

# **Program Review**

## **M. A. in Family and Consumer Sciences**

### **College of Education and Human Services**

**October 2006**



**MARSHALL UNIVERSITY**

11/14/2006

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**Program Review**  
Marshall University  
October 2006

Date: October, 2006

Program: M.A. in Family and Consumer Sciences

Date of Last Review: September, 2000

**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. Discontinuation 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: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of person preparing the report:

3  
Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Program Chair:

3  
Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Academic Dean:

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

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

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

\_\_\_\_\_  
Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of the President:

\_\_\_\_\_  
Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Chair, Board of Governors:

# College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** Identification of the M.A. in FCS 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)

The Master of Arts (M.A.) degree in Family and Consumer Sciences (FCS) is a single major. This program is appropriate for students wanting to apply research and teaching in a variety of careers in Family and Consumer Sciences. The goal is to prepare productive, independent critical thinkers, to lead in applying scholarship for the economic, social and physical well being of consumers and the development of society, thereby strengthen individuals and families as they respond to change.

A major challenge of a small individualized program is provision of classroom discussion with peers. Too many FCS courses are independent studies. Courses outside FCS include a wide range of students. However, there is little opportunity for FCS students to be with other FCS students in the classroom setting; therefore the professionally oriented peer relationships are difficult to develop. In addition, enrollment in the M.A. program has not been impressive.

Our strategic planning will be guided by trends in FCS profession, societal needs and career demands. Professional trends in FCS are reflected in standards identified by the American Association of Family and Consumer Sciences (AAFCS) and the M.A. in FCS needs to be aligned to these standards. The enrollment will increase when courses are organized and delivered to fit with potential students' work schedules which may require night and weekend programming. Alternatively, the department may explore the possibilities of hybrid courses (online and occasional classroom/laboratory work). Strategic review and organization of course offerings in keeping with potential students' demands will attract more students to the program.

Additionally, there is need to revise the program to build upon the B.A. Degree in FCS. The enrollment will increase when courses are organized and delivered to fit with potential students' work schedules. Alternatively, the department may explore the possibilities of hybrid courses (online and occasional classroom/laboratory work). Strategic review and organization of course offerings in keeping with potential students' demands will attract more students to the program.

The COEHS requests a year to develop the FCS program into the following four areas of emphasis:

- A. Human Development and Family Studies
- B. Food & Nutrition
- C. Apparel Merchandising, Design and Production
- D. Hospitality Management

The enrollment will increase when courses are organized and delivered to fit with potential students' career goals. Alternatively, the department may explore the possibilities of hybrid courses (online and occasional classroom/laboratory work). Strategic review and organization of course offerings in keeping with potential students' demands will attract more students to the program.

Signature of the Dean:

Date: \_\_\_\_\_

**Marshall University**  
**Program Review**  
October, 2006

**Program:** Master 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: M.A. in Family and Consumer Sciences**

**Narrative:**

The Master of Arts (M.A.) Degree in Family and Consumer Sciences (FCS) is offered by the Department of Family and Consumer Sciences under the Division of the Human Development and Allied Technologies in the College of Education and Human Services at Marshall University. The program requires 32 semester hours of graduate work of which a maximum of 6 semester hours may be earned through thesis. Students may opt for a non-thesis M.A. that requires completion of a minimum of 36 semester hours of coursework. All students are required to take courses in statistics and/or research methods, as well as conduct independent research. The program requires a minimum of 18 semester hours in FCS including FCS 600 Philosophy and Trends in Family and Consumer Sciences. The M.A. in FCS program is appropriate for students wanting to apply research and teaching in a variety of careers in Family and Consumer Sciences. The goal is to prepare productive, independent critical thinkers, to lead in applying scholarship for the economic, social and physical well being of consumers and the development of society, thereby strengthen individuals and families as they respond to change.

Certain courses are designed for the graduate students only and are taught as a seminar for 6 to 12 students. Other classes are dual-listed for senior level undergraduates and graduate students. Graduate students are required to do additional research and present their studies in these dual-level classes. This enriches the graduate experience and provides undergraduates with exposure to professional activities and research. Two full time graduate faculty members, each from a different specialty, deliver courses to graduate students further enriching the dialog among members of diverse professions.

The program is small and highly individualized. Students have wide latitude in planning their program. Students who choose this program are generally established in a profession and are looking for a more flexible program. This flexibility is also advantageous to faculty who can form close relationships with individual students and engage in a co-construction of knowledge. However, the small size of the program creates challenges because there are often too few students to form an FCS class. Therefore, independent studies are used and while the interaction between a faculty

member and a student is positive, students miss out on the interaction with their peers.

