

Program Review

B. A. in Family and Consumer Sciences

College of Education and Human Services

October 2006



MARSHALL UNIVERSITY

2/20/2007

TABLE OF CONTENTS

	PAGE
I. PROGRAM DESCRIPTION -----	4
II. ACCREDITATION INFORMATION -----	4
III. PROGRAM STATEMENT ON:	
A. ADEQUACY -----	5
Curriculum -----	5
Faculty -----	6
Students -----	7
Resources -----	8
Assessment Information -----	9
Previous Reviews -----	10
Strengths/weaknesses -----	11
B. VIABILITY -----	12
Articulation Agreements -----	12
Off-campus Classes -----	12
Service Courses -----	12
Program Course Enrollment -----	12
Program Enrollment -----	13
Enrollment Projections -----	13
C. NECESSITY -----	14
Advisory Committee -----	14
Graduates -----	14
Job Placement -----	14
D. CONSISTENCY WITH UNIVERSITY/ COLLEGE MISSION -----	15
IV. PROGRAM STATUS -----	15
V. APPENDICES	
Appendix 1 -----	16
Appendix 1I -----	17
Appendix 1II -----	30
Appendix 1V -----	31
Appendix V -----	32
Appendix VI -----	36
Chart1 -----	38
Chart2 -----	39
University Assessment Reports -----	41

Program Review

Marshall University
October 2006

Date: October, 2006

Program: B.A. in Family and Consumer Sciences

Date of Last Review: September, 2001

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or
3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuance of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

3
Recommendation: _____ Signature of person preparing the report: _____ Date: _____

3
Recommendation: _____ Signature of Program Chair: _____ Date: _____

3
Recommendation: _____ Signature of Academic Dean: _____ Date: _____

Recommendation: _____ Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) _____ Date: _____

Recommendation: _____ Signature of President, Faculty Senate/ Chair, Graduate Council: _____ Date: _____

Recommendation: _____ Signature of the Provost and Senior Vice President for Academic Affairs: _____ Date: _____

Recommendation: _____ Signature of the President: _____ Date: _____

Recommendation: _____ Signature of Chair, Board of Governors: _____ Date: _____

College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation: Identification of the program for further development

Rationale:

(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a *program of excellence* address all criteria listed in HEPC Series 11)

Congruent with the beliefs of the FCS Coordinator and faculty members, I believe this program with its current new leadership and direction will grow and prosper to reflect the needs of society and career trends as identified by the AAFCS, a national professional organization that accredits FCS programs in higher education.

The FCS Department's decision to combine Family and Child Development and Food and Nutrition into one emphasis area called Family Environment Studies was confusing for current and prospective students. Revision to reflect specific fields identified by American Association of Family and Consumer Sciences (AAFCS) will definitely attract more students into the program.

Through collaboration with the Marshall University Community and Technical College the B.A. Degree in FCS has expanded by developing a dual program in Hospitality Management that will begin in fall 2007. Students with an Associate Degree in Culinary, Hospitality Management, with a focus in Hotel/lodging, Culinary Arts, or Foodservice Management may enter the FCS program at Marshall University to complete requirements for a Bachelor's Degree.

Faculty members created a strategic plan and are currently refining the plan based on availability of resources and trends in the field. More specifically, the following areas will be developed: 1) Hospitality Management (**completed**), 2) Apparel Design and Merchandising, 3) Extension and Family Studies, 4) Consumer and Resource Management, 5) Housing and Interior Design, and 6) Food and Nutrition (see Chart 2, page 39). The Preschool Education area of emphasis was moved to the Division of School of Education. The end goal is to prepare graduates that meet certification standards of AAFCS, and work toward accreditation of the B.A. Degree in FCS program by this professional organization.

Resources are required to develop the BA in FCS. The following actions have already occurred.

- Created computer laboratory space in Jenkins Hall 136
- Purchased new computers
- Purchased new design software (CAD and CAM)
- Received a donation of \$25,000
- Submitted a proposal for an academic laboratory manager to Academic Affairs
- Moved Dr. Mary Jo Graham to the School of Education
- Hired Dr. Mary Mhango as FCS Coordinator
- Completed the Hospitality dual degree program with the Community and Technical College
- Upgraded the seminar room for student and faculty presentations

I strongly recommend the BA in FCS to be identified for further development.

Signature of the Dean:



Date: February 21, 2007

Marshall University
Program Review
October 2006

Program: Bachelor of Arts degree in Family and Consumer Sciences

College: College of Education and Human Services

Date of Last Review: October 2001

I. PROGRAM DESCRIPTION for: B.A. in Family and Consumer Sciences

Narrative:

The Bachelor of Arts (B.A.) in Family and Consumer Sciences (FCS) prepares professionals for employment in diverse commercial, education, and service endeavors, which address family needs and environments. It also prepares students to pursue an advanced higher education degree.

The B.A. in Family and Consumer Sciences is offered under the Division of Human Development and Allied Technology, in the College of Education and Human Services at Marshall University. All students are required to take core courses that include six credit hours of internship. Students choose to specialize in one of the three areas of emphasis: Retail Merchandising, Family Environment Studies, and Preschool Education. The Preschool Education area of emphasis was introduced in the 2004-2005 academic year. FCS students take relevant support courses from areas such as business, social sciences, art, and integrated sciences. The Marshall Plan course requirements contribute to a well-rounded individual who can communicate effectively and think critically. Appendix I on page 16, presents required and elective course work in the B.A. in FCS degree program.

A student must meet Marshall University general requirements for admission into the B.A. in FCS for first time freshmen. These requirements include a diploma from an accredited high school; and an overall Grade Point Average of at least 2.0 (C average) and a composite score of at least 19 on the ACT or a combination score (verbal + math) of minimum 910 on the SAT. Transfer students should meet the minimum requirements specified by the College of Education and Human Services.

II. ACCREDITATION INFORMATION

N/A

III. PROGRAM STATEMENT of Adequacy, Viability, Necessity and Consistency with University/College Mission

A. ADEQUACY

1. Curriculum

The curriculum for the B.A. in Family and Consumer Sciences degree program contains courses that align with the standards developed by the American Association for Family and Consumer Sciences (AAFCS), a national professional organization that provides guidelines based on trends and developments in the profession. The AAFCS Standards are:

- Integration of Foundations
- Family Studies and Human Services
- Human Development Education and Services
- Nutrition Wellness and Food Sciences
- Food Lodging Hospitality
- Consumer and Resource Management
- Textiles and Apparel
- Environmental Design

Each area of emphasis in the B.A. in FCS is aligned to specific standards established by the AAFCS. The core curriculum is aligned to integration of foundations, and provides foundation, scientific, technical, and knowledge in family and consumer sciences basic for personal, family, community well being, and career preparation. Family Environment Studies area of emphasis is aligned to family studies and human services, nutrition wellness and food sciences, and consumer and resource management. The Preschool Education area of emphasis is aligned with human development education and services. Retail Merchandising area of emphasis is aligned to textiles and apparel as well as environmental design standards established by AAFCS.

Students have a total of six credit hours of internship, three credit hours at junior level and three credit hours for the capstone experience in their senior year. Internships provide students on-the-job learning opportunities. Students also take relevant supporting courses such as integrated science, legal environment, management, marketing, and economics. All FCS courses offered in the B.A. degree are listed in Appendix I, page 16.

The Retail Merchandising area of emphasis offers a broad understanding of apparel and textiles products, merchandising and marketing strategies, production processes, and business practices. Students who enjoy working with fabrics, clothing or home furnishings and are interested in fashion design, retailing, and business choose the Retail Merchandising area of emphasis. It is a diverse competitive field in which students learn how to plan, provide, market and promote apparel, furnishings, and related goods for consumers. Coursework also includes studies in marketing, management, computers, art, and communication. Students also have opportunities for

internship and field experiences for practical on-the-job training. Guided study tours to fashion firms in New York and abroad are often organized for students.

The Family Environment Studies area of emphasis teaches about the development of individuals through life span within the context of family, the development and functioning of family systems, and delivery of the support services needed by families for successful family life and child rearing. Food and nutrition courses in this area of emphasis help develop an understanding of the role of food in the nutritional, social and economic lives of families. Graduates find employment where they develop, implement and evaluate family and consumer sciences programs in a variety of educational settings such as cooperative extension, business, community agencies, community colleges, resource and referral services, childcare and adult education. They may also work in family support agencies with nutritional services such as Women, Infants and Children (WIC), a supplemental food and nutrition program, and the Child and Adult Care Food Program (CACFP).

The Preschool Education area of emphasis in the B.A. degree offers teacher certification in "Birth through Pre-Kindergarten" and "Preschool Special Needs" as defined by the West Virginia Department of Education. Courses and practica are aligned with state and national standards. Students are prepared for careers in preschool programs and childcare service industry.

The Marshall plan that contributes to the ability to communicate effectively and think critically is validated by a student's capstone activity of a written project and presentation at the end of the student's internship.

2. Faculty

The Family and Consumer Sciences Department had three full time, tenure-track faculty with terminal degrees and long teaching experience in higher education during the review period. Faculty participated in various professional activities during the review period. Activities included presentations and publishing of articles, book reviews, and attending professional conferences.

