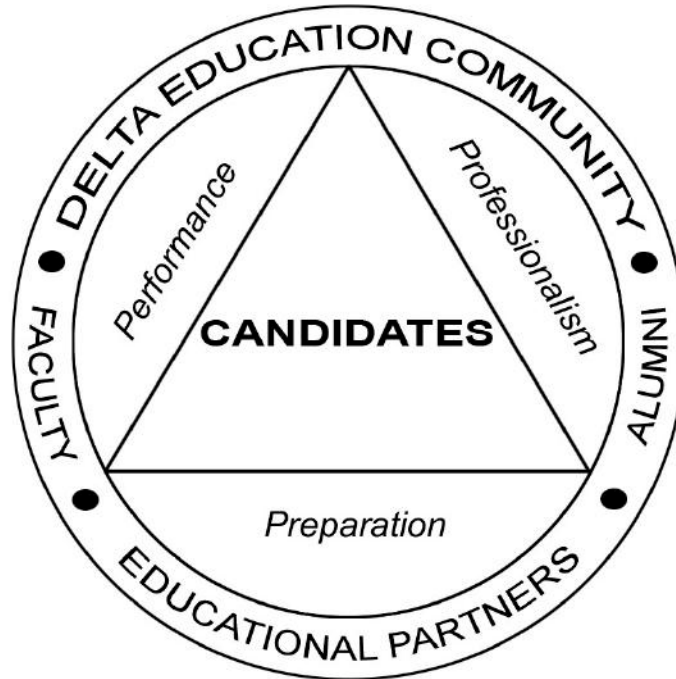
- Assignments are due according to the posted date and time on the Blackboard assignment dropbox.
- **Points will be deducted from late assignments at the rate of 2% per day.**

**Tentative Schedule**  
**FCS 343 Nutrition and Physical Fitness**

Week of:			
1/11	Overview of course and syllabus Chapter 1- Introduction	1/13	Overview of nutrition Chapter 1
1/18	Chapter 2- Healthful Nutrition for Fitness and Sport	1/20	Chapter 2
1/25	Chapter 3- Human Energy	1/27	Chapter 3
2/1	Chapter 13- Food, Drugs and Related Supplements	2/3	Chapter 13
2/8	Chapter 4 – Carbohydrates: The Main Energy Food	2/10	Chapter 4 <b>* Quiz 1 – covers Chapters 1,2,3, and 13</b>
2/15	Chapter 5- Fat: An Important Energy Source during Exercise	2/17	Chapter 5
2/22	Chapter 6 – Protein: The Tissue Builder	2/24	Chapter 6
3/1	Chapter 7 – Vitamins: The Organic Regulators	3/3	Chapter 7: Vitamins, cont <b>* Quiz 2 – covers Chapters 4,5, and 6</b>
3/8	Chapter 8 – Minerals: The Inorganic Regulators	3/10	Chapter 8 – Minerals: The Inorganic Regulators <b>Topic for Ergogenic Aid/Dietary Supplement Paper Due</b>
3/15	<b>Spring Break</b>	3/17	<b>Spring Break</b>
3/22	Chapter 9 Water, Electrolytes and Temperature Regulation <b>Grocery Store Assignment Due</b>	3/24	Chapter 10:Body Weight & Composition for Health and Sport
3/29	Chapter 10 – Body Weight and Composition for Health and Sport	3/31	Meal Planning
4/5	Meal Planning	4/7	Meal Planning
4/12	Chapter 11 - Weight Maintenance and Loss through Proper Nutrition and Exercise <b>*Weight Management Assignment Due</b>	4/14	Chapter 12 - Weight Gaining through Proper Nutrition and Exercise
4/19	<b>* Quiz 3 – covers Chapters 7,8,9, 11 &amp; 12</b>	4/21	<b>Papers Due</b>
4/26	Final Exam Review	4/28	<b>** Final Exam</b>

Delta State University  
College of Education  
Conceptual Framework

DELTA P<sup>3</sup> MODEL



**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

**Guiding Principles:**

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

## **Weight Management Project Case Study**

**\*Start by choosing a client, such as a friend or family member who would like to lose weight.**

**Please follow these instructions:**

- 1. Determine client's goal weight (start with ideal body weight and consider % body fat, personal goals, etc).**
- 2. Determine client's current calorie needs. Use Harris-Benedict or Mifflin formula.**
- 3. Determine the calorie deficit needed to help the client reach his/her goal weight. Be realistic regarding the size calorie deficit your client can tolerate from diet and the deficit that he/she can produce from exercise.**
- 4. Determine the percentage calorie deficit from diet and from exercise. When in doubt, split the difference.**
- 5. Subtract dietary calorie deficit from total caloric needs (step 2). This will give you your goal kcal level per day.**
- 6. This is where the real fun begins!  
Now you must think in terms of real food. Go to [www.choosemyplate.gov](http://www.choosemyplate.gov) and click on the link **Daily Food Plans** (located under Popular Topics in the top right hand corner of the page). Select the daily food plan and worksheet and click on the link. This will give you the number of servings from each food group that is recommended.**
- 7. Use the worksheet to come up with a sample menu. Write a one-page summary on recommendations that you would give the client and include the meal plan that you have formulated.**
- 8. This assignment is worth 100 points and is due on 4/9/2013**

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
<b>FCS</b>							
AY 2014	284	0	1377	7	1743	8	3419
AY 2013	281	0	1275	6	1431	6	2999
AY 2012	410	0	1,326	0	1,518	18	3272
AY 2011	297	0	1387	0	1495	0	3179
AY 2010	270	0	1,434	0	1,656	0	3360
<b>AY Totals</b>							
AY 2014	284	0	1377	7	1743	8	3419
AY 2013	281	0	1275	6	1431	6	2999
AY 2012	410	0	1326	0	1518	18	3272
AY 2011	297	0	1387	0	1495	0	3179
AY 2010	270	0	1434	0	1656	0	3360

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
<b>Family and Consumer Sciences</b>						
AY 2014	49	0	116	0	119	0
AY 2013	64	0	98	0	94	0
AY 2012	56	0	104	0	95	0
AY 2011	67	0	122	0	105	0
AY 2010	63	0	136	0	135	0
<b>AY Totals</b>						
AY 2014	49	0	116	0	119	0
AY 2013	64	0	98	0	94	0
AY 2012	56	0	104	0	95	0
AY 2011	67	0	122	0	105	0
AY 2010	63	0	136	0	135	0

Graduates		
FCS	BS	Total
AY 2014	25	25
AY 2013	23	23
AY 2012	22	22
AY 2011	34	34
AY 2010	19	19