Delta State University
College of Education
Annual Report
Division of Family and Consumer Sciences
2004-2005
I. **Unit Title:** Division of Family and Consumer Sciences  
**College:** Education

**Unit Administrator:** Janice B. Haynes, Ph.D.

II. **Data and information for division-FCS**

A. **Enrollment by Major**  
2002-2003 through 2004-2005

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<tr>
<td>Family and Consumer Sciences</td>
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<td>91</td>
<td>95</td>
<td>92</td>
<td>108</td>
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<tr>
<td>Fashion Merchandising</td>
<td>16</td>
<td>17</td>
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B. **Number of Graduates**  
2002-2003 through 2004-2005

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C. **Credit Hour Production**  
2002-2003 through 2004-2005

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### D. Comparison of Enrollment by Major 2002-2003 through 2004-2005

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<tr>
<td>Nutrition/Dietetics</td>
<td>16</td>
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<td><strong>136</strong></td>
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### III. Personnel:

#### A. List of Faculty and Staff:

1. **2004-05**
   - Jan Haynes, Ph.D.
   - Gaye Holecek
   - Edye Cameron McMillen
   - Lisa Pinkerton
   - Tommy Taylor, Ph.D.
   - Gina Wack, R.D. (Part time) (Fall 2004)
   - Cinda Catchings, R.D. (Part time) (Spring 2005)
   - Anne Welch, Ph.D., R.D., L.D.

2. **Full time faculty**
   - Jan Haynes, Ph.D.
   - Edye Cameron McMillen
   - Lisa Pinkerton
   - Tommy Taylor, Ph.D.
   - Anne Welch, Ph.D., R.D., L.D.

**Part time faculty**
- Gina Wack, R.D. (Part-time) (Fall 2004)
- Cinda Catchings, R.D. (Part-time) (Spring 2005)

**Staff**
- Gaye Holecek
  - Administrative Assistant

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**Fashion Merchandising**

**Administrative Assistant**

**Food Science**

**Child Development**

**Marriage and Family**

**Nutrition**
B. Noteworthy activities and accomplishments:

1. Teaching
   a. Technology enhanced courses

   A smart cart was put into the large classroom (Ewing 118) Spring 2005. Faculty employed its use for class presentations.

   Powerpoint is used on a regular basis for many classes.

   Prepared components of FCS 494 Family & Consumer Sciences: Philosophy and Issues to be placed on WebCT; offered online for first time, Summer II 2004.

   Several FCS classes now are offered online, in addition to in the classroom: FCS 150 and FCS 215

   Work is underway to offer FCS 345 General Nutrition online in fall 2005.

   Work is underway to offer online a major review course for Dietetics students in preparation for the RD exam.

   Continued to implement use of computers in Child Development Center classrooms.

   Computer Surveillance Equipment was installed in all Child Development Center areas, including playgrounds. This can be used for educational purposes in addition to providing security.

   A digital microscope was purchased, and is connected to the classroom computer in Ewing 138, for fashion merchandising students to view textile fibers.

   Coordinated the plans and specifications for the Renovation of the Foods Laboratory

b. Collaborative/Team Teaching
Dr. Welch (FCS) and Dr. John Alvarez (HPER) team taught FCS 343 Nutrition & Physical Fitness

Ms. Pinkerton rewrote lab student evaluations with the help of the Child Development Center teachers; also reviewed and rewrote internship requirements for Child Dev. students
c. **Creative scheduling**
Dr. Welch developed new courses for the Coordinated Program in Dietetics curriculum; scheduled times for classes that will meet the needs of all or most of the Coordinated Program students.

d. **Faculty Evaluations**—include student ratings
Most average ratings on a 5 point scale (5 is the highest) for FCS faculty were between 4 and 5;
Most student comments were positive.

e. **Faculty Meetings**—retreats, etc.
FCS faculty met every one or two weeks on a regular basis throughout the year; preparations were made for two accreditation site visits during the year.