Dr. Mary Jo Graham holds a B.A. in child development and teaching from Michigan State University, an M.A. in child development from Kent State University and a Ph.D. in curriculum and instruction with a cognate in family and child development from Ohio University. She has a total of 15 years experience in teaching and administering child development programs including international teaching experience and has 11 years experience in higher education. Dr. Graham served as the Family and Consumer Sciences program coordinator and taught family and child development related courses.

Dr. Susan Linnenkohl, a professor, holds a B.S. from Eastern Kentucky University in dietetics, an M.S. from Kansas State University in institutional management and a Ph.D. from Oklahoma State University in food, nutrition and institutional administration. She has been actively teaching in higher education since 1978 and prior to that managed

dietary programs. Dr. Linnenkohl was responsible for the food and nutrition courses as well as a management course.

Dr. Glenda Lowry, an associate professor, received a B.A. in home economics education and an M.S. in clothing, textiles and merchandising from Oklahoma State University and a Ph.D. in Home Economics from the University of North Carolina—Greensboro. Dr. Lowry has 28 years experience in higher education and was responsible for teaching fashion merchandising courses.

During the five-year period under review the department hired adjunct faculty to teach some courses. Mr. William Clayton Burch, Director of the Marshall University Early Childhood Center (MUECC), and a graduate of Marshall University specializing in Multi-Subject K-8 and Masters of Arts in Family and Consumer Sciences with a focus in family and child development, taught early childhood courses. Denise Eagan (part-time) and Rob Brandenbury (adjunct) taught FCS 202 and FCS 210 respectively. Faculty vitae are presented in Appendix II, page 17. Graduate assistants helped with the supervision of students during internships (FCS 431). Graduate assistant data are contained in Appendix IIa, page 29.

3. Students:

a. Entrance standards: Students who meet the general admission requirements for Marshall University are eligible to enroll in the B.A. in FCS degree program. Minimum requirements include a high school GPA of 2.0 and ACT recommended by the university. Students are required to maintain a minimum of a 2.0 grade point average and complete course requirements for graduation.

b. Entrance abilities: In the fall of 2000, the mean ACT score for incoming freshmen in the Family and Consumer Science program was 19.25. This score has increased each year during the 5-year review period to a mean score of 21.33 for 2005. The mean high school GPA was 3.24 for the reporting period. This compares well to overall College of Education and Human Services means of 21.96 for ACT scores and 3.36 high school GPA for fall 2005.

c. Exit abilities: Students are required to have a minimum 2.0 GPA to graduate with a B.A. degree in Family and Consumer Sciences. Graduates in Family and Consumer Sciences had a mean GPA of 2.80 during the review period, which compares to a University wide GPA of 2.96 for the same period of time.

Graduates must also successfully complete six credit hours of internship that includes a capstone experience. Students complete a written project as well as a presentation for their capstone. The student, work-site supervisor, and faculty supervisor evaluate students' internships. Internship evaluations show a mean score of 93.2% out of possible 100% score on their performance at the end of their capstone internship over the five-year period of this review.

4. Resources:

a. Financial Resources.

The annual budget allocated to the department has generally been adequate to allow for appropriate materials and facilities needed by the program. An annual allocation from the Division of Human Services and Allied Technology has continued to decline ranging from \$5065 for 2001/02 to \$4,720 2006/07 most likely due to Marshall University-wide budget cuts.

Additional sources of funding comprised donations to the program through the University Foundation like the Martha Lee Blankenship Fund (interest earned \$300-\$400 per year), student fees (\$25) for selected laboratory courses, children's tuition in the Early Education Center (about \$50,000 per year), a grant from the Rahall Transportation Institute, and a contract of about \$60,000 with the National Institute for Early Education Research. The director and staff of the Early Education Center, children and their families, and the child development faculty members also contributed with in-kind service to an approximately \$202,500 project funded by the Benedum Foundation. The department further received a donation of \$25,000 from one of the alumni during this reporting period. This money is targeted for improvements in laboratory equipment.

b. Facilities.

The Family and Consumer Sciences program is housed in Corbly Hall on the first, second and third floors. It is allocated three laboratories:

- Food Laboratory, 103 Corbly
- Preschool Laboratory (Early Education Center), (118 Corbly)
- A classroom with a demonstration kitchen (270 Corbly)
- Two small rooms - a resource/seminar room (269 Corbly) and space for the Early Education Center Outreach Program (302 Corbly).
- Apparel and Textile Laboratory, (355 Corbly)
- An office suite that also accommodates three faculty in the Dietetics program (second floor Corbly)

Learning facilities meet the minimum requirements for implementing the B.A. in FCS Degree. Donations helped replace some old equipment for the laboratories. The food preparation laboratory is shared with the Dietetics Department.

The textile and apparel laboratory generally meets course requirements and accommodates a maximum of 20 students per session. In keeping with new technologies six computers designed to accommodate software both for instruction and developing students' professional expertise to work in the apparel and textiles industry were purchased in 2006.

5. Assessment Information:

a. Program Goals

The B.A. in Family and Consumer Sciences is committed to serving the public by advancing the well being of families, consumers, and society. Graduates enter careers in business, education, industry, health care, and other consumer services. The program is comprised of courses in a common core and three areas of emphasis, Family Environment Studies, Preschool Education, and Retail Merchandising, that optimize student learning and foster scholarship in addressing needs of consumers, families, society and related businesses in local communities, the state, nation and globally.

The B.A. in FCS aligns to the vision of Marshall University through its mission of preparing professionals that will enhance a community's quality of life and development. Specific program goals are that students will:

- Acquire knowledge and retailing skills to work in apparel industry, foodservice management, FCS related small businesses upon graduation.
- Develop awareness of family, societal, professional, and ethical issues addressed by the FCS discipline.
- Exhibit mastery of coursework.
- Communicate FCS information in writing and orally, using appropriate formats.
- Apply technology for efficiency in FCS projects.

b. Learning Outcomes Summary

Students will:

- Increase their knowledge and understanding of concepts fundamental to the mission of FCS.
- Demonstrate a working knowledge in FCS related to retail industry or organizations that deal with availability of goods and services.
- Apply critical thinking skills in making decisions, and in analysis of factors that impact individuals, families, and communities with regard to consumer choices and/or meeting human needs.
- Use technology to achieve operational efficiency and productivity in FCS.
- Communicate effectively both in writing and verbally.

c. Assessment Data

Assessment data in form of course grades, internship reports and evaluation forms are submitted to the Program Coordinator. For a more systematic use, the primary data is entered into database (using Excel or SPSS) for analysis. Results from the database are shared at meetings, together with informal data from faculty, to determine effectiveness of the program and plans for the future. Information provides the basis for program changes and is submitted through channels for proper change approval in order to strengthen the program. After discussing data collection, the department realized a need to track graduates. The department is currently working on a graduate

survey. It is also planning to develop a handbook and handouts that guide students in planning their programs from freshman to senior year.

Effective performance of students was measured using assessment tools such as tests, assignments, and portfolios. The Assessment Report is contained in Chart I, page 37. Students achieved grade C or better in FCS courses. However, students still need help in substantiating claims as well as being consistent in citation of references. More research-based assignments will be given in various courses, and students will engage in peer reviews of their research work. Students submitted typed work using Microsoft Office Word and used Microsoft PowerPoint for oral presentations.

d. Graduate and Employment Satisfaction

Graduates achieved a mean GPA of 2.80, and thereby met the minimum GPA of 2.0 requirements for the B.A. in Family and Consumer Sciences Degree. Students also successfully completed internships in a variety of settings. Child care centers, preschools, after school centers, resource and referral services, career services, extension service, restaurants, department stores, boutiques, and jewelers are some examples. Two students completed an internship at the Paris Fashion Institute in France. Evaluations by site supervisors have been very positive with 93% of the students receiving 'very good' or 'excellent' at the end of their capstone internships from their supervisors.

Graduates have found employment in fashion retail industry and nutrition programs. For example, one graduate with retail merchandising area of emphasis specialization is working as a manager of an Abercrombie and Fitch in Florida, and another student with family environment studies specialization is hired by Presley Ridge, a facility that houses children with behavior problems. The department plans to develop and use a survey to systematically obtain data from its alumni on a regular basis.

e. Previous Five Years Summary

For the previous five years of summary reports from the Office of Assessment, follow the summary assessment report Chart 1 after the appendices. Chart 1 Assessment Report Summary is on page 37.

6. Previous Reviews

The last program review completed April 30, 2001, reported that the program should continue at the current level of activity. The B.A. program at that time comprised three areas of emphasis: Family and Child Development, Fashion Merchandising, and Food and Nutrition. However, during the current review period reorganization of the program was initiated to strengthen the program. This resulted in the following changes in areas of emphasis: Fashion Merchandising became Retail Merchandising, and Family and Child Development and Food and Nutrition were included under a new area called Family Environment Studies. Preschool Education area of emphasis was introduced as the third area of emphasis in fall 2004. The B.A. degree program focus became more on early childhood education and less on areas of Family and Consumer Sciences such as food and nutrition and consumer and resource management, which are critical for

addressing needs of individuals, families, communities and employment demands in human services, education and business.