The immediate goal is to strengthen the M.A. degree in the FCS program through enhancement of facilities for teaching, research and overall students' academic and professional experience. Students will be required to take both research methods and statistics courses.

**I. Accreditation Information N/A**

**II. Program Statement on Adequacy, Viability, Necessity, and Consistency with Marshall University/ College of Education and Human Services Mission.**

**A. Adequacy**

**1. Curriculum**

The Master of Arts (M.A.) degree in Family and Consumer Sciences (FCS) is a single major. The program requires 32 semester hours of graduate work, of which not more than 6 hours may be earned by a thesis. If a thesis is not submitted, a minimum of 36 hours of coursework must be completed and students must sit for a comprehensive exam. Each graduate is expected to conduct independent research through a special problem and problem report or thesis. Courses in statistics and/or research methods are required of all students.

A minimum of 18 hours in Family and Consumer Sciences is required, including FCS 600. In addition, a thesis, FCS 681, or a problem report, FCS 684 and 679, is required. One minor with a minimum of 9 hours is recommended. The remaining hours are planned to meet the individual student's professional needs.

Required and elective coursework for the M.A. in FCS are contained in Appendix I on page 15.

**2. Faculty**

Courses were taught by two members of the FCS faculty that hold graduate faculty status during this review period: Mary Jo Graham, Ph.D. and Sue Linnenkohl, Ph.D. A list of courses taught by each faculty is included in their vitae.

Currently the Department of Family and Consumer Sciences has three full time, tenure-track faculty with terminal degrees and long teaching experience in higher education. 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 is 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 is responsible for fashion merchandising courses. Dr. Mary Mhango, associate professor completed a Ph.D. in Textiles and Clothing at Iowa State University, has an M.A. in Home Economics Education from Mt. St. Vincent University, and B.S. in Clothing and Textiles from the University of Missouri-Columbia. Dr. Mhango has many years of teaching, research and chairing departments of home economics at the universities of Botswana and Malawi. She has published in refereed journals and co-authored books used at secondary school level. Dr. Mhango joined Marshall University as FCS Coordinator in fall 2006. She has applied for graduate faculty status. Appendix II on page 16 presents faculty vitae.

### **3. Students**

#### **a. Entrance standards:**

Students' admission requirements for entry into a Master's Degree program at Marshall University are:

- I. A relevant field undergraduate degree with a GPA of 2.50 or better.
- II. GRE score: have a minimum of 1000 on the GRE (quantitative and verbal) if their undergraduate GPA is below a 3.0 or a minimum of 800 on the GRE (quantitative and verbal) if their GPA is a 3.0 or above.

#### **b. Entrance Abilities:**

Students are required to have 12 hours of previous coursework in Family and Consumer Sciences or a closely related field sufficient for success in Family and Consumer Sciences graduate work.

Students who apply are asked to interview with a faculty member. During these meetings, prospective students identify goals, determine sufficiency of previous preparation and establish whether the program can meet their specific needs. Once admitted, students may complete up to 12 hours before they are required to file a plan of study.

The mean undergraduate GPA of students entering the MA in FCS over the past 5 years was 3.16. The mean GRE score (quantitative and verbal) for those entering was 850. A requirement for the GRE was not implemented until 2002; therefore, about 40% of those graduating during the past 5 years did not have GRE scores.

### **c. Exit Abilities:**

During a student's final semester, the student submits either a thesis or a problem report. Students have the opportunity to revise their written research until the work is satisfactory. Those who complete a problem report also write comprehensive exams. Comprehensives are rated by a scale of 'excellent,' 'passing,' 'passing conditionally,' and 'not passing.' Students who pass conditionally are given the opportunity to repeat portions of their exams if a preponderance of the exam is adequate; this has been necessary for two students over the past five years, and these students were admitted before the requirement for GRE scores. Both thesis and problem report students complete an oral exam.

Students are encouraged to complete the thesis if they have any intentions of seeking a terminal degree following their master's degree. About 40% of students choose to write a thesis.

No national certification or licensing examination is required for program graduates.