2. **Scholarship**
   a. **Presentations**
      Haynes, J., Pinkerton, L., and Taylor, T.
Showcased faculty research and creative works at “May we Present”, DSU, April 2005.

   b. **Submissions for Publication**
      Taylor, T. Increasing parental awareness of student aggression in high stress families.

   c. **Accepted for Publication**
      **Publications**
      **Book reviewer**
      Fairchild Publications

*Haynes*
3. Service

a. Service to the Profession

(1.) Serving on state, national, regional committees:
Executive Committee Meeting of the Dietitians in General Clinical Practice group of American Dietetic Association, Raleigh, NC, April 29-30, 2005  Welch
Mississippi Dietetic Association, Council on Professional Issues, Chair-elect  Welch
Maintained membership in four specialty dietetic practice groups of ADA, which through publications and listservs provide extensive up-to-date information vital to managing the dietetics program. These are: Clinical Nutrition Managers; Dietetic Educators of Practitioners; Dietitians in General Clinical Practice; and Dietitians in Food Systems Management.  Welch

(2.) Holding offices, chairmanships, etc.
State: Mississippi Association of Family & Consumer Sciences, Chair, Nominating Committee  Welch
Mississippi Dietetic Association, Council on Professional Issues, Chair-elect.  Welch
Mississippi Association of Family & Consumer Sciences, Chair-elect, Nominating Committee  Haynes
National: Dietitians in General Practice, a practice group of the American Dietetic Association, Past Chair.  Welch
Research and Development Chair, American Dietetics Association  Welch

District: Mississippi Association of Family & Consumer Sciences Northern District, Chair-elect.  Haynes
Mississippi Association of Family & Consumer Sciences Northern District, Vice-chair-elect.  McMillen

b. Service to the University

(1.) Service that affects the university
Academic Honors Committee  McMillen
Health and Wellness Committee  Taylor
Service Learning Committee  Haynes, Pinkerton, Welch
Southern Foodways Committee     McMillen, Welch
Special Programs Committee       McMillen
Teaching Excellence Committee    Welch
Tenure and Promotion Committee   Haynes
Organized fundraising efforts that raised $5,000 for the Child Dev. Center, Pinkerton

(2.) Recruitment
Faculty representation at all DSU Recruiting events
Faculty representation at IHL College Fair, Jackson, MS November 17, 2004
Developed marketing plan to attract students.
Revised brochures.
Revised website.

(3.) Taskforces, service groups, champions, etc.
College of Education Conceptual Framework Committee Pinkerton
College of Education QEP representative from FCS McMillen
College of Education Grant Writing Task Force Taylor
College of Education First Floor Beautification;
Prepared and framed six posters to place in Ewing
front corner lobby to create a “Blues Corner”;
Worked on beautification of other areas of Ewing
First floor. Haynes

(4.) Holding offices, chairmanships, etc.
Chair, Parent Advisory Board for Child Development Center Pinkerton

(5.) Division of Family and Consumer Sciences
Faculty Advisors to Student Organizations:
Kappa Omicron Nu McMillen
Student Association of Family and Consumer Sciences Haynes
Faculty Senator Welch
Division’s Proxy Taylor
Library Liaison Haynes

c. Service to the Community
Americorps VISTA Project MPACT board McMillen
Committee to start a Farmers Market McMillen
Delta Aquatic Club Hospitality Committee Pinkerton
First Baptist Church Pastor Search Committee Pinkerton
3. **Other**

   a. **Grant Proposals Funded**

      Haynes, J., Welch, A., Wack, G. & McMillen, E. (2004). Viking Range Corporation: pledge of equipment valued at approximately $85,000 for renovation of Foods Laboratory and Kitchen areas; to be matched by Delta State University funds for installation and remodeling of these two areas and new ventilation in Ewing Hall.


      Pinkerton, L. (2004). Major fundraising projects which funded the purchase of classroom resources for the Child Development Center; value of projects: over $5,000.

b. **Accreditations**

   *Summer 2004:* Completed two major accreditation self-studies.

   1. Re-accreditation by the American Association of Family & Consumer Sciences (AAFCS), the accrediting body for the area of Family & Consumer Sciences.

   2. Initial accreditation of the Coordinated Undergraduate Program in Dietetics by the Commission on Accreditation for Dietetics Education (CADE) for the American Dietetics Association.