7. Strengths/Weaknesses

Strengths:

Program enrollment has increased from a total of 39 in 2001-2002 to 79 in 2004-2005 during the current review period. Retail merchandising had adequate enrollment and Preschool Education had a strong beginning (27 students). The retail merchandising area of emphasis with an enrollment ranging from 28 to 35 attracted a substantial number of students to the B.A. in Family and Consumer Sciences degree program. Innovative use of computer technology for creative design will be enhanced with the purchase of FCS related software, which is included in an FCS timeline for 2006-2008 contained in Chart 2 on page 39.

In addition, an opportunity to collaborate with two-year associate degree program in hospitality management arose in 2004. The Department collaborated with the Marshall University Community and Technical College to create a dual program in Hospitality Management that will begin in fall 2007. Students with an Associate Degree in Culinary, Hospitality Management will enter the FCS program at Marshall University to complete requirements for a Bachelor's Degree.

Initiatives were made to secure funding from external sources. The program also received a donation (\$25,000) that will be used to equip the laboratories. The department will explore ways to attract more contributions from those with interest in the program.

With a new program coordinator hired in fall 2006, who brings a strong background in FCS, the B.A. program will again focus on all FCS areas and has an exciting plan to create new and vital areas of emphasis based on national standards and current FCS trends. The planned areas of emphasis appear in the timeline on page 39. The director, Dr. Mary Mhango, will also seek out other types of collaborative programs for the FCS. Her vita is found in Appendix II, page 17.

Weaknesses:

Changes without a strategic visionary plan in the B.A. Degree in FCS program partially affected the focus of the program. Traditionally, family and consumer sciences programs are focused on the home for food and nutrition programs, human development including child development, and housing and interior design areas of study. The Family Environment Studies area of emphasis was created based upon experience with students who were uncertain of a specialization in family and consumer sciences but nevertheless were attracted to the FCS area. In the future, students will be able to choose from more specific areas of interest with academic advice from faculty.

B. VIABILITY

1. Articulation Agreements:

In 2006 the FCS department collaborated with Marshall University Community and Technical College to establish a dual degree in Hospitality Management. Students with an Associate of Allied Technology Degree in Culinary, Hospitality Management, with an area of emphasis in Hotel/lodging, Culinary Arts, or Foodservice Management may enter the FCS program at Marshall University and complete courses leading to a Bachelor's degree.

Family and Consumer Sciences 5-Adult education majors receive a B.A. degree in secondary education. The Family and Consumer Sciences Department provides all FCS content coursework.

2. Off-campus/Distance Delivery Classes:

Family and Consumer Sciences Department offered a basic nutrition course, FCS 210, at Teays Valley Regional Center and at Mid-Ohio Valley Center once a year until fall 2002. A majority of the students who took this course were pre-nursing students. In 2003, the College of Nursing and Health Professions removed the course from the requirements for pre-nursing. The need for the course was significantly reduced, and it was no longer offered at these other sites. Appendix III on page 30 shows the courses taught off-campus at specific locations.

3. Service Courses:

The Family and Consumer Sciences Department has offered four service courses during the review period. Three FCS courses: FCS 303, FCS 430 (435) and FCS 431 were offered to students earning a Pre-Kindergarten endorsement to their Elementary Education K-6 teaching certification. The FCS 210 basic nutrition course was offered as a service course to students in the Community and Technical College's Physical Therapy Assistant program and to students in the College of Education and Human Service's Athletic Training and Adult Fitness programs. Service courses are contained in Appendix IV, page 31.

4. Program Course Enrollment:

Appendix V on page 32 presents course enrollment per semester for the B.A. in FCS degree program. The Retail Merchandising area of emphasis has maintained a reasonable course enrollment, except for FCS 213 and FCS 414 with enrollment below 10. The Family and Environment Studies experienced adequate enrollment in family studies, but low (less than 10) course enrollment in a few food and nutrition courses (FCS 202, 203, 401, 402, 405, and 410). Low enrollments in some courses should not be a continuing problem during the next review period after program adjustments based on the forthcoming planned strategic review of the B.A. degree program (included in the timeline for FCS program under development 2006-2008, contained in Chart 2, page 39) in keeping with the identified dual program opportunity, societal needs and demands of the job market. Program course enrollment summary is presented in Appendix V on page 32.

5. Program Enrollment

A summary of program enrollments for the review period is presented in Appendix VI on page 36. The program enrollment of principal majors in the B.A. in FCS shows improvement from a total of 39 in 2000-2001 to 79 in 2004-2005. New students' admission rose from 3 in 2000-2001 to 27 in 2004-2005. The Retail Merchandising area of emphasis maintained adequate enrollment throughout the review period. The summary shows low (fewer than 20 students) enrollments in the Family Environment Studies area of emphasis. This partly initiated the current plan for the program's strategic review mentioned above.

6. Enrollment Projections

The B.A. in Family and Consumer Sciences degree program expects a substantial increase in students' enrollment based on the following:

- A strong opportunity for increased enrollment exists with the addition in the B.A. in FCS program of Hospitality Management as a new area of emphasis through an agreement for a dual degree program to accommodate students with an associate degree in Hospitality Management. Through collaboration with the Marshall University Community and Technical College the B.A. in FCS degree program has expanded by developing a dual program in Hospitality Management that will begin in fall 2007.
- The department has embarked on strategic planning based on trends in FCS profession, societal needs and career demands is being discussed to strengthen enrollment in the B.A. in FCS. It includes the revision of the present areas of emphasis and adding more to address the diverse job market demands in business, education, and other organizations in the State of West Virginia, the U.S. and globally. The Family Environment Studies area of emphasis in FCS will be replaced by specific areas (i.e. food and nutrition, consumer and resource management, extension and family studies, and housing and interior design) that represent academic and professional standards in the field of FCS. The goal is to prepare graduates that meet certification standards of the American Association of Family and Consumer Sciences (AAFCS) and to work toward accreditation of the B.A. Degree in Family and Consumer Science by this professional organization.
- The enrollment in the Retail Merchandising area of emphasis continues to attract students. Courses with less than a 10 student enrollment are being revised to be more current and to attract more students into high demand areas.
- The department plans to promote the B.A. Degree in FCS program through various activities. In fall 2006 the department developed brochures for marketing the program to increase enrollments. The department website is under revision and being reorganized to inform and attract potential students. The new coordinator visited high schools and plans more to visit potential consumers of the FCS graduates to help project the need in specific areas of study.

- Family and Consumer Sciences graduates are needed to teach in schools and community colleges, as well as facilitate in the development of training programs for various settings to address basic needs of consumers and families. In addition, the US Department of Labor (2005) projects an increase in professional expertise for mid-level managerial positions or higher in FCS related industries such as foodservice, apparel and textiles, and hospitality management through 2014 in the United States.

C. NECESSITY

1. Advisory Committee: Family and Consumer Sciences department does not have an advisory committee for its program. Establishment of an advisory committee should be a priority in the next five-year period cycle. Membership will be comprised of diverse stakeholders.

2. Graduates: Tracking students following graduation has not been up-to-date in the absence of a systematic approach to collection of these data. Appendix VI, page 36 shows a total of 40 graduates from the program under the current review period. Informal sources of information indicate that those working appear satisfied with their employment opportunities. Some students go on to graduate school; a few choose to start a family, while some have continued employment following graduation in their internship sites. Other graduates have been promoted to managers or supervisors in the establishments where they were employed after graduation. For example, one graduate from the Retail Merchandising area of emphasis is a manager of an Abercrombie and Fitch apparel retail store, and another with Family Environment Studies background is a foodservice supervisor in a hospital. In the future the department will develop and use a survey to obtain data on what students do upon graduation.

3. Job Placement: Internships often provide an avenue for employment opportunities for graduates of the FCS program. Retail Merchandising students frequently find permanent employment through their internship experiences in apparel retail stores. Students with background in Family Environment Studies find employment opportunities through their internship experiences in human service agencies.

The B.A. in FCS has not yet produced graduates in the Preschool Education areas of emphasis because it was introduced in final year of the review period. Generally graduates in the Preschool Education area of emphasis find employment in early childhood programs. Advertisements for certified and early childhood teachers with Bachelor's degrees are numerous in the state of West Virginia. In addition, Marshall's Preschool Education degree results in two areas of certification, Birth through Pre-K and Preschool Special Needs, which further increases employment opportunities for graduates.

D. CONSISTENCY WITH UNIVERSITY MISSION:

The mission of Marshall University is to provide a high quality education to qualified persons in the region through a commitment to students, research, scholarship, service, teaching excellence, and diversity of students, faculty and programs. The Department of Family and Consumer Sciences is committed to refocusing and strengthening its contributions to the College of Education and Human Services, Marshall University, and the State of West Virginia. It sees strengthening rural families, communities and businesses as the central focus area, one that integrates the department's teaching, research and outreach efforts. These outreach efforts extend beyond the state of West Virginia and beyond the borders of the United States.

The mission of the department is to serve the public through preparation of professionals for careers in education, industry, government, business, community agencies, health care, and other human service organizations. The department encourages professional development of students and faculty through practica, study tours, and applied research.

IV. PROGRAM STATUS

The Department of Family and Consumer Sciences requests that the program be considered a program for further development for this program review. The FCS faculty has a new coordinator and many new ideas for strengthening and improving the degree. A timeline for 2006-2008 has been developed that includes the revision of the B.A. in FCS degree program.