## **2. Resources**

### **a. Financial resources**

A source of funding during the review period was mainly an annual allocation from Higher Education Resource Funds (HERF) in the College of Education and Human Services. However, this allocation, which is determined by the Division of Human Development and Allied Technology, has continued to decline ranging from \$5065 for academic year 2001-2002 to \$4,720 in 2006-2007. At present the department is allocated funds to pay for only one graduate assistant position.

Additional sources of funding comprised a grant from the Rahall Transportation Institute and a contract of about \$60,000 with the National Institute for Early Education Research. 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.

The annual budget allocated to the department has been inadequate to allow for appropriate resources needed for the graduate program. The department needs regular use of FCS related computer software for enhancing teaching and research projects. Increased funding for research and professional development of students and faculty will enrich the program.

### **b. Facilities**

The Family and Consumer Sciences program is housed in Corbly Hall on the first, second and third floor. Facilities comprise of the following:

- Food Laboratory, 103 Corbly
- A classroom with a demonstration kitchen (270 Corbly)

- A resource/seminar room (269 Corbly)
- Apparel and Textile Laboratory, (355 Corbly)
- An office suite that also accommodates three faculty in the Dietetics program (second floor Corbly)
- Preschool Laboratory (Early Education Center), (118 Corbly)
- The Early Education Center Outreach Program (302 Corbly).

The department has inadequate facilities with appropriate technologies for individual graduate and faculty research projects. The priority is to set up a computer laboratory with appropriate software for enhancing teaching and research. Thus, the Executive Dean of the College of Education and Human Services has acquired six computers that will use FCS specialized software for teaching and research.

### **3. Assessment Information**

Assessment reports are enclosed following the appendices. These assessment reports indicate the need for development of the program. A study of the program particularly the potential audience, focus of study, delivery, and assessment instruments must be studied along with the resources required.

#### **a. Goals of Assessment Program**

The M.A. Degree in Family and Consumer Sciences program is committed to empowering students through research and in-depth professional expertise to serve in managerial positions in education, business, and human services. Tailored to individual career needs and interests, the Master's Degree program builds upon department offerings and on support courses to educate students about research, theory, and professional skills related to the study of consumers and families across diverse populations and settings.

Specific goals of the M.A. Degree in Family and Consumer Sciences program are to:

- Enhance FCS students' competence to assume professional leadership roles in secondary, postsecondary and extension education, human service programs, and in business.
- Optimize research opportunities for graduate students and faculty to keep up with FCS trends/issues, current content, and maintain professional leadership in promoting quality of life of individuals and families.
- Improve recruitment and retention of qualified students through proper guidance and the scheduling of graduate courses at convenient times (e.g. summer courses to attract FCS teachers, or evening classes).
- Enhance technology application in teaching and research.

### **b. Assessment Summary**

The M.A. program in Family and Consumer Sciences has had very low enrollments in recent years. This is in part due to the general nature of the program. While in some professions, students can advance and receive increased salaries by earning a more general degree, many students also need to add certification and licensure.

Several requests from teachers who are teaching out of field in Family and Consumer Sciences are received each year. These teachers must work on certification in Family and Consumer Sciences in order to remain employed and prefer doing so at the graduate level. Most Family and Consumer Science courses required for certification are undergraduate daytime courses. These teachers are located at a distance and Family and Consumer Sciences does not currently have adequate resources and faculty to deliver distance courses. In addition many Family and Consumer Sciences courses are lab based further complicating distance delivery.

At this time, many of the graduate level courses are completed through independent study. The two faculty members that taught graduate courses have full time responsibility in the undergraduate program and much of the graduate program is completed through overloads. Faculty accepted this overload because of the benefits to the undergraduates and the enrichment of working with graduates. However, if the program is to grow, more faculty members are needed and/or resources to enhance distance learning will be required. Attempts to assess the graduate program have made clear the need to redevelop the program. At that time new assessment tools could be developed.

The assessment process reaffirmed the need for the M.A. Degree in Family and Consumer Sciences program in advancing competencies required in supervisory roles in the job market. The process also helped identify the need for flexibility in the scheduling of courses to attract potential students in the world of work.

### **c. Assessment Data**

Effective performance was demonstrated through research projects, service projects and seminar presentations. The individualized nature of the Family and Consumer Sciences Master's Degree is a major strength because the program can meet individual students' interests and needs. Students apply philosophy, research, theories, and professional practice experience to address challenges affecting life quality and possible future direction. Course assignments include research papers, service projects and rethinking of the future of FCS. Students choose and present work focusing in the professional area of interest. Through research papers, for example, students investigated, discussed, and proposed action on

identified problems. A chart of assessment summary is contained on page 29, along with assessment reports.