   *September 2004:* The CADE site team came to campus; visit went well.
February 2005: The Commission on Accreditation for Dietetics Education (CADE) granted initial Accreditation to the DSU Undergraduate Coordinated Program in Dietetics. The next self-study will be submitted with the 5-year Program Assessment Report (PAR) in 2009 and the self-study and site visit for continued accreditation will be in 2014.

March 5-10, 2005: The site visit for the American Association of Family & Consumer Sciences (AAFCS) was conducted; the visit went well. There were a few recommendations and several positive comments regarding the program.

June 10: The written report from AAFCS was received and the unit has 60 days to respond.

December 2005: The final recommendation will be made by the Board of AAFCS.

Professional Meetings Attended
National:
Fashion Career Day sponsored by Fashion Group International, Dallas, TX April 8, 2005 Haynes
Academic Chairpersons Conference, Cleveland, MS, October 2004 Haynes
Area 3 meeting of Dietetic Educators of Practitioners (DEP), Bay Harbor, FL, March 17-18, 2005 Welch
Food and Nutrition Conference and Exhibition of the American Dietetic Association, San Antonio, TX, October 2-5, 2004 Welch
Executive Committee Meeting of the Dietitians in General Clinical Practice group of American Dietetic Association, Anaheim, CA, October 1 & 2, 2004 Welch
National Coalition of Campus Children’s Center (NCCCC) Annual Conference, Charleston, SC Pinkerton
American Collegiate Retailing Association Meeting (as part of the University of Florida Retailing Symposium), Orlando, FL, June 24, 2004 Haynes

State:
Food and Nutrition Conference and Exhibition of the American Dietetic Association, Jackson, MS, April 4-5, 2005 Welch
Mississippi Association of Family & Consumer Sciences Annual Meeting, Gulfport, MS, February 23-25, 2005 Haynes; Pinkerton
Early Intervention Conference, Jackson, MS Pinkerton
Mississippi Early Childhood Association (MECA) Annual Conference, Jackson, MS Pinkerton

Workshops Attended:
Grant Writing Workshop, College of Education, Delta State University, Cleveland, MS, spring 2005 Haynes, McMillen, Pinkerton, Taylor, Welch
“The Care of the Special Needs Child,” Mississippi Department of Health, Jackson, MS
March 4, 2005
"What to Do If Students Can’t Write,” Writing workshops for DSU faculty, Cleveland, MS, February 17-18, 2005
Gulf-South SUMMIT Regional Conference on Service-Learning, Cocoa Beach, FL Certification Workshop for Childhood and Adolescent Weight Management, Little Rock, Arkansas, November 1-3, 2004
Mississippi Dietetic Association Obesity Summit, Jackson, MS, October 15, 2004

Courses Taken
AED 740
EPY 601

Faculty – Accomplishments/Awards
Haynes, J. Submitted five student designs to Dallas Career Day, April 2005
- One student won third place in the Mohair Design competition for her originally designed mohair coat. She was invited to interview for the grand prize, which was a month of study at the Paris Fashion Institute.
- Same student won third place in the Mohair Trend Board Competition for her Mohair Trend Board. The Mohair Council will keep her board for a year to help promote the fiber.

Pinkerton, L. Listed nationally in the Empire Who’s Who of Women in Education.

Welch, A. Outstanding Dietetic Educator for 2005, presented by the Mississippi Dietetic Association

Welch, A. Award of Excellence presented by the American Dietetic Association in recognition of Outstanding Achievements as a Dietetic Educator.

C. New Position(s) requested, with justification:
The Division is not requesting any new positions.

D. Recommended change of status: 2004 – 2005 was year seven of the tenure process for two faculty members. Both faculty members were awarded tenure, but not promoted to the associate professor level. One of these faculty members has since retired, effective July 31, 2005.
Position has been filled by a new assistant professor.
The second faculty member, Dr. Tommy Taylor was awarded tenure.

IV. Degree Program Additions/Deletions and/or Major Curriculum Changes:
No new programs were added.
V. DIVISION GOALS

Mission and Goals

The family and consumer sciences unit has a mission statement and goals based on the philosophy of family and consumer sciences as a profession. The unit’s mission and goals clearly delineate the foundation for decisions about the organization and administration of the unit, academic programs, faculty, students, and financial resources, learning resources and learning environments/physical facilities. The mission and goals provide a basis for short-term and long-range planning.