APPENDICES

(Insert Appendix 1 here)

**Appendix I
Required/Elective Course Work in the Program**

Degree Program: Family & Consumer Sciences

Person responsible for the report Mary Mhango

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
2002-2005					
Core Courses					
FCS 201 – FCS the Profession	1			ECN 200 – Survey of Economics	3
FCS 210 – Nutrition	3			LE 207 – Legal Environment of Business	3
FCS 215 – Family Relationships	3			ACC 310 –Accounting for Entrepreneurs	3
FCS 259 – Aesthetics for Living	3			MGT 320 – Principles of Management	3
FCS 306 – FCS Instruct. Methods	3			MGT 424 – Personnel Management	3
FCS 358 – Family Resource Mgt	3			MKT 340 – Principles of Marketing	3
FCS 444 – Consumer Education	3				
FCS 471 – FCS Practicum	3				
FCS 472 – FCS Practicum	3				
ISC 209 – Chemistry in the Home	4				

Professional society that may have influenced the program offering and/or requirements:

**Appendix I
Required/Elective Course Work in the Program**

Degree Program: Family & Consumer Sciences

Person responsible for the report Mary Mhango

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
Area of Emphasis: Family Environment Studies	3				
	3				
	3				
417 – Statistics Methods	3			ECN 200 – Survey of Economics	3
FCS 102 – Early Childhood Programs	3			LE 207 – Legal Environment of Business	3
FCS 112 – Clothing Construction	3	Student's choice of 36 hours of electives		ACC 310 –Accounting for Entrepreneurs	3
FCS 202 – Food & Nutrition Concepts	3			MGT 320 – Principles of Management	3
FCS 203 – Mealtime in the USA	3			MGT 424 – Personnel Management	3
FCS 212 – Textiles	3			MKT 340 – Principles of Marketing	3
FCS 303 – Child Development	3				
FCS 314 – Interrelationships of New Environment	3				
FCS 330 – Infant/Toddler Relationships & Environments	3				
FCS 351 – Housing & Household Equipment	3				
FCS 354 – Home Furnishings	3				
FCS 402 – Food of the World					
FCS 432 – Parenting					
FCC 440 – Nutrition in Home & School					

Appendix I
Required/Elective Course Work in the Program

Degree Program: Family & Consumer Sciences

Person responsible for the report Mary Mhango

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
Emphasis: Retail Merchandising					
ART 214 – Introduction to Design	3	Student's choice of 36 hours of electives		ECN 200 – Survey of Economics	3
FCS 112 – Clothing Construction	3			LE 207 – Legal Environment of Business	3
FCS 160 – Overview of the Fashion Industry	3			ACC 310 –Accounting for Entrepreneurs	3
FCS 212 – Textiles	3			MGT 320 – Principles of Management	3
FCS 314 – Interrelationships of New Environment	3			MGT 424 – Personnel Management	3
FCS 349 – Evaluation of Ready to Wear	3			MKT 340 – Principles of Marketing	3
FCS 354 – Home Furnishings	3				
FCS 359 – Merchandising Process and Procedures	3				
FCS 414 – Problems in Fashion Merchandising	3				
FCS 417 – Evolution of Fashion	3				
FCS 459 – Fashion Buying	3				
MKT 340 – Retail Management					

**Appendix I
Required/Elective Course Work in the Program**

Degree Program: Family & Consumer Sciences

Person responsible for the report Mary Mhango

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
Area of Emphasis: Preschool Education					
Core:					
EDF 218 – Child to Adolescent Development in Schools	3				
EDF 270 – Clinical Experience 1	3				
EDF 475 – Schools in a Diverse Society	3				
FCS 472 – Internship	3				
Teaching Specialization – Birth-PreK					
FCS 102 – Early Childhood Programs	3				
FCS 210 – Nutrition					
FCS 303 – Child Development	3				
FCS 330 – Infant/Toddler Relationships & Environments	3				
FCS 331 – Infant/Toddler Education: Practicum	3				
FCS 430 – Preschool Curriculum and Methods	3				
FCS 431 – Guidance of the Young Child: Practicum	3				
FCS 432 – Parenting	3				
FCS 435 – Administration of Day Care Centers	3				
HS 122 – First Aid for Children and Infants	3				
MUS 342– Music in the Elementary Classroom	3				

Appendix I
Required/Elective Course Work in the Program

Degree Program: Family & Consumer Sciences

Person responsible for the report Mary Mhango

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
Teaching Specialization – Preschool Special Education					
CISP 320 – Survey of Exceptional Children I	3				
CISP 420 – Survey of Exceptional Children II	3				
CISP 428 – Special Needs in Early Childhood Education	3				
CISP 429 – Introduction to physically Handicapped	3				
CISP 445 – Intervention Strategies for Preschool Special Education	3				
CISP 454 – Working with Parents of Exceptional Children	3				
CISP 455 – Field Experience in Preschool Special Education	3				

Appendix II

Faculty Data Sheet

(For the period of this review)

Name: Mary Jo Graham _____ Rank: Professor _____

Status (Check one): Full-time Part-time _____ Adjunct _____ Current MU Faculty: yes _____ no

Highest Degree Earned: ___ Ph.D. _____ Date Degree received: ___ June, 1997 _____

Conferred by: ___ Ohio University _____

Area of Specialization: ___ Curriculum and Instruction _____

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience	8
Years of employment other than Marshall	15
Years of employment at Marshall	12
Years of employment in higher education	12
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring, 05	FCS 303	Child Development	20
Spring, 05	FCS 306	Instructional Methods	21
Spring, 05	FCS 431 (10%)	Guidance of the Young Child	7
Spring, 05	FCS 485	Independent Study	4
Spring, 05	FCS 486	Independent Study	3
Spring, 05	FCS 585	Independent Study	2
Spring, 05	FCS 586	Independent Study	1
Spring, 05	FCS 690	Seminar	1
Fall, 04	FCS 102	Early Childhood Programs	29
Fall, 04	FCS 303	Child Development	15
Fall, 04	FCS 431 (10%)	Guidance of the Young Child	12
Fall, 04	FCS 432/532	Parenting	20
Fall, 04	FCS 471/472	IFCS Practicum	3
Fall, 04	FCS 485	Independent Study	3
Summer, 04	FCS 430	Preschool Curriculum and Methods	4
Summer, 04	FCS 431	Guidance of the Young Child	4
Summer, 04	FCS 531	Guidance of the Young Child	2
Summer, 04	FCS 535	Administration of Day Care Centers	1
Spring, 04	FCS 303	Child Development	10
Spring, 04	FCS 330	Infant/Toddler Environments and Relationships	13
Spring, 04	FCS 431 (10) %	Guidance of the Young Child	21
Spring, 04	FCS 485	Parenting	1
Spring, 04	FCS 603	Advanced Child Development	6
Spring, 04	FCS 679	Problem Report	1
Spring, 04	FCS 684	Special Topics	1
Fall, 03	FCS 303	Child Development	30
Fall, 03	FCS 415	Family Relationships	29
Fall, 03	FCS 431/531	Guidance of the Young Child	10
Fall, 03	FCS 681	Thesis	1
Summer, 03	FCS 431	Guidance of the Young Child	12
Summer, 03	FCS 435/535	Administration of Day Care Centers	13

1 If your degree is not in your area of current assignment, please explain.
Not applicable

2 Activities that have enhanced your teaching and or research.
Sabbatical, Fall Semester, 2001.

Attended New Scripts Initiative—Supporting Change and Reform in Inter-professional Pre-service Training by the Frank Porter Graham Child Development Center, University of North Carolina June, 2000.

- 3 Discipline-related books/papers published (provide a full citation).
 Graham, Mary Jo & Banks, Steven R. (2000). Young Children's Initial Exploration of Computers, in Lillian Katz Symposium—Proceedings, ERIC—Resources in Education.
- Graham, Mary Jo. 2003. Starting Points, Four-semester curriculum for Apprenticeship for Child Development Specialist, a US. Department of Labor Apprenticeship program administered through the West Virginia Department of Education.
- 4 Papers presented at state, regional, national, or international conferences.
 July 26 – 28, developed and presented a statewide Early Childhood Leadership Conference with the staff of the Early Education Outreach Center in Huntington, WV
- March 5, 2005, National Coalition for Campus children's Centers, Developing a Sense of Community through Environmentally-Focused Curriculum, Charleston, SC.
- March 26, 2004, Appalachian Studies Association, Developing Healthy Appalachian Identities, Cherokee, NC.
- October 4, 2003, West Virginia Association for Young Children, Parkersburg, WV; February 25, 2004, Celebrating Connections, Charleston, WV; April 24, 2004, Early Childhood Conference, Huntington, WV; Enhancing Children's Learning, a full day workshop on cognitive development in three different locations.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
 National Association for the Education of Young Children
 Southern Early Childhood Association
 West Virginia Association for Young Children
 Phi Delta Kappa
 American Association of Family and Consumer Sciences
 West Virginia Association of Family and Consumer Sciences
 National Black Child Development Institute
 National Coalition for Campus Children's Centers
 Association for Childhood Education International
 Appalachian Studies Association, Secretary
- Attended National Black Child Development Institute, October 10 – 13, 2000.
- Attended Reggio Emilia conference at Virginia Tech, June 13-15, 2001
- Trained in the Basic CVS method of vision screening, 2001.
- Attended Appalachian Studies Association Conference in 2001 and 2002.
- 6 Externally funded research grants and contracts you received.
 Co-principal investigator for Child Care Access means Parent in School (CCAMPIS) from 1999 to 2003. \$250,000 total over 4 years funded by the US Department of Education.
- Co-principal investigator for a \$299,000 three-year grant funded through the Appalachian Transportation Institute to develop early child transportation curriculum and an outreach program.
- \$99,000 contract with the National Institute for Early Education Research to assess over 1000 preschool and kindergarten children in West Virginia.
- Directed two evaluations of Healthy Families American Program in Huntington, WV. 2000 and 2002
 Participated on the Educare Evaluation Team, MU Graduate College
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Greenbook*.
 Developed a two-year (four semesters) curriculum for the United States Department of Labor, Bureau of Apprenticeship and Training, for use in West Virginia and trained instructors statewide to use the curriculum. This was a 4-year commitment.
 Volunteer with United Way's Success by Six programs
 Volunteer to the Head Start Education Advisory committee.