#### **d. Graduate and Employer Satisfaction**

No system is in place to systematically determine employer satisfaction. When students receive increased responsibility and advancement, it is assumed that their employer was satisfied with their work. This anecdotal evidence from several students is all that is available. In addition, three out of four of our current students were referred to our program by their supervisors.

Family and Consumer Sciences graduate students are generally employed in their profession of choice. They are working on the M.A. for professional advancement. Because there are so few and faculty members know the students well, professional growth is apparent, and students continue to advance in their profession. This anecdotal evidence is all that is available for assessment purposes. More specific assessment tools are needed but difficult to develop with the lack of resources, particularly faculty time.

#### **e. Previous Review Reports**

The summary reports are located after the appendices.

##### **1. Previous Reviews**

The September 2001 program review recommended that the M.A. in Family and Consumer Sciences continue at its current level of activity.

##### **2. Strengths/Weaknesses**

**Strengths:** The strength of the program is its flexibility to allow students to design an individual program of study tailored to their background and career interests. The existence of dual listed courses in the Family and Consumer Sciences Master's Degree also brings research into the undergraduate classroom.

**Weaknesses:** A major challenge of a small individualized program is provision of classroom discussion with peers. Too many FCS courses are independent studies. Courses outside FCS include a wide range of students. However, there is little opportunity for FCS students to be with other FCS students in the classroom setting; therefore the professionally oriented peer relationships are difficult to develop. In addition, enrollment in the M.A. program has not been impressive.

A comprehensive strategic plan for review may help determine the best program of study for the M.A. in Family and Consumer Sciences. Strategic review and organization of course offerings in keeping with potential students' demands may attract more students to the program.

## **B. Viability**

### **1. Articulation Agreements** N/A

### **2. Off-campus Classes** N/A

### **3. Service Courses**

One service course in the M. A. in Early Childhood Education program was taught at the South Charleston campus—FCS 535, Administration of Day Care Centers. Other FCS courses in the M. A. in Early Childhood Education program are offered to graduates who are earning other Master's Degrees. Service courses are presented in Appendix IV on page 24.

### **4. Program Course Enrollment**

The program has attracted students from secondary school teaching and supervision, extension, and business. The 600 level courses for the M.A. Degree program comprise Philosophy and Trends in FCS, Evaluation in FCS, Curriculum Development in FCS, Current Issues in Child Development, Recent Developments in Clothing, Recent Developments in Foods, Family Economics, and Family Resource Management. Students take 500 level courses (dual courses) together with undergraduate students. Graduate students in dual listed courses are assigned additional reading and research activities commensurate with higher expectations. Courses beginning with FCS 600 through FCS 665 are taught in classes, although on one occasion only two students were enrolled in a class.

There is need to revise the program building on the B.A. Degree in FCS. The enrollment is most likely to increase when courses are organized and delivered to fit with potential students' work schedules. Alternatively, the department may explore the possibilities of hybrid courses (online and occasional classroom/laboratory work).

### **5. Program Enrollment**

Enrollment in the M.A. Degree in FCS is most likely to increase when courses are expanded to include areas such as Apparel Merchandising and Hospitality Management. Appendix VI on page 28 shows the program enrollment under the current review period.

### **6. Enrollment Projections**

The department anticipates increase in student enrollment. Although no specific agreements have been made with specific organizations, the economic development at local, state and national levels benefits from FCS professional personnel. The US Department of Labor (2005) projects increase in professional expertise for managerial positions or higher in

FCS related industries such as foodservice, apparel and textiles, and hospitality management through 2014 in the U.S. Further because of the “No Child Left Behind Act” requiring innovative teachers, some emphasis may be put on teacher certification. Family and Consumer Sciences graduates are required 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.

### **C. Necessity**

#### **1. Advisory Committee**

The M.A. program in Family and Consumer Sciences does not have an advisory committee for its program.

#### **2. Graduates**

Limited information is available. Informal sources indicate that graduates are working with parenting programs, own and manage restaurants, are directors of preschools, and/or work as registered dieticians in various health care facilities. One student served as a liaison for an international company moving to West Virginia and continues with that company.

#### **3. Job Placement**

A large number of graduate students in the M.A. Degree program are already employed when they pursued graduate studies. The few that were not employed are employed in relevant positions.