The unit has mission and goals statements which reflect the mission and philosophy of the profession and are consistent with the mission and goals of the institution. The unit’s mission statement identifies a distinct purpose for the unit within the host institution.

V. Goals of the Division for 2004-05

The Division’s long and short-range goals are stated below. These are consistent with the stated missions of both Delta State University and the College of Education. Operational objectives have been developed to accomplish the long- and short-range goals. Through the self-study process, the FCS faculty revised the Division’s long-range goals. Five goals were established and are included here:

A. Goal I
The Division of Family and Consumer Sciences will maintain a strong faculty. These faculty will be able to effectively articulate the integrative nature and “body of knowledge” of the family and consumer sciences profession. The faculty will also have the necessary depth of professional knowledge in a specific area of specialization.

B. Institutional Goal which was supported by this goal:
2. Attract and retain qualified and diverse students, faculty, and staff.
3. Promote faculty development through a comprehensive program designed to strengthen the faculty in teaching, service, and research.
4. Provide sufficient faculty in all disciplines to maintain a student-teacher ratio that ensures opportunities for meaningful intellectual interaction between students and faculty.
8. Enhance educational experiences at all levels by encouraging student and faculty research and other creative work.

C. Expected Results:
The Division will acquire more service/research grants/funds to enhance and/or service activities.
Faculty will participate in faculty development activities that will improve their knowledge of subject matter and develop and enhance skills to improve the quality of instruction.

D. **Evaluation Procedure(s):**
Annual faculty activity records will provide an assessment of the prior year’s goal achievement. They will indicate credentials acquired, faculty development participation, successful activities in the classroom, and productivity in the areas of service and scholarly activities.

Faculty members will also indicate on their yearly activity records the goals that they have established for the upcoming year.

E. **Actual Results of Evaluation:**
Four of the five faculty have terminal degrees. The faculty attended a number of professional meetings at the district, state and national levels. They also attended a large number of faculty development workshops or trainings on various topics. Each semester students complete an evaluation of all classes in Family and 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; two were to outside agencies/companies in Mississippi and they were funded. The faculty provided service to the university and to the public through presentations to a variety of groups on various topics. One full time faculty member is a licensed Marriage and Family Therapist. He provided consultations to the public. The two 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 Fashion Merchandising faculty member contributed information to local public information media and helped the Cooperative Extension 4-H Agent with the local modeling club.

F. **Use of Evaluation Results:**
Each individual faculty member benefits from the knowledge gained and skills acquired at each meeting or workshop attended. In turn, the Division benefits from the faculty member’s knowledge and skills as demonstrated in the classroom and in various service activities around the state. The Division, also, will benefit from increased resources received from grants.

Faculty plan to expand productivity in the areas of scholarly activity and service.
A. **Goal II**
Adequate breadth regarding the family and consumer sciences profession will be integrated into curricula, particularly in the core courses, so that students clearly understand the integrative focus of individuals, families, consumers, and committees.

B. **Institutional Goal which was supported by this goal:**
7. Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

11. Provide the resources, facilities and the physical environment which contribute to the intellectual, cultural, ethical, physical, and societal growth and development of the student and of the surrounding community.

C. **Expected Results:**
Curricular requirements specified in the catalog will reflect responses to student evaluations of courses, Advisory Council recommendations, alumni evaluations, and changing trends in the profession.

D. **Evaluation Procedure(s):**
Continually assess laboratory and other student engagement activities to ensure that students are adequately involved in FCS classes, so that they begin to assimilate the Body of Knowledge.

E. **Actual Results of Evaluation:**
Courses and activities were evaluated, particularly in regards to the QEP and student engagement activities. Activities were added to several courses to further promote student engagement.

F. **Use of Evaluation Results:**
Evaluate and update syllabi in all family & consumer sciences course, particularly the core FCS classes, to assure the integrative nature of the family and consumer sciences profession is well represented.

A. **Goal III**
The Division of Family and Consumer Sciences will continue to provide current, viable curricula with necessary depth in all majors and concentrations to prepare professionals to work in their specific areas of family and consumer sciences.

B. **Institutional Goal which was supported by this goal:**
1. Review and update undergraduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work
force, and/or continue advanced study in graduate or professional school.