Appendix II

Faculty Data Sheet

(for the period of this review)

Name: Sue Linnenkohl

Rank: Professor

Status (Check one): Full-time Part-time Adjunct

Current MU Faculty: yes no

Highest Degree Earned: PhD Date Degree Received: 1991

Conferred by: Oklahoma State University, Stillwater, OK

Area of Specialization: Home Economics – Food and Nutrition Management

Professional Registration/Licensure: RD, LD Agency: The American Dietetic Association and West Virginia Board of Licensed Dietitians

Years non-teaching experience	5
Years of employment other than Marshall	10
Years of employment at Marshall	15
Years of employment in higher education	25
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year / Semester	Alpha Des. & No.	Title	Enrollment
200502	FCS 201	FCS The Professions	16
200502	FCS 203	Meal Management	08
200502	FCS 210 sec 201	Nutrition	24
200502	FCS 210 sec 202	Nutrition	23
200502	FCS 471	FCS Practicum I	05
200502	FCS 472	FCS Practicum II – Capstone	06

Year / Semester	Alpha Des. & No.	Title	Enrollment
200501		On leave	

Year / Semester	Alpha Des. & No.	Title	Enrollment
200404	FCS 471	Practicum I	05
200404	FCS 472	Practicum II – Capstone	04

Year / Semester	Alpha Des. & No.	Title	Enrollment
200402	FCS 210	Nutrition	27
200402	FCS 358	Family Resource Management	26
200402	FCS 402 / 502	Foods of the World	08
200402	FCS 471	Practicum I	06
200402	FCS 472	Practicum II – Capstone	08

Year / Semester	Alpha Des. & No.	Title	Enrollment
200401	FCS 201	FCS The Professions	15
200401	FCS 210	Nutrition	21
200401	FCS 410 / 510	Nutrition in Aging	08 + 1
200401	FCS 471	Practicum I	02
200401	FCS 472	Practicum II – Capstone	01
200401	FCS 600	Philosophy and Trends in FCS	02

1 If your degree is not in your area of current assignment, please explain.

My degrees are in Dietetics, Institutional Management and Home Economics with a Food and Nutrition Management emphasis. My current assignment is Family and Consumer Sciences, which is a larger entity than Dietetics. Previously I was in Dietetics and administrative changes have resulted in my teaching in an area other than Dietetics.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

- 2 Activities that have enhanced your teaching and or research.

Book reviews: Summer 2005. (1) Pearson. Benjamin Cummings. 2005. Nutrition and You. Chapter 2: Healthy Eating Made Easy. Spring 2005. (2) Wadsworth 2004. Beerman/McGuire. Nutritional Sciences: An Integrated Approach. Chapter 5 Nutritional Physiology.

Home Study Courses: Spring 2004: Maternal and Infant Nutrition (10 hrs), Child and Adolescent Nutrition (10 hrs), Nutrition Counseling for Young Adults (8 hrs)

*Fall 2002 E. Satter's Treating the Dieting Causality, Madison, WI
Fall 2001 E. Satter's Feeding with Love and Good Sense, Madison, WI*

Summer 2001 MU Community College: Introduction to Word, Introduction to Power Point

- 3 Discipline-related books/papers published (provide a full citation). N.A.

- 4 Papers presented at state, regional, national, or international conferences.

*(1) Five a Day – The Color Way, WVAFCS State Conference, April 2005
(2) Undergraduate Curriculum Marketing and Family and Consumer Sciences, WVAFCS State Conference, April 2005*

- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Membership in The American Dietetic Association, registered dietitian; American Association of Family and Consumer Sciences; Kappa Omicron Nu and Phi Upsilon Omicron, national honor societies in Family and Consumer Sciences.

President of WVAFCS, 2004-2005; President-Elect of WVAFCS, 2003-2004; Membership, Marketing, and Recognition 2002-2004

*Summer 2005: AAFCS National Conference, Minneapolis, MN; Kappa Omicron Nu Conclave, Chicago, IL
Spring 2005: WVAFCS State Conference, WVDA State Conference; Celebrating Mid-Life Regional Conference, PA
Fall 2004: AAFCS Leadership Conference, Indianapolis, IN
Summer 2004: AAFCS National Conference, San Diego, CA; WVACTE state meeting, Charleston, WV
Spring 2004: WVAFCS State Conference
Fall 2003: AAFCS Leadership Conference, Alexandria, VA
Summer 2003: AAFCS National Conference, Washington, DC
Spring 2003: WVAFCS State Conference
Spring 2002: WVAFCS State Conference
Spring 2001: WVAFCS State Conference*

- 6 Externally funded research grants and contracts you received. N.A.

- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition. N.A.

- 8 Community service as defined in the *Greenbook*. minimal

Appendix II
Faculty Data Sheet
 (for the period of this review)

Name: Glenda Lowry Rank: Associate
 Status (Check one): Full-time Part-time Adjunct Current MU Faculty: yes no
 Highest Degree Earned: Ph.D. Date Degree Received: 12/1986
 Conferred by: University of North Carolina at Greensboro
 Area of Specialization: Apparel and Textile Marketing and Merchandising
 Professional Registration/Licensure: N.A. Agency: N.A.

Years non-teaching experience
 Years of employment other than Marshall 9
 Years of employment at Marshall 18
 Years of employment in higher education 27
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des & No	Title	Enrollment
200503	FCS 354	Home Furnishings	7
200502	FCS 112	Basic Clothing Construction	15
200502	FCS 160	Overview of the Fashion Industry	20
200502	FCS 259	Visual Merchandising	18
200502	FCS 354	Home Furnishings	17
200502	FCS 485	Independent Study	2
200501	FCS 314	Inter-relationships of the Near Environment	16
200501	FCS 414	Problems in Fashion Merchandising	8
200501	FCS 417	Evolution of Fashion	18
200501	FCS 459	Fashion Buying	8
200501	UNI 101	Freshman Orientation	18
200501	FCS 444	Consumer Education	18
200501	FCS 544	Consumer Education	2
200501	FCS 485	Independent Study	1
200403	FCS 112	Basic Clothing Construction	9
200402	FCS 212	Textiles	17
200402	FCS 354	Home Furnishings	27
200402	FCS 359	Fashion Merchandising: Processes and Procedures	16
200402	FCS 483	New York Fashion Field Study	8
200402	FCS 485	Independent Study	2
200401	FCS 160	Overview of the Fashion Industry	18
200401	FCS 213	Advanced Clothing Construction	3
200401	FCS 259	Visual Merchandising	17
200401	FCS 349	Evaluation of Ready-to-Wear	10
200401	FCS 351A	Housing and Household Equipment	13
200401	UNI 101	Freshman Orientation	16
200302	FCS 112	Basic Clothing Construction	20
200302	FCS 314	Inter-relationships of the Near Environment	19
200302	FCS 414	Problems in Fashion Merchandising	9
200302	FCS 459	Fashion Buying	9
200301	FCS 212	Textiles	18
200301	FCS 354	Home Furnishings	18
200301	FCS 417	Evolution of Fashion	14
200301	FCS 444	Consumer Education	18
200301	FCS 544	Consumer Education	1
200301	UNI 101	Freshman Orientation	16

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research. Attended State WVAFCS Conference viewing poster presentations and seminars. 2005. Attended AAFCS National Conference 2003. Attended Seminars, and viewed poster presentations.

3 Discipline-related books/papers published (provide a full citation). N.A.

4 Papers presented at state, regional, national, or international conferences. N.A.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations. Organizations:
AAFCS—American Association of Family and Consumer Sciences; WVAFCS—West Virginia Affiliate Family and Consumer Sciences—Past President, International Section Chair; IFHE—International Federation of Home Economics, attended national conference; Represented Marshall University at the Higher Education Section of AAFCS. Kappa Omicron Nu—National Honor Society, Student Advisor.

6 Externally funded research grants and contracts you received. N.A.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*. Collected Clothes for local Battered women's shelter.