Further, a number of jobs are available that require masters’ or advanced degrees as minimum qualifications. Promotion and acquisition of higher positions in employment often require postgraduate qualifications. The U.S. Department of Labor, through the 2006-07 Career Guide to Industries, indicates the outlook in textiles and apparel manufacturing will not only demand interpersonal skills, but professionals with a good sense of three-dimensional space to use computers as a standard tool for designing and production. The U.S. Labor Department also acknowledges the rapid rate at which fashion changes creating high demand for U.S.-based firms that have quick-response capabilities.

### **D. Consistency with University/College Mission**

The M.A. Degree in FCS curriculum aligns with the mission of Marshall University and the College of Education and Human Services in developing intellectual capital for professional leadership in education, public, and private sector. Students with the guidance of an advisor, design individual programs of study tailored to their backgrounds and interests.

The mission of Marshall University is to provide high quality undergraduate and graduate education appropriate for the state, the

region and the nation. The Family and Consumer Sciences' Master's Degree has the potential to provide a high quality graduate experience with sufficient resources. Family and Consumer Sciences is a profession uniquely situated to address many of the challenges facing the region: developing professionals who have the ability to build resilient functional families through the development of family skill in planning, decision making, and critical thinking. These professionals are needed. However, the program is limited by inadequate student enrollment and human resources. It is therefore, recommended that the program be further developed in keeping with trends and professional career needs.

#### **IV. Program of Excellence            N/A**

The FCS Department requests that the M.A. Degree in FCS be designated **under development** for the coming year.

The Department of Family and Consumer Sciences (FCS) under the Division of the Human Development and Allied Technologies, in the College of Education and Human Services at Marshall University will embark on strategic development of its graduate degree program. The strategic program development and planning is undertaken to strengthen the M.A. in FCS in keeping with trends in Family and Consumer Sciences profession, societal needs and employment demands. The exercise involves a total review of the present FCS graduate program and adding more depth to address the diverse job market demands in business, education, outreach services and related organizations in the State of West Virginia, the U.S. and globally.

#### **Rationale for Program Development**

Strategic planning is guided by trends in FCS profession, societal needs and career demands. Professional trends in FCS are reflected in standards identified by the American Association of Family and Consumer Sciences (AAFCS), a national professional organization that accredits FCS programs in higher education has for the following FCS body of knowledge:

- 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

The FCS department would like to develop its graduate degree program using the AAFCS standards as its benchmarks for specific areas of emphasis in the programs. Those areas of emphasis include Apparel Merchandising and Design, Hospitality Management, and Human Development and Family Studies. A draft program for reorganization of the M.A. Degree is found in Appendix VII on page 36.

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

Degree Program: M.A. Family and Consumer Sciences Person responsible for the report: Mary Jo Graham, Ph.D.

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
FCS 600 Philosophy/Trends in FCS	3	Two of the following are recommended:		Minor of student's choice	9
		FCS 601 Evaluation in FCS	3	EDF 517 Statistical Methods (if no undergrad statistics) and	3
		FCS 602 Curriculum Development in Family and Consumer Sciences	3	EDF 621 Educational Research and Writing	3
FCS 681 Thesis	5 - 6	FCS 603 Current Issues in Child Development	3		
OR		FCS 605 Recent Developments in Clothing	3	OR	
FCS 679 Problem Report and	3	FCS 606 Recent Development in Foods	3	EDF 625 Qualitative Research in Education	3
FCS 684 Special Problems in FCS	3				
		Additional FCS electives to total 18 hours:			
		FCS 501 Maternal & Child Nutrition	3		
		FCS 502 Food of the World	3		
		FCS 510 Nutrition in Aging	3		
		FCS 515 Family Relationships	3		
		FCS 516 Prenatal & Infant Care	3		
		FCS 531 Guidance of the Young	3		
		Child: Practicum			
		FCS 540 Nutrition in Home and School	3		
		FCS 544 Consumer 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: 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	2months
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*.