C. **Expected Results:**
Curricular requirements specified in the catalog will reflect responses to Indicator the Graduating Student Survey, Advisory Council recommendations, alumni evaluations, and changing trends in the profession.

D. **Evaluation Procedure:**
The curricular requirements for majors in family and consumer sciences are assessed annually by a variety of groups. Such review ensures updated curricula. Requirements of courses are also reviewed annually. Faculty will review the comments made by students, alumni, and members of the Family and Consumer Sciences Advisory Council to improve curricula in the Division.

E. **Actual Results of Evaluation:**
Faculty initiate changes suggested by students in classes, alumni and members of the Family & Consumer Sciences Advisory Council. The course syllabi demonstrate the approach of the courses in each curriculum.

F. **Use of Evaluation Results:**
Updated curricula result from annual assessments and changes are reflected in the course syllabi.

Students who have graduated from the new coordinated program in Dietetics have received job offers immediately. This confirms the need for this curriculum in the Delta. In Child Development, the faculty are working toward establishment of three major tracts within the major. This has resulted from annual assessments of students, graduates and advisory council members. In fashion merchandising, an increasing number of opportunities have been made available for students interested in an apparel design focus.

A. **Goal IV**
By the year 2010, the Division of Family & Consumer Sciences will have increased visibility because of its curricula and its impact on individuals, families, consumers, and the community.

B. **Institutional Goal which was supported by this goal:**
7. Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

C. **Expected Results:**
Students and employers will view family and consumer sciences as a source and voice for families regarding products, information, and programs.
D. **Evaluation Procedure(s):**
The faculty evaluations and the annual report will provide data.

E. **Actual Results of Evaluation:**
Contacts with prospective employers and opportunities for internships have increased. Students are encouraged through opportunities in the Student Association of Family and Consumer Sciences to become involved professionally, as well as with public policy decision makers.

F. **Use of Evaluation Results:**
The results will be used to continue to impact individuals and families in a positive way. More effort needs to be made in initiating these various contacts and in increasing media visibility. Some students are quite active on campus. Several have held office in the Student Government Association and others have served as Orientation Leaders. More effort needs to be made to encourage roles of leadership and to involve other campus leaders in efforts to improve the quality of life for individuals and families.

A. **Goal V**
By the year 2010, the Division of Family & Consumer Sciences will realize further increase in student enrollment by at least 10%. This includes both the number of students majoring in family and consumer sciences and the number electing courses in family and consumer sciences.

B. **Institutional Goal which was supported by this goal:**
2. Attract and retain qualified and diverse students, faculty, and staff.

10. Increase student retention and graduation rates by providing a support program which includes, but is not limited to, the following attributes: a comprehensive support program of advising and other services to enhance student development; increased financial support to students through scholarships, assistantships, grants, and loans; a developmental studies program for under prepared students; and, opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.

C. **Expected Results:**
Enrollment will be increased.

D. **Evaluation Procedure(s):**
Annual enrollment data will indicate increase. The number of majors will be compared to the number of the previous year(s).
E. Actual Results of Evaluation:
The number of majors has increased over the period from 2002-2005.
Enrollment has increased from 109 in Fall 2002 to 136 in Spring 2005
(Table IID). This represents an increase of 25%.

F. Use of Evaluation Results:
Flyers and brochures developed for all three majors or concentrations have been
updated and reprinted as needed. A website was developed for the Division. This
site provides information on programs to prospective students.
Recruiting efforts need to continue. Effort will continue with strategies
noted above. These results will be used in setting goals and
improving recruitment efforts.

VI. Educational Program Learning Outcome Assessment Plan

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<th>Majors/Concentrations:</th>
<th>Degrees:</th>
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<td>Child Development</td>
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<td>B.S. Fashion Merchandising</td>
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A. Learning Outcome:
The expected outcomes of each major/concentration area are consistent with the mission
and goals of Delta State University, the College of Education, and the Division of Family
and Consumer Sciences. One set of outcomes is specified for students in Family and
Consumer Sciences.

1. Students in Family & Consumer Sciences will demonstrate their ability to
organize and express effectively their thoughts.