Appendix II

Faculty Data Sheet

(for the period of this review)

Name: __Rob Brandenbury_____ Rank: Adjunct_____

Status (Check one): Full-time____ Part-time____ Adjunct Current MU Faculty: yes no

Highest Degree Earned: __Master of Science_____ Date Degree Received: December 2004_____

Conferred by: __Marshall University_____

Area of Specialization: __Dietetics_____

Professional Registration/Licensure Yes _____ Agency: Commission on Dietetic Registration/State of Kentucky_____

Years non-teaching experience	3
Years of employment other than Marshall	3
Years of employment at Marshall	1
Years of employment in higher education	1
Years in service at Marshall during this period of review	1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall, 04	FCS 210	Nutrition	21

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Appendix II

Faculty Data Sheet

(for the period of this review)

Name: William Clayton Burch _____ Rank: Instructor _____

Status (Check one): Full-time _____ Part-time X Adjunct _____ Current MU Faculty: ___yes ___no

Highest Degree Earned: MA FCS _____ Date Degree Received: 08/2000 _____

Conferred by: Marshall University _____

Area of Specialization: Elementary K-8, PreK-K, Family and Child Development

Professional Registration/Licensure WV Multi-Subj. K-8 _____ Agency: WV Board of Education

Years non-teaching experience	_____
Years of employment other than Marshall	4
Years of employment at Marshall	6
Years of employment in higher education	6
Years in service at Marshall during this period of review	6

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005/Spring	FCS 430	Preschool Curriculum and Methods	8
2004/Fall	FCS 430	Preschool Curriculum and Methods	12
2004/Spring	FCS 435	Administration of Day Care Centers	24
2003/Fall	FCS 435	Administration of Day Care Centers	22
2003/Spring	FCS 435	Administration of Day Care Centers	21

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

Appendix II

Faculty Data Sheet

(for the period of this review)

Name: Denise Eagan

Rank: Assistant Professor

Status (Check one): Full-time Part-time _____ Adjunct _____ Current MU Faculty: X yes ___ no

Highest Degree Earned: Masters of Arts

Date Degree Received: August 1984

Conferred by: _ Marshall University

Area of Specialization: _ Dietetics

Professional Registration/Licensure 689534/ 165 Agency: Commission on Dietetic Registration/ West Virginia Licensure

Years non-teaching experience	18
Years of employment other than Marshall	30
Years of employment at Marshall	12
Years of employment in higher education	12
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	DTS 201	Nutrition & Food Technology I	12
Fall 2003	DTS 304	Fundamentals of Meal Planning	8
Fall 2003	DTS 320	Intermediate Nutrition	10
Fall 2003	DTS 480	Senior Seminar & Practicum	7
Spring 2004	DTS 202	Nutrition & Food Technology II	7
Spring 2004	DTS 310	Life Span Nutrition	8
Spring 2004	DTS 280	Teaching Strategies	4
Spring 2004	DTS 468	Chemistry of Foods	8
Fall 2004	DTS 201	Nutrition & Food Technology I	16
Fall 2004	DTS 304	Fundamentals of Meal Planning	8
Fall 2004	DTS 320	Intermediate Nutrition	6
Fall 2004	DTS 480	Senior Seminar & Practicum	10
Fall 2004	FCS 202	Food Science Principles	12
Spring 2005	DTS 202	Nutrition & Food Technology II	14
Spring 2005	DTS 310	Life Span Nutrition	10
Spring 2005	DTS 280	Teaching Strategies	13
Spring 2005	DTS 468	Chemistry of Foods	3

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Appendix II

Faculty Data Sheet

NEW DIRECTOR OF FCS PROGRAM

Name: Mary Mhango, Ph.D.

Rank: Associate Professor

Status (Check one): Full-time Part-time _____ Adjunct _____ Current MU Faculty: X yes ___no

Highest Degree Earned: ___Ph.D. _____ Date Degree Received: ___August 2006 _____

Conferred by: ___Iowa State University _____

Area of Specialization: ___Textiles and Clothing _____

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience	_____
Years of employment other than Marshall	20
Years of employment at Marshall	2 months
Years of employment in higher education	20
Years in service at Marshall during this period of review	N/A

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary) N/A

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

2003 – 2006 Graduate Assistant in Textiles and Clothing program at Iowa State University:

Teaching:

Assisted students in laboratory work in apparel design, draping, and production.

Managed WebCT grade book and e-reserve reading materials for courses

Developed multi-item scales, collected, coded, edited, analyzed, and interpreted quantitative and qualitative data

Preparing Future Faculty, Iowa State University. 2004

Research worked on:

2005 Predicting the entrepreneurial intentions of non-business majors: a preliminary investigation.

2004 Family and Consumer Science students' attitudes toward entrepreneurship career path.

2003 Iowa retailers' integration of e-commerce technology,

2003 Secondhand clothing distribution channel: opportunities for formal retailing in Malawi

3 Discipline-related books/papers published (provide a full citation).

Referred journals

Marcketti, S.B., Mhango, M.W. & Gregoire, M.B. (2006). The experiences of African graduate students in a college of Human Sciences. *Journal of Family and Consumer Sciences Education*, 24(1), 63-69.

Niehm, L., Gregoire, M., Austin, T., & Mhango, M. (2005, November). Building potential for entrepreneurship in Family and Consumer Sciences. *Journal of Family and Consumer Sciences*, 97(4), 44-45.

Mhango, M; Niehm, L. & Marcketti, S. (2005). Small retailers' integration of e-commerce technology: personal and business perspectives of Iowa business owners. *Journal of Business and Entrepreneurship*, 17(2), 70-90.

Mhango, M. W. and Niehm, L.S. (2005). The second-hand clothing distribution channel: opportunities for retail entrepreneurs in Malawi. *Journal of Fashion Marketing and Management*, 9(3), 342- 356.

3 Papers presented at state, regional, national, or international conferences.

Referred Presentations

- 2005 Niehm, L, Marcketti, S., Austin, T, Mhango, M. and Gregoire, M. Building entrepreneurship potential in the textiles and clothing curriculum. ITAA Conference, Washington DC, USA, November 2-6
- 2004 Niehm, L.; Marcketti, S. and Mhango, M.W. Small retailers' technology learning processes and business capabilities: a diffusion of innovations. ITAA Conference, Portland, Oregon, USA, November 3-7
- 2003 Mhango, M. and Niehm, L. Second-hand clothing: a competitive retail opportunity in Malawi. ITAA Conference, Savannah, Georgia, USA November 1-5
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
 International Textile and Apparel Association (ITAA) 2003-present
 American Association of Family and Consumer Sciences (AAFCS), 2004-present
 Attended ITAA Conference 2005
 Attended ITAA Conference 2004
 Attended ITAA Conference 2003
- 6 Externally funded research grants and contracts you received.
 Dissertation research (\$8000), 2005, Margaret McNamara Memorial Fund, World Bank
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
 2004 Preparing Future Faculty (PFF) Awards: "Largest Number of Different Stand-Alone Courses Taught", "Most Books Published", "Most years as Department Chair"
- 8 Community service as defined in the *Greenbook*.
 Text textiles for quality assurance, Premier Uniform Supply Company, Botswana, 2001-2002

Appendix IIa
Graduate Assistant Data Sheet

Course Number and Name	GA Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
		S u	F a	S p	S u	F a	S p	S u	F a	S p	S u	F a	S p	S u	F a	S p
FCS 431 Guidance of the Young Child :Practicum	Lisa Lamberson								X	X		X				
FCS 431 Guidance of the Young Child :Practicum	Donna Wedenoja								X							
FCS 431 Guidance of the Young Child :Practicum	Melissa Sheets									X						
FCS 431 Guidance of the Young Child :Practicum	Andrea Bajor											X				
FCS 431 Guidance of the Young Child :Practicum	Lori Vovk												X	X	X	X
FCS 431 Guidance of the Young Child :Practicum	Sara Jones													X	X	
FCS 431 Guidance of the Young Child :Practicum	Courtney Reach															X

Note: Graduate Assistants only supervised students during internship.