Test textiles for quality assurance, Premier Uniform Supply Company, Botswana, 2001-2002

### 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
Spring, 2004	South Charleston Campus	FCS 535, Administration of Day Care Centers	18
Spring, 2005	South Charleston Campus	FCS 535, Administration of Day Care Centers	8

### 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													
FCS 531	Guidance of the Young Child: Practicum														2		
FCS 535	Administration of Day Care Centers	7	1	2	3				1		1	1	18	1			8
FCS 603	Current Issues in Child Development						7						4				

## 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		
			S u	Fa	Sp	Su	Fa	Sp									
501	Maternal & Child Nutrition										1						
502	Foods of the World																
505	Quality Food Production																
507	Food Services Systems Management																
510	Nutrition in Aging												1				
515	Family Relationships				5			2					2				
516	Prenatal & Infant Care						5										
532	Parenting			6						3						3	
540	Nutrition in the Home and School			2													
544	Consumer Education				1					1						2	
560	Professional 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												
562-564	Professional Development																
580-583	Special Topics						1	1		3							
585-588	Independent Study					1				1	3						3
591-594	Workshop						1										
600	Philosophy & Trends in FCS				9								2				
601	Evaluation in FCS																
602	Curriculum Development in FCS						4										
605	Recent Developments in Clothing																
606	Recent Developments in Food																
661	Family Economics																
665	Family Resource Mgt Theory & Research																
679	Problem Report					1	1							1			

**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		
			S u	Fa	Sp	Su	Fa	Sp									
681	Thesis		1		2	1	2	3	2	2	1		1				
684- 685	Special Problems in FCS			3			1	1			1			1			
690- 691	Seminar																1

**Appendix VI  
Program Enrollment**

<b>Students</b>	Year 1 2000-2001	Year 2 2001-2002	Year 3 2002-2003	Year 4 2003-2004	Year 5 2004-2005
New Students Admitted	1	1	2	1	1
Principal Majors Enrolled	8	12	6	5	1
<b>Grand Total of Students Enrolled in the Program</b>	9	13	8	6	2
<b>Graduates of the program</b>	2	6	2	1	1

\*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  
M.A. in Family and Consumer Sciences 2003-2005**

Student Outcomes	Persons Responsible	Assessment Tool or Approach	Standards/Benchmarks	Results/Analysis	Action
Growth and advancement	Faculty	Course Assignments Thesis or creative endeavor/ component Instructor evaluation	Qualify for research or teaching assistantship.  Informal discussion through thesis or creative endeavor preparation.  Graduate committee approval	Satisfactory completion of thesis or creative endeavor.  Graduates employed in relevant fields.	Enhance overall students' academic & experience through expansion of courses in keeping with career opportunities. Improve physical & technological learning environment for teaching, research & public service experience.
Optimize research opportunities	Faculty Student	Research proposals Research papers Seminar presentation Abstracts/articles submitted for conference/publication	Research grant proposal and awards Publications in peer-reviewed journals	1 Research grant award to Dr Graham Faculty attended & presented at professional conferences	Facilitate students to seek funding for thesis research.
Increase enrollment and retention of students	Program Coordinator Faculty	GRE Exam Undergraduate GPA of 2.5 or better B or better grade in FCS courses	GRE Scores Graduate students' enrollment target number	Enrollment ranged from 1 to 6 per course per semester	Promote the program through brochures and online (FCS website) Offer summer courses
Technology use to enhance teaching and research	Dean COEHS Program Coordinator	Designs using computers (CAD) Online literature search	Rubric that describe quality of production Properly cited peer reviewed research from professional journals and online sources	Software not yet acquired for CAD Recent capstone papers are improved	Bought six computers for FCS software use. Setting up computer labs with the right software in 2006-2007

Family and Consumer Sciences  
Human Development and Allied Technologies  
College of Education and Human services  
2003-2004

Assessment of Student and Program Outcomes

During the past year we had one students graduate with their MA in Family and Consumer Sciences. The student is now working for a new company setting up a business in the area. The student's program was designed around her specific interests. However, much of her work had to be done through independent study. We do not believe this is the best for students because the classroom interaction is lacking and can be very helpful.

We have decided to reevaluate the MA and see if a different direction is needed. We do receive phone calls from individuals around the state who are teaching out of field and want to earn their certification in Family and Consumer Sciences. We have been unable to deliver the program because so many of the classes are lab based and it is difficult to take a lab on the road. In addition, we have only two faculty members who are on the graduate faculty. With responsibilities for the undergraduate program, classes off campus present a problem. However, we do plan to look at the program and see what can be done to develop it further.

Another area for consideration is that with the beginning of the undergraduate program certifying preschool teachers, we are now fielding requests from individuals who would like to earn certification in preschool at the graduate level and also study leadership in the preschool setting. These are additional areas under study.

Because of the challenge of limited numbers, a full assessment report is not possible. This report is submitted in lieu of the assessment report for 2003 to 2004.