B. Assessment Tools and Methods
Eighty percent of the senior-level students in FCS 494 Family and Consumer Sciences:
Philosophy & Issues will receive a grade of "C" or better on the research paper prepared
on an issue of concern to the profession.

All Family and Consumer Sciences graduates will pass the Writing Proficiency Exam,
the Communication Sub-test of the PRAXIS, or pass ENG 301.

C. Data Collection and Analysis
The papers will be administered and graded by the Family and Consumer Sciences
faculty.
D. **Results of Evaluation**
In the fall of 2004 25 (100%) of the senior-level students in FCS 494 Family and Consumer Sciences: Philosophy & Issues received a grade of "C" or better on the research paper.

Of the 20 graduates in December 2004, four students received credit on the Writing Proficiency Exam and 16 passed ENG 301.

Of the 13 graduates in May 2005, one student received credit on the Writing Proficiency Exam, 11 passed ENG 301 and one passed the Communication Sub-test of the PRAXIS.

E. **Use of Evaluation Results**
These results are used in evaluating the effectiveness of the programs in Family and Consumer Sciences and will be an on-going assessment.

F. **Assessment Team Members**
Dr. Jan Haynes, Chair
Dr. Cam McMillen
Ms. Lisa Pinkerton
Dr. Tommy Taylor
Dr. Anne Welch

A. **Learning Outcome**
2. Students will acquire an acceptable level of knowledge and skills in Family and Consumer Sciences and will express a professional attitude.

B. **Assessment Tools and Methods**
Each senior will submit a portfolio of three assignments from three upper-level courses; eighty percent of these seniors will receive a grade of "C" or better.

C. **Data Collection and Analysis**
These portfolios will be judged by faculty. Each faculty member will submit his/her portfolio evaluation to the Division Chair, who will then determine the percentages of seniors who made a "C" or better.

D. **Results of Evaluation**
A total of 31 seniors in Family and Consumer Sciences were enrolled in FCS 447 in the academic 2004-2005 year. Thirty (97%) of these students made a "C" or better on the portfolio assignment.

E. **Use of Evaluation Results:**
These results are used in evaluating the effectiveness of the programs in Family and Consumer Sciences and will be an on-going assessment
F. Assessment Team Members
Dr. Jan Haynes, Chair
Dr. Cam McMillen
Ms. Lisa Pinkerton
Dr. Tommy Taylor
Dr. Anne Welch

A. Learning Outcome
3. Students in Family and Consumer Sciences will demonstrate a strong knowledge of their discipline's theory and practice.

B. Assessment Tools and Methods Results:
Ninety percent of the students taking internship will earn a "B" or better based on their knowledge, skills, and attitude. Ninety percent of the student teachers will pass that requirement.

Eighty percent of the graduates from the past five years will have earned a "C" or better in the identified capstone courses for that concentration/major.

C. Data Collection and Analysis
The evaluations will be done by the Family and Consumer Sciences faculty (with input from employers and supervisors) and results submitted to the Division Chair, who will then determine if the expected percentages were met.

Performance will be evaluated by Family and Consumer Sciences faculty, who will review student transcripts to determine if desired percentages were met and will report their results to the Division Chair.

D. Results of Evaluation
In the Fall 2004 and Spring 2005 semesters, 23 students in Child Development and Fashion Merchandising were enrolled in Internship. 22 (96%) of the students earned a “B” or better. The remaining student made a “C”.

The faculty reviewed the lists of graduates by major and year for the five year period, 2000 - 2005. The courses listed were those currently specified as capstone courses. All (100%) of the students concentrating in Fashion Merchandising made a grade of "C" or better in the capstone courses. Of the 77 Child Development majors graduating from December 2001-May 2005, no students had lower than a C in one of the three capstone courses. In Nutrition/Dietetics, data were collected for December 2001-May 2005. Three courses comprise the internship capstone component in Nutrition/Dietetics. 18 students were enrolled in a total of 51 courses that comprise the supervised practice (internship) component of that program. A total of 46 A’s have been awarded (90%). Four B’s(8%) have been earned in those courses. One student earned a D in one of the internship courses for one semester.
E. Use of Evaluation Results
These results are used in evaluating the effectiveness of the programs in family and consumer sciences and will be an on-going assessment.