Appendix III
Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Fall 2000	Teays Valley Regional Center	FCS 210 – Nutrition	12
Spring 2001	Mid Ohio Valley Center	FCS 210 – Nutrition	25
Fall 2001	Teays Valley Regional Center	FCS 210 – Nutrition	23
Spring 2002	Mid Ohio Valley Center	FCS 210 – Nutrition	25
Fall 2002	Mid Ohio Valley Center	FCS 210 – Nutrition	15
Fall 2002	Teays Valley Regional Center	FCS 210 – Nutrition	23

Appendix IV
Service Courses

Course Number	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
FCS 210	Nutrition		127	138		138	86		151	139		21	27		21	46
FCS 303	Child Development		62	60		30	46		45	22		30	10		15	20
FCS 430	Preschool Curriculum and Methods													4	12	7
FCS 431	Guidance of the Young Child: Practicum	9	26	21	16	29	22	12	23	21	12	31	21	4	12	7
FCS 435	Administration of Day Care Centers		31	22	17	28	28	12	23	21	12	32	24			

Appendix V
Program Course Enrollment

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
102	Early Childhood Programs														29		
110	Food Select/Preparation																
112	Clothing Construction						14				20				9		15
160	Overview: Fashion. Industry							19					18				20
201	FCS the Profession			14			15			26			15				16
202	Food Science Principles			5						11						9	
203	Meal Management			6							8						8
210	Nutrition			127	138		138	86		151	139		21	27		21	46
212	Textiles			17						18				17			
213	Adv. Clothing Construction												3				
259	Visual Merchandising							17					17				18
280-283	Special Topics							13									

Appendix V
Program Course Enrollment

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
306	FCS Instructional Methods										23						21
314	Interrelationships of Near Environment						17				19					16	
330	Infant/Toddler Relationships & Environments													13			
349	Evaluation of Ready-To-Wear							10					10				
351	Housing & Household Equipment				18								13				
354	Home Furnishings				27					18				27			17
358	Family Resource Management							21						26			
359	Merchandising: Processes & Procedures			14				12						16			
401	Maternal & Child Nutrition										9						
402	Foods of the World													8			
405	Quantity Food Production																

Appendix V
Program Course Enrollment

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
410	Nutrition in Aging											8					
414	Problems in Fashion Merchandising			9			9				9					8	
415	Family Relationships				18			17					29				
416	Prenatal & Infant Care						15										
417	Evolution of Fashion				18					14						18	
432	Parenting			19						18						17	
435	Administration of Day Care Centers			31	22	17	28	28	12	23	21	12	32	24			
440	Nutrition for Home & School			8						7							
444	Consumer Education				25					18						18	
459	Fashion Buying			10			11				9					8	
460-463	Staff Development																

Appendix V
Program Course Enrollment

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
471	FCS Practicum		4		4	9		1	4		6	5	2	6	5	1	5
472	FCS Practicum		5			5		1	7		1	4	1	8	4	2	6
480-483	Special Topics				25		3	2		11				8			
485-488	Independent Study		1		2			1			5			3	1	4	7
491-494	Workshop						7										
495-496	Readings for Honors in FCS																

**Appendix VI
Program Enrollment**

Students	Year 1 2000-2001	Year 2 2001-2002	Year 3 2002-2003	Year 4 2003-2004	Year 5 2004-2005
New Students Admitted	3	8	5	7	27
Principal Majors Enrolled	42	45	53	42	75
Area of Emphasis: Fashion Merchandising	28	33	35	28	31
Area of Emphasis: Family Environmental Studies consisted of:	7	8	17	14	18
Area of Emphasis: Preschool Education					27
Other programs: Teacher Certification in Home Economics Education	4	4	4	4	3
Grand Total of Students Enrolled in the Program	39	45	56	46	79
Minor in FCS				1	1
Graduates of the program	5	5	8	13	9

Note: Preschool Education area of emphasis was introduced into the B.A. in FCS in 2004-2005 academic year

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.

CHART 1
ASSESSMENT REPORT SUMMARY
BA in Family and Consumer Sciences
2002-2005 Program Review Period

Student Outcomes	Persons Responsible	Assessment Tool or Approach	Standards/Benchmarks	Results/Analysis	Action
Increase their knowledge & understanding of concepts fundamental to the mission of FCS	Faculty	Tests, lab exercises and assignments on coursework	Grade of C or higher in FCS courses Praxis II FCS content standards for education students	100% students attained a GPA of 2.0 or higher. 100% education students passed Praxis II content	Continue with diverse learning activities and assessment tools.
Demonstrate a working knowledge in FCS related to retail industry or organization that deal with availability of goods and services.	Faculty Students Mentors/Supervisors at work site	Portfolio Internship evaluation forms by faculty, employers, and self	Checklist rubric/reports from employers. Working hour productivity Workplace comments	Attained grade A, B,C in FCS 471 & 472 All worked correct number of hours and achieved their goals.	Challenge students to set even higher goals for internship. Encourage proficiency in portfolio assignments
Apply critical thinking skills in making value-based decisions, and in analysis of factors that impact individuals, families, and communities with regard to consumer choices and/or meeting human needs	Faculty	Scorecards on analysis of case studies, and literature summaries. Observations tools Case studies scorecards	Proficiency demonstrated through articulation of information and thoughtness in problem solving. Grades	A majority (80%) were able to use diverse search engines to access information and substantiate claims. Inconsistence in citation of references	Engage students in review of scholarly articles and citation of sources of information
Use technology to achieve operational efficiency and productivity in FCS	Faculty	Courses: FCS 212, 259 Design projects	Use Microsoft Office Word and PowerPoint for presenting assignments	All students effectively used Microsoft Office Word for typing	Setting up computer labs with computer-aided-design (CAD)

				assignments. Proper use of Microsoft PowerPoint for class presentation.	software in 2006-2007 will enhance creativity in design projects
Communicate in writing and orally	Faculty	Evaluation sheet/form for papers, essay questions	Clearly and correctly stated ideas. Proper grammar use.	Acceptable presentation on information in both writing and verbally.	Provide more class work that requires students to present both in writing and orally.

CHART 2

Timeline for Family and Consumer Sciences Programs under Development 2006-2008

1/03/07

Action	Responsible persons	Approval by	Deadline	Evidence
Review and development of areas of emphasis for BA Degree in FCS program for: <ul style="list-style-type: none"> • Apparel Design and Merchandising • Hospitality Management • Extension and Family Studies • Consumer and Resource Management • Housing and Interior Design • Food and Nutrition 	FCS Coordinator & faculty, Chair HU&AT, Associate Dean, Dean, COEHS	- HDAT Division Chair, Associate Dean and Dean, COEHS - Undergraduate Program Curriculum Committee (UPCC) - University Curriculum Committee	12/20/06 through 6/1/07	- Minutes of meetings - Curriculum drafts - Strategic plan of action timeline - Approval by relevant committees
Review and development of the M.A. Degree in FCS program for: <ul style="list-style-type: none"> • Core courses • Electives from the following areas of study: <ul style="list-style-type: none"> - Apparel Design and Merchandising - Hospitality Management - Extension and Family Studies - Consumer and Resource Management - Housing and Interior Design - Food and Nutrition • Develop syllabi for online courses in areas of study 	FCS Coordinator, Chair HU&AT, Associate Dean, Dean, COEHS	-FCS Dept. - HDAT Division Chair, Associate Dean and Dean, COEHS - GPCC - University Curriculum Committee	12/20/06 through 8/1/07	- Minutes of meetings - Curriculum drafts - Strategic plan of action timeline - Approval by relevant committees
Identify/arrange computer space/lab for FCS courses Acquire and install FCS computer software	FCS Coordinator, Chair HU&AT, Associate Dean, Dean, COEHS FCS Coordinator, Dean, COEHS and computer specialist (Albert Simon)	Dean's Office	11/20/2006 through 5/21/2007	Computer lab designated for specialized FCS computer software. Types of computer software acquired and installed

<p>Remodel learning facilities plan for:</p> <ul style="list-style-type: none"> • Apparel and Textile lab • Food Preparation lab <p>Determine what needs to be done for remodeling each lab and costs.</p> <p>Develop a budget for remodeling</p> <p>Request and obtain funding for remodeling</p> <p>Remodel apparel and Textile Lab Remodel Food Preparation Lab</p>	<p>FCS Coordinator, Chair HU&AT, Associate Dean, Dean, COEHS Physical Plant Personnel</p>	<p>Dean of COEHS, FCS Coordinator and faculty</p>	<p>05/9/07 Through 6/1/08</p>	<ul style="list-style-type: none"> - Minutes of meetings - Budget - Resources acquired for remodeling - Lab inventory
<p>Human resources:</p> <p>1. Academic Laboratory Manager Post</p> <ul style="list-style-type: none"> • Establishment of Academic Laboratory Manager position • Advertise and fill the Academic Laboratory Manager position <p>2. Additional Faculty</p> <ul style="list-style-type: none"> • Establish additional faculty positions • Advertise and fill faculty positions 	<p>FCS Coordinator and Dean, COEHS</p> <p>FCS Coordinator and Human Resource Personnel</p> <p>FCS Coordinator, HDAT Division Chair, Associate Dean and Dean, COEHS</p>	<p>Human Resource Unit</p> <p>Provost Academic Affairs</p>	<p>04/23/07 through 8/1/08</p>	<ul style="list-style-type: none"> -Job descriptions - Number of positions established for the FCS Dept. - adverts for specific positions - Interview outcomes - Number of positions filled
<p>Develop promotion and marketing strategies for FCS programs</p>	<p>FCS Coordinator, faculty and staff</p>	<p>Associate Dean and Dean, COEHS</p>	<p>04/23/07 through 8/1/08</p>	<p>FCS Brochures FCS Website Press release/media announcements</p>
<p>Study AAFCS standards and accreditation process</p>	<p>FCS Coordinator and Faculty</p>	<p>Associate Dean and Dean, COEHS</p>	<p>04/23/08</p>	<p>Results of FCS resource evaluation based on AAFCS standards and accreditation</p>

MEMORANDUM

TO: Dr. Mary Jo Graham, Program Director, Family and Consumer Sciences
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: August 13, 2002

SUBJECT: Review of AY 2001 Yearly Assessment Report: B.A. Family and Consumer Sciences

- V. This memorandum is the review of the Yearly Assessment Report for the Academic Year 2001, which was completed last October. Members of the University Assessment Committee have reviewed these reports. I am enclosing a copy of the reviewer's comments. I will also provide comments from my review of the assessment report submitted by your program.
- VI. As we come upon our 10-year self-study by the North Central Association's Higher Learning Commission, I am enclosing several other documents for your information. Document 1 is the Departmental Assessment Program Primary Traits Analysis form. This form mirrors the Student Academic Achievement Levels of Implementation provided by NCA. You will notice that there are three areas of importance to be considered: (1) Learning Objectives; (2) Assessment Measures; and (3) Feedback loop. The current report has been evaluated Based on these levels. At this point in time, programs should be at Level 2 or better in each of the categories. If your program does not receive marks in Level 2, your program should work on those areas during the coming year. This is important as Marshall will be judged on the NCA committee's perception of our assessment program in terms of these various levels. After a cursory examination of the assessment report submitted by the B.A. Family and Consumer Sciences the following observations were made. Area 1 Learning Objectives. The program rates at a level 2. Area 2 Assessment Measures. The program rates at a level 2. Area 3. Feedback Loop. The program rates mostly at a level 2.

- VII. Document 2 is a chart entitled "Marshall University: Assessment of Student Outcomes." Each program must begin completing this chart for your records as well as our records. One of the criteria NCA will be using in our accreditation will be *patterns of evidence*. Patterns of evidence are the documentation that we are using the data we collect in our assessment efforts as a Basis for making changes in our programs. This is only one part of the puzzle, but a very necessary piece of information. All too often, changes in curriculum are made based on limited evidence. NCA wants each program to be able to document change Based on evidence collected. This chart must be filled out and returned with the AY 2002 Assessment Review. Please remember that you do not have to assess every outcome every year, however, within a 3-4 year period of time all of the objectives must be evaluated, results listed and documentation of actions taken. This form will be e-mailed to you for your convenience in both Word and WordPerfect formats depending on which word processing program you use. All you will need to do is to enter the information in the appropriate places on the form and submit it along with your narrative summary of your assessment activities. You should continue to update this form as the years go by. This information will prove invaluable as you begin to prepare your 5-year program review documents. Some programs completed this form and returned it with the AY 2001 report. Thanks to you!!
- VIII. Thanks for presenting the report in a chart, although the chart is a bit difficult to read. Please use the format supplied for future reports. As well, please revise the chart to include the information found in paragraph 3 above. The objectives for the program appear to be difficult to measure. Please review the objectives and describe how the program plans to measure them. As well, the objectives are complex statements, which make it difficult to measure as well. In addition, when you prepare the chart as directed above, there is a space for results. Please include this section. It is difficult to tell why something was successful if no data or table or information is supplied.

Enclosures

TO: Dr. Mary Jo Graham, Program Director, and FCS
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: June 29, 2004

Subject: Assessment Plan for B.A. Family and Consumer Sciences

Thanks for submitting your revised assessment plan for the BS Family and Consumer Sciences. The program should be congratulated for its hard work in revising the plan.

On the surface the plan seems to fulfill the needs of the University Assessment Committee's guidelines for an assessment plan. It will be up to the program to now implement the plan and closely monitor the activities suggested in the plan. Please remember that it will take several years of data collection to see if the outcomes are adequate and provide for the competencies you feel are important for success by the graduates of the program.

You should have implemented this program with the beginning of the 2003-2004 academic year. The first portfolios should be in your hands by this time. The yearly assessment report for the 2003-2004 academic year will be due October 1, 2004.

Please remember that you do not have to measure all outcomes every year; however, all of the outcomes must be measured over a 2 or 3-year period of time. An assessment summary chart must be constructed. I will be forwarding an electronic copy to you.

Good luck with the revised plan.

Review of Assessment Plan

Program: _____ B.A. Family and Consumer Sciences _____
 DATE: June 29, 2004

Program Description:	<p>Comments The program description is adequate.</p>
Program Goals:	<p>Comments The program goals are embedded in the mission statement. A bulleted list might be easier to visualize. The four goals appear appropriate.</p>
Learning Outcomes	<p>Comments: The common outcomes for the program appear to be a good start. It will take several years to be able to determine the effectiveness of these outcomes. The assessment process is an ongoing one which be continually changing to meet the needs of the program and the students involved. The specific outcomes for each of the tracks are also effective. It will take a few years before the program can make any decisions. Data must be collected to give an indication of student progress toward meeting those particular outcomes. The next few years should be ones in which data are gathered and interpreted.</p>
Measuring Instruments	<p>Comments Portfolio measurement appears to be the primary tool for data collection. If well done, this will be adequate. Be sure to collect sufficient examples of student performance to measure competency with each of the outcomes.</p>
Review Process:	<p>Comments: There is no review process indicated. The program must establish a periodic review process to monitor the status of the assessment activities.</p>
Data Collection	<p>Comments The portfolios will be evaluated beginning in May of each year. This should be sufficient, but if not, don't be bound by deadlines and rules if something needs to be done. Is anything going to be done to monitor classroom effectiveness?</p>
	44

<p>Data Analysis</p>	<p>No data analysis and specific timetable was addressed. The program should begin the process with the 2003-2004 year and then monitor it carefully for several years before making any decisions. Perhaps as many as 3 years need to be measured before changes in the program take place. Minor changes can be made at any time, however. Preliminary benchmarks and standards can become a reality after one or two portfolio analyses. The final standards would be established after at least three or four years of data analysis.</p>
<p>Action Taken:</p>	<p>Comments: Please make sure that the data collected is used to evaluate the program. Changes should not be made without thorough investigation of the results of the portfolio analysis. Program changes should be made as a result of effective analysis of program data.</p>

To: Mary Jo Graham, Program Coordinator, Family and Consumer Sciences
 From: Bob Edmunds, Coordinator for Program Review and Assessment
 Date: June 29, 2005

Yearly Assessment Report for: B.A. Family and Consumer Sciences

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2005-2006.

The Yearly Assessment Report for documenting AY 2004-2005 assessment activities is due by October 3, 2005. If the program is scheduled for a program review during the 2005-6 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

Reviewer summary of yearly assessment report:

What follows is a brief critique of the report you submitted for the academic year 2003-2004. In most cases 3 members of the University Assessment Committee have reviewed the report.

Yearly Assessment Report Critique	
I. a. Program goals:	Program goals were listed, but not clearly linked to the MU mission statement nor to the specific FCS program. Goals need to be clarified and related to the mission of the program.
b. Learning outcomes and data collection:	The goals of the program relate to career options, professional activities, faculty professional development and resources. The program needs to evaluate these goals and turn them into measurable student academic achievement outcomes, which can be measured. Engagement is definitely important, but what are the qualifications for such engagement?
c. Results:	The results from the goals listed were indicated. No analysis was offered.
II. BOT Initiative #3:	Linked to the College of Education. The program must identify students who seek teacher certification and are assessed using the COEHS Praxis II examination. Students not seeking certification need alternate assessment instruments.
III. Plans for current year:	Improve record keeping.
IV. Assistance needed:	None listed.
V. Lessons learned:	Faculty scholarly activity can be improved.

Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The Summary Assessment Chart was presented. The program outcomes were listed and results were indicated. Some specific actions were indicated. The program needs to turn these program outcomes into ones that can be measured in terms of student academic work as well as the mechanics of running the program. For example, outcome #2 indicates student access of courses in a definite sequence. This outcome is primarily an indication of course scheduling, and does not measure student academic achievement. Outcome #5 indicates adequate resources, not how students perform utilizing those resources.

Efficacy of Assessment:

As Marshall approaches its ten-year self-study by the North Central Association’s Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are

evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated Based on these categories. This year the report shows program scores from 2000-2001 to the present.

Scores:				
Categories	Scores			
	2000-2001	2001-2002	2002-2003	2003-2004
I. Learning Outcomes	2			2
II. Assessment Measures	2			1
III. Feedback Loop	2			1
Total Overall Score:	6			3
Level of Implementation (efficacy of assessment)	2	No complete report submitted	Revised Plan submitted	1

Score Ranges	
Score Ranges 0-3 in each of the three categories	A score of 0 indicates minimum activity in the category
	A score of 1 indicates that a program is in the beginning stages of assessment
	A score of 2 indicates that a program is making progress toward implementing a viable assessment program
	A score of 3 indicates that a program is in the maturing stages of its assessment program

Levels of Implementation Efficacy of Assessment	
A total overall score between 0 and 3 indicates	Level 1: the program is in the beginning stages of its assessment of student academic achievement
A total overall score between 4 and 6 indicates	Level 2: the program is making progress toward implementing a viable assessment program
A total overall score between 7 and 9 indicates	Level 3: the program is in the maturing stages of continuous improvement of student academic achievement
The goal is to have the majority of our programs in level 3 by May 2006.	

Interpretation:

The program has learned some valuable lessons from its assessment activities. The review indicates that the program should now concentrate on developing student academic achievement outcomes in addition to the program goals. With the present measuring system, no indications of student academic achievement are presented.

Recommendations:

The program does need to examine its offerings as indicated by the results of outcome one. Future reports should indicate progress towards this goal.

General Comments:

It is imperative that programs maintain a record of their assessment activities and have this information available for the NCA/HLC site committee if requested. Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