Respectfully submitted,

Mary Jo Graham, Program Coordinator

Family and Consumer Sciences  
Human Development and Allied Technologies  
College of Education and Human services  
2004-2005

Assessment of Student and Program Outcomes

We currently have 4 students who are working on their MA in Family and Consumer Sciences. Three of the four are focusing on the early childhood years while one is more general in focus. The programs are being planned around students' individual interests. We are attempting to offer these students several courses as a cohort group; however, the students are at different places in their programs and from different backgrounds. During the past year we had one student graduate with their MA in Family and Consumer Sciences. The student is the owner and manager of a restaurant. The student's program was designed around her specific interests. Much of the work in FCS classes must be completed through independent study. We do not believe this is the best for students because the classroom interaction is lacking and can be very helpful.

We have decided to reevaluate the MA and see if a different direction is needed. However, we were unable to complete this as one of the two graduate faculty members was not available during one semester. We moved ahead with an initial exploration of preschool teacher certification at the Master level, a program built upon our Preschool Education area of emphasis at the undergraduate level. However, we have not looked at other areas at this time.

We do receive phone calls from individuals around the state who are teaching out of field and want to earn their certification in Family and Consumer Sciences. We have been unable to deliver the program because so many of the classes are lab based and it is difficult to take a lab on the road. In addition, we have only two faculty members who are on the graduate faculty. With responsibilities for the undergraduate program, classes off campus present a problem. However, we do plan to look at the program and see what can be done to develop it further.

Because of the limited numbers, a full assessment report is not possible at this time. This report is submitted in lieu of the assessment report for 2004 to 2005.

Respectfully submitted,

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: MA Family and Consumer Sciences

- A. This memorandum is the review of the Yearly Assessment Report for the Academic Year 2001 which was completed last October. These reports have been reviewed by members of the University Assessment Committee. 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.
- B. 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 presented by the MA Family and Consumer Sciences the following observations were made. Area 1 Learning Objectives. The program rates at a level 0. No program objectives were identified. Area 2 Assessment Measures. The program rates at a level 0. No assessment measures were identified. Area 3 Feedback Loop. The program rates at a level 0. No feedback loop was described.**
- C. 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 is 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!!

- D. The report from the MA Family and Consumer Sciences program does not contain the items necessary for an effective evaluation. I realize that this report was done very late because of a sabbatical. Please use the format supplied and the chart described above for the 2001-2002 report which is due October 1, 2002. If you have questions, please do not hesitate to contact me at -2494.

Enclosures

To: Mary Jo Graham, Program Coordinator, Family and Consumer Sciences  
 From: Bob Edmunds, Coordinator for Program Review and Assessment  
 Date: June 23, 2005

**Yearly Assessment Report for: MA 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 the report has been reviewed by 3 members of the University Assessment Committee.

<b>Yearly Assessment Report Critique</b>	
I. a. Program goals:	None
b. Learning outcomes and data collection:	None
c. Results:	None
II. BOT Initiative #3:	Not applicable to graduate programs
III. Plans for current year:	Further indepth study of the program to develop it further.
IV. Assistance needed:	None
V. Lessons learned:	With few students in the program the assessment report is very limited. The method of delivery primarily through independent studies is not sufficient primarily because of a lack of classroom interaction.

**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.

It is the hope of the committee that this program will take an in-depth analysis of its offerings and program outcomes in order to develop a viable program and a viable assessment program. As soon as the program develops viable program goals and learning outcomes, the assessment chart should be prepared.

**Efficacy of Assessment:**

As Marshal 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.

<b>Scores:</b>				
<b>Categories</b>	<b>Scores</b>			
	2000-2001	2001-2002	2002-2003	<b>2003-2004</b>
I. Learning Outcomes	0	0	0	<b>0</b>
II. Assessment Measures	0	0	0	<b>0</b>
III. Feedback Loop	0	0	0	<b>0</b>
Total Overall Score:	0	0	0	<b>0</b>
Level of Implementation (efficacy of assessment)	1	1	1	<b>1</b>

<b>Score Ranges</b>	
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

<b>Levels of Implementation Efficacy of Assessment</b>	
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
<b>The goal is to have the majority of our programs in level 3 by May 2006.</b>	

**Interpretation:**

At this point the program has not submitted a report of its assessment activities because of a lack of students. The program has been engaged in developing an assessment plan and should continue to do this.

**Recommendations:**

The program must reevaluate itself completely. The program should continue to design a viable assessment procedure and have such a plan ready for the committee during the upcoming academic year.