F. Assessment Team Members
Dr. Jan Haynes, Chair
Dr. Cam McMillen
Ms. Lisa Pinkerton
Dr. Tommy Taylor
Dr. Anne Welch

A. Learning Outcome
4. Students in Family and Consumer Sciences will express confidence in their education and preparation to enter the working environment.

B. Assessment Tools and Methods
Seventy-five percent of the seniors will express in an exit interview the level of confidence in their education and preparation to enter the working environment as "CONFIDENT" or "VERY CONFIDENT."

Eighty-five percent of the students completing the Graduating Student Survey will rate "GOOD" or "EXCELLENT" the statement: "Quality of courses in preparing me for employment and/or graduate school."

C. Data Collection and Analysis
Each student in Family and Consumer Sciences will participate in an exit interview administered by the Division; the Division will compile the results. The results of the Graduating Student Survey will be evaluated by the Division.

The format for the exit interview and a survey instrument were developed during 1995. The exit interviews began in the Spring 1996. Six students participated in the interviews in December 2004. Two were in Child Development; two were in Fashion Merchandising; two were Nutrition/Dietetics. All indicated that they were CONFIDENT or VERY CONFIDENT. Eleven students participated in an exit interview in May 2005. Nine were graduating in Child Development, one was completing the Nutrition/Dietetics program, and one was completing Fashion Merchandising. All indicated that they were "CONFIDENT" or "VERY CONFIDENT" in their education and preparation to enter the working environment.

D. Results of Evaluation
These results are used in evaluating the effectiveness of the programs in Family & Consumer Sciences

New courses and course revisions have been implemented as a result of these exit interviews.
E. **Use of Evaluation Results**
Curriculum revisions are being made in Child Development to divide the major into three tracks. New courses are being formulated to fit into these revisions. These plans resulted from comments of students during the exit interview process.

F. **Assessment Team Members**
Dr. Jan Haynes, Chair
Dr. Cam McMillen
Ms. Lisa Pinkerton
Dr. Tommy Taylor
Dr. Anne Welch

A. **Learning Outcome**
5. Increase the number of WebCT courses offered.

B. **Assessment Tools and Methods**
Rate of course completion

C. **Data Collection and Analysis**
Number of students completing the courses with a grade of C or better.

D. **Results of Evaluation**
A WebCT component was added to FCS 494.
23 students passed FCS 494 with a grade of C or better.
37 students passed the WebCT section of FCS 150 with a grade of C or better.
23 students passed the WebCT section of FCS 215 with a grade of C or better.
These numbers represent 100% of the students enrolled.

E. **Use of Evaluation Results**
The number of WebCT offerings in the Division continues to increase.

F. **Assessment Team Members**
Dr. Jan Haynes, Chair
Dr. Cam McMillen
Ms. Lisa Pinkerton
Dr. Tommy Taylor
Dr. Anne Welch

A. **Learning Outcome**
6. Students will become more active in professional organizations.

B. **Assessment Tools and Methods**
Activity of local student divisions of AAFCS, ADA, and Kappa Omicron Nu will increase.
Number of students attending and/or holding offices, making presentations or winning awards at regional/state/national meetings will increase.
C. **Data Collection and Analysis**
Number of students attending and/or holding offices, making presentations or winning awards at regional/state/national meetings will be counted.

D. **Results of Evaluation**
Eight students were initiated into Kappa Omicron Nu (honor society for Family & Consumer Sciences) in fall 2004 and eight more were initiated in spring 2005. One nutrition/dietetics student attended a Public Policy Workshop in Washington, D.C.
Eight fashion merchandising students attended Dallas Fashion Career Day; four students submitted contest entries; two awards were won.
Four students attended a State Health Department seminar on Nutrition and Children with Special Healthcare Needs.
Seven students attended a State Department of Health Dietary Intern Orientation to Community Rotation.
Seven students attended a seminar on Obesity sponsored by the Mississippi Association of Family & Consumer Sciences.

E. **Use of Evaluation Results**
These numbers will be reviewed and used to encourage a larger increase in the next year.

F. **Assessment Team Members**
Dr. Jan Haynes, Chair
Dr. Cam McMillen
Ms. Lisa Pinkerton
Dr. Tommy Taylor
Dr. Anne Welch