**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.

Enclosures

## APPENDIX VII

### MARSHALL UNIVERSITY FAMILY AND CONSUMER SCIENCES/DRAFT PROGRAM

#### Master of Arts in Family and Consumer Sciences/DRAFT

##### **Rationale for Program Development**

The FCS Department requests that the M.A. Degree in FCS be identified as **under development** for the coming year. Our strategic planning will be guided by trends in FCS profession, societal needs and career demands. Professional trends in FCS are reflected in standards identified by the American Association of Family and Consumer Sciences (AAFCS) and the M.A. in FCS needs to be aligned to these standards. Additionally, there is need to revise the program building on the B.A. Degree in FCS. The enrollment will increase when courses are organized and delivered to fit with potential students' work schedules. Alternatively, the department may explore the possibilities of hybrid courses (online and occasional classroom/laboratory work). Strategic review and organization of course offerings in keeping with potential students' demands will attract more students to the program.

Students enrolled in the Masters of Art in Family and Consumer Sciences will select one of the four areas of study listed below:

A. Human Development and Family Studies

Courses in human development and family studies develops theoretical foundation and research studies necessary for pursuing doctoral studies and for advanced employment in a wide range of occupations serving children, adults and families.

B. Food & Nutrition

Courses in F&N develop research skills, stimulate independent thought and examination of issues and challenges in F&N.

C. Apparel Merchandising, Design and Production

Courses in AMDP prepare students for managerial positions in merchandising, management, design and production, customer service positions in retail and/or textile and apparel industry. Graduates may also pursue entrepreneurial opportunities in fashion retailing and textile crafts.

D. Hospitality Management

Courses prepare students for work in tourism and other hospitality areas including culinary arts, hotel management, and food service.

Program requirements for the Masters of Arts in FCS is outlined on the following page.

## **MASTERS OF ARTS PROGRAM REQUIREMENTS**

Total required credit hours ----- 30

**I. Family and Consumer Sciences Core ----- 15**

FCS 544 Consumer Education  
FCS 560 Entrepreneurship in FCS  
FCS 600 Philosophy, Theories and Trends in FCS  
EDF517 Statistical Methods in Education  
EDF 621 Educational Research and Writing

**II. Choose one area of study and select three courses ----- 9**

**A. Apparel Merchandising and Design**

FCS 510 Dress and Culture  
FCS 511 Merchandising Theory and Practice  
FCS 610 Global Issues in Textiles and Apparel  
FCS 611 Quality Assurance of Textiles and Apparel  
FCS 612 Advanced Apparel Design  
FCS 613 Social and Psychological Theories of Appearance

**B. Hospitality Management**

FCS 520 Contemporary Issues and Trends in Hospitality Industry  
FCS 521 Purchasing and Menu Planning  
FCS 620 Hospitality Enterprise Technologies  
FCS 621 Hospitality Management Training Systems  
FCS 622 Graduate Internship

**C. Human Development and Family Studies**

FCS 530 Dynamics of Relationships  
FCS 531 Theories in Family Studies  
FCS 603 Current Issues in Child Development  
FCS 631 Preschool Curriculum and Program Development  
FCS 632 Nutrition Education and Counseling Methods

**III. Thesis/Non-Thesis Option: choose one ----- 6**

FCS 681 Thesis Research  
FCS 679 Research Practicum/ Problem Report

**MARSHALL UNIVERSITY  
FAMILY AND CONSUMER SCIENCES**

Graduate Program Planning Sheet/DRAFT

Name: \_\_\_\_\_

Entry Date: \_\_\_\_\_

Prerequisite Courses

**Course**

**Date Completed**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Family and Consumer Sciences **Core**

**Date Completed**

FCS	Philosophy, Theories and Trends in FCS	_____
FCS	Consumer Education	_____
FCS	Entrepreneurship in FCS	_____
	Research Methods in FCS	_____
	Statistical Methods in Education	_____

**Option Block Courses**

**Study Area**

**Course**

**Date Completed**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thesis Option (*choose one*)

Thesis \_\_\_\_\_

Date Selected \_\_\_\_\_

Major Advisor \_\_\_\_\_

Research Practicum/Non-Thesis \_\_\_\_\_ Date Selected \_\_\_\_\_

Major Advisor \_\_\_\_\_

Committee Member \_\_\_\_\_

Committee Member \_\_\_\_\_

Title of the Thesis or Research Practicum:

