

Program Review

**Bachelor of Arts degree in Family and Consumer
Sciences (2006-07 to 2010-11)**

College of Education

October 2011



MARSHALL UNIVERSITY

10/21/2011

Program Review Marshall University

Date: 10/21/2011

Program: Bachelor of Arts degree in Family and Consumer Sciences

Date of Last Review: 2006

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 at a reduced level of activity or with **corrective action**: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. **Progress report due by November 1 next academic year**; or
3. Continuation of the program with identification of the program for **resource development**: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. **Progress report due by November 1 next academic year**; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

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.)

<u>5</u>	<u>Mary Mhango</u> <i>M. Mhango</i>	
Recommendation:	Signature of person preparing the report:	Date: 10/24/2011
Recommendation:	Signature of Program Chair:	Date:
<u>5</u>	<u>R. B. Bookwalter</u>	<u>11-3-2011</u>
Recommendation:	Signature of Academic Dean:	Date:
<u>5</u>	<u>Dallas Brozik</u>	<u>11-8-2011</u>
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:

Discontinuation of the program.

Rationale:

(If you recommend a program for resource development identify all areas for specific development)

In 2008 the B.A. program in Family and Consumer Science received strong support from the dean and underwent substantial revisions. The promise of these revisions was that stronger, more up-to-date programs would attract more students and prepare those students for the 21st Century workforce. Despite significant investment in technology and software, and admirable attempts to build collaborative relationships with partner programs within the university, enrollment declined and assessment outcomes remained flat. In 2008, 14 students graduated from the FCS B.A. program, in subsequent years, no more than 6 graduated in any one year.

As a result of these disappointing trends, the decision was made to discontinue the program. Admissions were suspended in Fall 2010. Twenty-three students remain in the program taking courses needed to finish their degrees. A careful advising analysis was conducted to insure that the courses offered in 2011-2012 would cover all FCS classes needed by the remaining students. All students were notified of the discontinuation of the program and offered advising to insure that they would complete the necessary courses. No FCS coursework will be offered in the 2012-2013 academic year and thereafter.

R.B. Bookwalter

Signature of the Dean

11/3/11

Date

Marshall University Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: Bachelor of Arts degree in Family and Consumer Sciences (2006-07 to 2010-11)

College: College of Education

Date of Last Review: 2006

I CONSISTENCY WITH UNIVERSITY MISSION

The Bachelor of Arts (B.A.) in Family and Consumer Sciences (FCS) program at Marshall University comprise two majors designed to develop knowledge and competency required for various career opportunities or qualify for graduate studies. The Family and Consumer Sciences major consists of two areas of emphasis: Apparel Design and Merchandising, and Child and Family Services. The Hospitality Management major has three areas of emphasis: Culinary Arts, Foodservice Management, and Lodging. A student must choose a major and one area of emphasis within the major. The goal of the B.A. FCS is to develop professionals who are critical thinkers, problems solvers, decision-makers, innovators, community leaders and lifelong learners. The program prepares students for diverse positions in fashion design, production and merchandising, hospitality and tourism, child and family services, in business, industry, government and non-profit organizations, or as entrepreneurs. The FCS program aligns to the mission of Marshall University and the College of Education in particular, by the unique focus on improving the lives of individuals, families, and communities. Graduates are prepared to take leadership roles to empower individuals, strengthen families, and facilitate economic security of communities.

This report presents a 5-year program review (2006-07 through 2010-11), which focused on the revision, program assessment, enrollment and retention of students in the B.A. in FCS degree program. Strategic revision and assessment strategies were guided by trends in the FCS profession, career demands and societal needs. Professional trends are reflected in the FCS standards identified by the American Association of Family and Consumer Sciences (AAFCS), a national organization. The B.A. in FCS is aligned to these standards. Assessment plans were developed to measure learning outcomes. Measurable achievement indicators and consistent assessment tools were identified for learning outcomes.

Prior to the revision of the BA in FCS, career demands and societal needs were investigated to provide baseline data for strategic program planning. Valuable data were obtained from potential employers of FCS graduates, through a newly created FCS Advisory Committee meeting, informal interviews and an email questionnaire with management in hospitality and tourism, and content analysis of advertisements for managerial positions in hospitality and tourism. Results indicated high demand and diverse employment opportunities for FCS graduates.

During the review period the B.A. in FCS recreated itself after changes such as the move of the Preschool Education area of emphasis to Early Childhood Education in fall 2006. The B.A. in FCS was revised and expanded to offer two majors: Family and Consumer Sciences, and Hospitality Management (a dual degree or 2+2) to attract students with an Associate Degree in Hospitality areas of Culinary Arts, Lodging, and Foodservice from Marshall Community and Technical College. The curriculum also meets individual and curricula needs of students in other programs (such as the B.A. in Secondary Education and RBA, minor in Business programs).

II ACCREDITATION INFORMATION N/A

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

A. ADEQUACY

1. Curriculum: (Appendix I, BA in FCS)

The B.A. in FCS curriculum consists of courses in a common core and two majors: Family and Consumer Sciences, and Hospitality Management. The Family and Consumer Sciences major consists of two areas of emphasis: Apparel Design and Merchandising, and Child and Family Services. The Hospitality Management major has three areas of emphasis: Culinary Arts, Foodservice, and Lodging/Hotel. A student must choose a major and one area of emphasis within the major. Students in the B.A. in FCS must understand basic business practices. Thus, MGT360 Introduction to Entrepreneurship is a core course and students also take supporting courses in the business area including accounting, legal environment, management, marketing and economics. Graduates gain knowledge and competencies to enter diverse careers in the fashion industry, child and family service organizations, and hospitality industry. The curriculum also prepares students for advanced degrees. Working toward accreditation, the curriculum was aligned with the standards identified by the American Association of Family and Consumer Sciences (AAFCS), a professional organization that accredits programs in higher education and certifies graduates.

AAFCS Standard

Consumer and Family Resources
Reasoning for Action
Textiles, Fashion, and Apparel
Family and Community Services
Hospitality, Tourism, and Recreation

FCS Core or Area of Emphasis

Core courses in B.A. in FCS.
Core courses in B.A. in FCS
Apparel Design and Merchandising
Child and Family Services
Hospitality Management major.

Students take a minimum of 128 credit hours to graduate. In addition to 39 credit hours of general requirements which include the Marshall Plan, the coursework comprises 19 credit hours of core FCS courses that include six credit hours of internship, 33 credit hours in a chosen area of emphasis, 15 hours of support courses and 22 hours from electives. The internship consists of 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 experience. Students also take relevant supporting courses such as

integrated science, legal environment, management, marketing, and economics. All the courses offered in the B.A. in FCS degree are listed in Appendix I

The **Apparel Design and Merchandising** area of emphasis is designed to help students gain knowledge required to recognize fashion industry trends, analyze market and consumer behavior, and assess retail needs. The textile and apparel industry employs more than 30% people in the U.S. Five million people are employed in the fashion industry (U.S. Department of Labor, 2008). The Apparel Design and Merchandising area of emphasis enhances knowledge, creative and professional skills in apparel design, product development, merchandising, and consumption of apparel and textile products and services. Topics of study include an overview of the fashion industry, fundamentals of apparel design and assembly, computer-aided design pattern making, fashion buying, fashion merchandising process and procedures, product quality analysis, fashion evolution, textiles, dress and meaning, and internship. Students may also go for study tours regionally or abroad. Basic knowledge from support courses and electives from business, art, communication, technology, social and physical sciences is applied to the principles of design, production, and merchandising of apparel and textiles. Students participate in a wide range of internship sites in the apparel industry in the U.S. and study tour abroad. Graduates are prepared for positions such as apparel patternmaker, apparel buyer, department buyer, quality control, production manager, showroom manager, retail manager/owner, and sales representative. In fall 2010 a total of 27 students were in the Apparel Design and Merchandising area of emphasis.

A **Child and Family Services** area of emphasis prepares students to provide services and leadership to individuals and families. Students learn about individual development, family dynamics and interaction, management and planning of child and family service programs. Professionals with a Child and Family Services are in high demand for quality childcare nationwide. In 2005, over 60 % of children ages 0–6 in pre-kindergarten (about 12 million children) received some form of child care on a regular basis from persons other than their parents, while over 50% of children in kindergarten through 8th grade received weekday care and organized activities (U.S. Census Bureau, 2007). Graduates may enter careers in administration of child and family service programs, consumer advocates, youth and/or school age program coordinators, senior center coordinators, family life educators, and extension education and administration. Topics of study include program planning, administration of child and family services, child development, nutrition, meal planning and preparation, housing the family, managing personal finance, consumer education, family relationships, parenting, and the family.

A major in **Hospitality Management** consists of three areas of emphasis: Culinary Arts, Foodservice, and Lodging. During this review period an agreement was reached with Marshall Community and Technical College to create a major in Hospitality Management to be offered to students with an Associate Degree in Culinary Arts, Foodservice, and Lodging and enter Hospitality Management major in the BA in FCS beginning fall 2008. Graduates may secure employment as restaurant managers, banquet managers, hotel managers, entrepreneurs, foodservice managers, chefs, catering directors, and in executive housekeeping. The Department of West Virginia Tourism (2004) indicated that West Virginia generated over \$3.4 billion in 2004, and produced about 41,000 jobs with earnings of \$766 million. West Virginia's sales in foodservice are estimated to increase by 9% by 2015.

Secondary Education students who are earning teacher certification in Family and Consumer Sciences 5 – Adult take selected courses from the B.A. in FCS. Students seeking an endorsement to their Elementary teacher certification in pre-kindergarten teaching take selected courses from the B.A. in FCS. The students seeking these areas of certification are included in the program review for secondary education or early childhood education.

The revision of the B.A. in FCS was initiated in fall 2006 when the Preschool Education area of emphasis moved to a new Early Childhood Education department in the School of Education. The Retail Merchandising area of emphasis changed to Apparel Design and Merchandising area of emphasis to include fashion design. The Family and Environmental Studies area of emphasis was changed to Child and Family Services. A strong opportunity existed to expand the B.A. in FCS program to include the Hospitality Management area of emphasis. Through collaboration with the Marshall University Community and Technical College a dual program in Hospitality Management would allow students with an Associate Degree in Applied Science in Hospitality Management to complete requirements the B.A. in FCS program at Marshall University. The program revisions were completed in 2007– 2008 and began accepting students in the fall of 2008.

2. Faculty: Appendix II Faculty Data Sheet

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

Dr. Mary Mhango, a professor and FCS Program Coordinator, holds a Ph.D. in Fashion Merchandising and Entrepreneurship earned at Iowa State University, an MA in Home Economics Education received at Mount Saint Vincent University, and a B.S. in Clothing Design from the University of Missouri. She has more than 25 years' experience in teaching and managing academic department programs in higher education in the United States and abroad. During the review period she taught FCS core courses and some courses in Apparel Design and Merchandising at Marshall University. She published refereed articles; and reviewed manuscripts for refereed journals, scholarly papers for conference presentations, and book manuscripts for higher education. Dr. Mary Mhango presented research papers at state, national and international conferences.

Dr. Susan Linnenkohl, a professor, holds a Ph.D. from Oklahoma State University in food, nutrition and institutional administration, an M.S. from Kansas State University in institutional management and a B.S. from Eastern Kentucky University in dietetics. She has taught in higher education since 1978 and prior to that Sue managed dietary programs. Dr. Linnenkohl was responsible for the food and nutrition and child and family services courses as well as a management course. She coordinated FCS internship. Dr. Linnenkohl attended state professional conferences during the review period.

Dr. Glenda Lowry, an associate professor, earned a Ph.D. in Home Economics from the University of North Carolina—Greensboro, an M.S. in clothing and textiles, and a B.A. in home economics education from Oklahoma State University. Dr. Lowry has

over 30 years' teaching experience in higher education and was responsible for teaching fashion merchandising courses during this review period. She attended FCS professional conferences in West Virginia during the review period

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: (Appendix III.)**
All students met the general entry requirements for Marshall University. Students admitted in the BA in FCS had a mean score high school GPA that ranged from 3.07 to 3.55. The mean ACT score for incoming freshmen in the Family and Consumer Science program ranged from 20.3 to 21.8. The students' mean SAT score ranged from 446.7 to 520 verbal, and from 436.7 to 500.0 quantitative.
- c. **Exit Abilities: (Appendix IV.)**
Students are required to have a minimum 2.00 GPA to graduate with a degree in Family and Consumer Sciences and graduates met this requirement. As shown in Appendix IV, during this review period a total of 35 students graduated with a mean GPA ranging from 2.69 to 3.85. Graduates also successfully completed six credit hours of internship that includes a capstone experience. Students complete a research paper as well as a presentation for their capstone. The student, work-site supervisor, and faculty supervisor evaluated students' internships. Overall performance indicates the students received a score of at least 80% on their performance at the end of their capstone internship over the five year period. Students are not required to pass licensing exams.

4. Resources:

- a. **Financial:**
The annual budget allocated to the department was generally adequate to allow for appropriate materials and facilities needed by the program. Additional sources of funding comprised donations to the program through the University Foundation like the Martha Lee Blankenship Fund (interest earned from 1988 endowment is \$300-\$400 per year), student fees (\$25) for selected laboratory courses. In 2004 one alumni donation of \$25,000 targeted for improvements in laboratory equipment. During this review period some of this donation was used to acquire twenty computers and computer-aided-design (CAD) software (located in JH101), an up-to-date technology for teaching courses in apparel design, production and merchandising. A laboratory manager (Timothy Melvin) was hired to help with FCS labs, acquisition, provision, and maintenance of learning and teaching resources for the FCS programs.

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
- 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)
- Computers and CAD software in 101 Jenkins Hall

Learning facilities meet the minimum requirements for implementing the B.A. in FCS Degree. The Food Laboratory, shared with Dietetics, is very outdated and does not adequately meet requirements for either program. The cost of renovating the lab in the current space is estimated to be more than \$200,000. The food laboratory and the textile and apparel laboratory generally accommodate a maximum of 20 students per session.

5. Assessment Information:

The assessment focused on the ability of students to seek information, read research, and critically analyze the information and present information that is meaningful and accurate to FCS competencies from literature related to their specific area of emphasis. Students were also expected to gain general knowledge and understanding of the basic content in their area of emphasis. Additional goals included employment in FCS professions as a leader.

- a. **Appendix V** presents a 5-year summary of assessment of the program's student learning outcomes. Appropriate student learning outcomes and assessment measures were developed for the B.A. in FCS. A selection of Family and Consumer Sciences learning outcomes were measured and analyzed. Research-based assignments in upper level courses such as FCS 314, 351, 379, 363, 444 & 465 provided opportunities for students to collect primary data. Indicators demonstrating mastery of professional and technical skills, ability to plan, conduct, evaluate performance, and disseminate information were measured. Various assessment tools such as portfolios, applied and lab exercises, term papers, projects, and written exams were used to collect data for assessment of learning outcomes. Analysis of assessment results show that students performed above average.

Through internship (FCS 471 & 472) students' work habits, FCS knowledge and quality of work, human relations, and personal attributes were assessed. Students engage in fieldwork experience and were evaluated by employers/supervisors and university supervisors. Rubric benchmarks (not observed =1, below average = 2, average = 3, above average =4, and exceptional = 5) were used to assess level of performance. The overall job performance of more than 90% of students was above average or exceptional. The performance in the capstone (FCS 472) shows that 64% of students were found to be exceptional, and 36% performed above average. Results for the initial field experience (FCS 471) indicate an overall job performance of 45.8 % as being exceptional, 50% above average, and 4.2% average.

- b. **Other Learning and Service Activities N/A**

c. **Plans for Program Improvement**

Family and Consumer Sciences planned to continue field experiences with its partners in order to provide students diverse learning experience opportunities. Through internships and job shadowing students had field experiences with the fashion retail industry, consumer agencies, child and family services, hospitality industry, and nutrition education programs. Although Appendix V provides suggestions for program improvement, there are no plans for improvement because the management at Marshall University decided to discontinue the B.A. in FCS by May 2012.

d. **Graduate and Employer Satisfaction:**

Upon completion of the B.A. in FCS degree program, students were encouraged to complete online exit and postgraduate surveys to evaluate the program in terms of acquisition of defined competencies in FCS and relevance to chosen career. Generally students reported satisfactory job performance.

e. **Attach the previous five years of evaluations of your annual assessment reports provided by the Office of Assessment. Reports attached**

6. **Previous Reviews:** Low student enrollment was for corrective action. Examining Appendix VI show that enrollment increased during this review period. Since the last review 2005-06 students enrollment increased from 27 to 48 in 2006-07 and 51 in 2007-08. The assessment feedback from the Office of Assessment has indicated a need for more diverse activities and tools for assessment, which were met during this review.

7. **Strengths/Weaknesses:**

Strengths: The FCS program is unique among those offered by universities in the Tri-State region and is comparable with FCS programs accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences. The B.A. in FCS at Marshall University is the only stand-alone FCS degree program among universities in the Tri-State region. All other undergraduate degree programs are merged with other areas of focus such as education (Fairmont University offers BS in FACS), and agriculture and forestry (West Virginia University). The B.A. in FCS is the only program that offers the Child and Family Services area of emphasis in the Tri-State region.

There is a critical employment demand for graduates with the B.A. in FCS. The curriculum offers training to meet the demands of fashion industry, agencies, educational institutions, hotels/motels, and restaurants. The Hospitality Management major, with three areas of emphasis (Culinary Arts, Foodservice, and Lodging), provides opportunities to graduates from community colleges to pursue a bachelors degree to serve at managerial level in this fast growing industry in West Virginia. West Virginia's sales in foodservice are estimated to increase by 9% in the next 10 years.

A strategic plan was developed and focused on the revision, recruitment and retention of students in the B.A. in FCS degree program. Strategic planning was guided by trends in the FCS profession, career demands and societal needs. Professional trends are

reflected in the FCS standards identified by the American Association of Family and Consumer Sciences (AAFCS), a national organization. Strategies for recruitment and retention of students include the formation of a Family and Consumer Sciences Advisory Committee, which is a representation of potential FCS graduates, employers, and those representing community interests. Members of the advisory committee role, among many tasks, advocate for the program. The FCS website was recreated to provide information to students, the public and potential employers. Additional strategies include the development of a promotional brochure, participation in student orientations, and school visits as major marketing strategies for the programs.

Weaknesses: The program had low student enrollment in some areas of emphasis as the program was being revised. More marketing activities through various media were planned for recruitment.

B. VIABILITY

1. **Articulation Agreements:** N/A.
2. **Off-Campus Classes:** N/A
3. **Online Courses:** N/A
4. **Service Courses:** B.A in Secondary, M.A.T., ESS in Kinesiology, and the RBA. The B.A. in FCS offers FCS subject content for the B.A. in Secondary Education and M.A.T. The need for Family and Consumer Sciences educators remains high in West Virginia and across the nation. In 2010 the West Virginia legislature required that all Middle schools offer Life Skills (FCS) course. Research indicates that many states including the Tri-states face dire shortages of FCS educators. For example for the 1999-2003 periods, West Virginia needed 200-250, but forecasted a supply of 100-150 per year for FCS educators; Ohio required 150-175 but forecasted a supply of 30-50 per year (the American Association of Family and Consumer Sciences, 1999). There is increasing demand at the high school level, for teaching FCS courses such as Applied Design – Fashion 3 Merchandising (WVIES Code 0961), Parenting and Child Development (WVEIS Code 0902), Child Development Specialist I (WVEIS Code 1003, Child Development Specialist II (WVEIS Code 1004), Food Preparation (WVEIS Code 0951) and Prestart (WVEIS Code 1019) a hospitality management perspective. The FCS unit at Marshall University receives inquiries from a number of teachers without educational background in FCS that are interested in pursuing Master of Arts in Teaching (MAT) with an FCS area of emphasis. The MAT program consists of 50% subject content (i.e. FCS undergraduate courses) prior to acceptance in the program.
5. **Program Course Enrollment: Appendix VI.)** The curriculum offered courses for individual and curricular needs of students in other programs such as the B.A. in Secondary Education, MAT, and RBA, and a minor in Marketing. The RBA director expressed interest to have an FCS area of emphasis and FCS agreed to develop courses to meet the requirement.

6. Program Enrollment: See Appendix VII

Enrollment trends in the BA in FCS remain positive. Recruitment efforts through marketing the revised program were a focal point after the program was revised.

7. Enrollment Projections:

A growing need for FCS teachers will demand that FCS content be offered in the B.A. in Secondary School and the MAT. The director of the RBA has expressed interest to have an FCS component because an increasing number of RBA students take FCS courses. The Associate degree programs will continue to have a positive influence in enrollment and degree production in the BA in FCS.

C. NECESSITY:

What seems very clear is that the B.A. in FCS is a viable program that meets personal and careers needs. Students are able to carry out responsibilities and meet professional job requirements. Graduates with B.A. in FCS Degree have great potential to contribute to the well being of individuals, families and society, and to the rural economic development of West Virginia and globally.

1. **Advisory Committee:** An FCS Advisory Committee, a representation of potential FCS graduates, employers, and those representing community interests, was created during this review period. Members of the advisory committee roles include, Identifying professional needs in specific job placements and a broad spectrum of professional needs in the workplace such as interpersonal skills, program courses, and types of internships, resources, and making recommendations for strengthening the Family and Consumer Sciences Program to ensure the programs' relevance to professional needs and advocate for the program.
2. **Graduates:** see **Appendix VIII.**
3. **Job Placement:** All graduates from the program are successfully employed in their professional areas of interests. A few who opted to pursue graduate studies qualified and were accepted into graduate programs in their FCS areas of interest.

IV. RESOURCE DEVELOPMENT (If applicable)

N/A because the management decision to terminate the program by fall 2012. However, if the Family and Consumer Sciences program was terminated the food lab is shared with Dietetics in the College of Health Professions and would continue to be needed by Dietetics.

Appendix I Required/Elective Course Work in the Program

Degree Program: B.A. in 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
EF10-BA, FCS major				SOC 200Introductory Sociology	3
EF11- Apparel Design & Merchandising				MGT 360 Introduction to Entrepreneurship	3
FCS 112 Clothing Construction	3	MKT371 International Marketing	3	ART 214 Introduction to Design	3
FCS 160 Overview of the Fashion Industry	3	MKT 435 Internet Marketing	3	MKT 344 Retail Management	3
FCS 201 Family & Consumer Sc. The Prof	1	MKT 437 Consumer Behavior	3	ECN 200 Survey of Economics	3
FCS 358 Family Resource Management	3	MKT 442 Market Research	3	LE 207 Legal Environment of Business	3
FCS 379 Aesthetics for Living	3	ART308 Weaving	3	ACC 310 Accounting for Entrepreneurs	3
FCS 212 Textiles	3	ART421 Functional Weaving Design	3	MGT 320 Principles of Management	3
FCS 240 Pattern Making &Apparel Production	3	ART422 Textile Fiber Art	3	MGT 424 Human Resource Management	3
FCS 311Advanced Apparel Pattern Making	3	THE 250 Introduction to Costuming		MKT 340 Principles of Marketing	3
FCS 314 Dress and Culture	3	PSY 201 General Psychology		ISC 209Chemistry in the Home	4
FCS 349 Apparel Product Quality Analysis	3				
FCS 359 Merchandising Processes and Procedures	3				
FCS 417 Evolution of Fashion	3				
FCS 459 Fashion Buying	3				
FCS 444 Consumer Education	3				
FCS 471 Family and Consumer Sciences Practicum I	3				
FCS 472 Family & Consumer Sc. Practicum II (Capstone)					

Appendix I Required/Elective Course Work in the Program

Degree Program: B.A. in 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
EF19-Child and Family Services					
FCS 201 Family & Consumer Sc The Prof	1	SOC 200 Introductory Sociology	3	ECE 215 Family Relationships	3
FCS 358 Family Resource Management	3	SOC 310 Individual and Society	3	ECE 204 Parenting	3
FCS 379 Aesthetics for Living	3	SOC 313 Contemporary Social		PSY 311 Child Development	3
FCS 210 Nutrition	3	Issues and Problems	3	PSY 201 General Psychology	3
FCS 350 Admin. of Child & Family Services	3	SOC 432 Sociology of Appalachia	3	PSY 312 Adult Development	3
FCS 351 Housing the Family		SOC 433 Industrial Sociology	3	SOC 408 The Family	3
FCS 363 Meal Planning & Preparation	3	SOC 442 Urban Sociology	3	COUN 455 Crisis Interventions	3
FCS 444 Consumer Education	3				
FCS 465 Child and Family Programs	3				
FCS 471 Family and Consumer Sciences	3				
Practicum I	3				
FCS 472 Family & Consumer Sc. Practicum II (Capstone)					

Appendix I Required/Elective Course Work in the Program

Degree Program: B.A. in 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
EF20- Hospitality Management major					
FCS 306 Foundations of FCS Profession	3			ECN 200 Survey of Economics	3
FCS 358 Family Resource Management	3	MKT 344 Retail Management	3	LE 207 Legal Environment of Business	3
FCS 359 Merchandising Process & Procedures	3	MKT 435 Internet Marketing	3	ACC 310 Accounting for Entrepreneurs	3
FCS 379 Aesthetics for Living	3	MKT 437 Consumer Behavior	3	MGT 360 Introduction to Entrepreneurship	3
FCS 402 Foods of the World	3	MKT 442 Market Research	3	MGT 424 Personnel Management	3
FCS 405 Quantity Food Production	3			MKT 340 Principles of Marketing	3
FCS 407 Food Service System Mgt	3				
FCS 410 Nutrition in Aging	3				
FCS 444 Consumer Education	3				
FCS 472 Family and Consumer Sciences Internship (capstone).	3				

Expand table as needed.

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

Appendix II Faculty Data Sheet

(Information for the period of this review)

Name: Mary Mhango

Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Ph.D. Date Degree Received: 2006

Conferred by: Iowa State University

Area of Specialization: Fashion Merchandising and Entrepreneurship

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience 0

Years of employment other than Marshall 20 years

Years of employment at Marshall 6 years

Years of employment in higher education 25 years

Years in service at Marshall during this period of review 6 years

Courses taught during the final two years of this review.

Year/Semester	Alpha Des. & No.	Title	Enrollment
2009-2010 Fall	FCS201	Family & Consumer Sciences: The Profession	10
	FCS306	Foundations of FCS professional Practice	5
	FCS363	Meal Planning and Preparation	10
	FCS444	Consumer Education	16
2009-2010 Spring	FCS201	Family & Consumer Sciences: The Profession	11
	FCS349	Evaluation of Ready-to-wear	7
	FCS 351	Housing the Family	19
2010-2011 Fall	FCS201	Family & Consumer Sciences: The Profession	12
	FCS 240	Pattern Making and Apparel Production	11
	FCS306	Foundations of FCS professional Practice	7
	FCS444	Consumer Education	14
2010-2011 Spring	FCS201	Family & Consumer Sciences: The Profession	7
	FCS 351	Housing the Family	15
	FCS311	Advanced Apparel Pattern Making	7
	FCS465	Child and Family Programs	8

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

Events during the period of this review.

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

2008 Reviewed the 2nd edition of *Fashion Entrepreneurship: Retail Business Planning* including the accompanying CD-ROM by Michele Granger and Tina Sterling. Publisher: Fairchild Books & Visuals.

- 2008 Reviewed the new edition of *Consumer Economics: the consumer in Our Society* by Mel J. Zelenak and Wendy Reinboldt. Publisher: Holcomb Hathaway Publishers, Inc.

Review Abstracts

2009 International Textile and Apparel Association 2009 Research and Creative Abstract Review in two areas: Design and Aesthetics Track; and Merchandising II: Visual

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

Referred Journal Article

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. Electronic

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

Referred Presentations:

- 2009 Mhango, M.; Gordon, H. *Perceptions of Obesity and Barriers to Managing Obesity: From Clients at a Medical Outreach Center in West Virginia*. 2009 American Educational Research Association April 13-14, San Diego, CA.
- 2008 Mhango, M. *What employers of Family and Consumer Sciences graduates want: A content analysis of job adverts for managerial positions in hospitality and tourism*. Evolving Technology – The Impact on Individuals, Families and Communities, 2008 Annual Meeting, West Virginia Association of Family and Consumer Sciences, April 12-13, 2008, held at Quality Inn and Conference Center, Harpers Ferry, WV.
- 2008 Mhango, M. *Fostering entrepreneurship in the Family and Consumer Sciences curriculum through teaching strategies*. American Educational Research Association (AERA) Annual Meeting, New York, March 24-28, 2008.
- 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.
- 2007- Present Member, ITAA Innovative Teaching Committee
 2006-Present West Virginia Affiliate of AAFCS – President Elect
 2004-present American Association of Family and Consumer Sciences (AAFCS)
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
 2010 Women of Color Award, Marshall University, Huntington, West Virginia
- 8) Community service as defined in the
 2007-present Fashion Design Projects, SCORES, Marshall University
 2008 Judge for high school projects, FCCLA, at Cedar Lakes Conference Center, Ripley, West Virginia.

Appendix II

Faculty Data Sheet

(Information for the period of this review)

Name: Susan Linnenkohl

Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No Highest Degree Earned: Ph.D. Date Degree Received: _____Conferred by: Oklahoma State UniversityArea of Specialization: Food, Nutrition and institutional administration

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____

Years of employment other than Marshall _____

Years of employment at Marshall _____

Years of employment in higher education 33 years

Years in service at Marshall during this period of review _____

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 (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2009-2010 Fall	FCS210	Nutrition	24
	FCS210	Nutrition	22
	FCS472	FCS practicum II capstone	1
2009-2010 Spring	FCS210	Nutrition	23
	FCS210	Nutrition	25
	FCS358	Family resource management	14
	FCS471 & 472	FCS practicum I and II capstone (coordinator)	2
2010-2011 Fall	FCS210	Nutrition	22
	FCS210	Nutrition	18
	FCS471 & 472	FCS practicum I and II capstone(coordinator)	5
2010-2011 Spring	FCS210	Nutrition	23
	FCS210	Nutrition	23
	FCS358	Family resource management	11

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

- 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*. Made receiving blankets and baby quilts for the Montgomery County Hospital, Made dog sleeping pads for Stephens County Shelter

Appendix III
Students' Entrance Abilities (B.A. in FCS Degree Program)

Year	N	Mean High School GPA	Mean ACT	Mean SAT Verbal	Mean SAT Quantitative	Mean SAT Writing
2006-07	8	3.27	20.8	446.7	436.7	
2007-08	8	3.55	21.8	520.0	490.0	
2008-09	7	3.07	20.3	510.0	500.0	
2009-10	7	3.12	21.5	480.0	500.0	
2010-11	10	3.23	20.9	490.0	470.0	

Appendix IV
Students' Exit Abilities (EF10 - B.A. in FCS Degree Program)

Year	N	Mean GPA	Licensure Exam Results	Certification Test Results	Other Standardized Exam Results
2006-07					
EF-11	3	2.79	N/A	N/A	N/A
EF-13	1	3.48			
EF-15	1	3.22			
EF-17	1	2.67			
2007-08			N/A	N/A	N/A
EF-11	8	2.95			
EF-15	3	3.26			
EF-17	1	3.83			
EF-18	2	3.43			
2008-09			N/A	N/A	N/A
EF-11	1	3.09			
EF-13	1	3.10			
EF-15	4	2.89			
2009-10			N/A	N/A	N/A
EF-14	1	2.69			
EF-15	1	3.85			
EF-17	2	3.18			
2010-11			N/A	N/A	N/A
EF-15	1	3.09			
EF-17	2	2.37			
EF-19	1	3.14			
EF-23	1	2.78			

Appendix V
Assessment Summary
Marshall University
Assessment of the Program's Student Learning Outcomes
 5 year summary

Component Area/Program/Discipline: _B.A. In Family and Consumer Sciences Degree Program

Program Level				
Program's Student Learning Outcomes	Assessment Measures (Tools)	Standards/Benchmark	Results/Analysis	Action Taken to improve the program
Increase their knowledge and application of concepts fundamental to the mission of FCS	Applied exercises Written exams Term papers Portfolio FCS courses: 201, 210, 212, 215, 349, 350,351, 358, 359, 444,465, 471, 472	70% or higher in exams/tests Proficiency in articulation of information and thoroughness in problem solving Course pass rate/grade of C or higher in FCS courses	Moderate competence in articulation of FCS body of knowledge and application to life. More than 90% students attained a GPA of 2.0 or higher in FCS courses.	Continue with diverse learning activities based on the FCS body of knowledge and changes in society in the 21 st century.
Demonstrate competencies/skills essential for working in FCS related to industry or organization that deal with provision of goods and services that impact individuals, families, and communities.	Job shadowing Portfolio Internship: FCS 471, 472 Evaluation form Self-evaluation form Observation worksheet Lab experience worksheets: FCS 210, 212, 240, 311, 363, 379, 432, 444, 465	Rubric for measuring the level of performance during: Internship and Lab exercises Rating scale rubrics: 4 – Skilled – can work independently 3 – Moderately skilled - with limited supervision 2 – Limited skilled – requires close supervision 1 – No exposure – no knowledge in the area	Students achieved 3 or higher for internship evaluation and Lab exercises	Challenge students to set even higher goals for internship. Encourage proficiency in portfolio development

<p>Apply critical thinking skills and evaluate practices and strategies for meeting personal, physical, emotional, intellectual, and social needs of individuals across the life span.</p>	<p>Analysis of case studies, and research papers. Observations tools Field trip interviews Content tests FCS courses: 201, 210, 212, 215, 349, 351, 358, 359, 432, 444,465</p>	<p>Rubric for measuring the level of performance and articulation of information and thoroughness in problem solving. Course grade of C or higher</p>	<p>A majority 98%) were able to use diverse search engines to access information and substantiate claims. Inconsistence in citation of references</p>	<p>Continue to engage students in review of scholarly articles and citation of sources of information</p>
<p>Use technology to achieve operational efficiency and productivity in FCS such as plan, design, produce, evaluate, and market apparel and textile products.</p>	<p>Tests, and applied exercises such as fashion design using Computer-aided-design (CAD) and other software</p>	<p>Proficiency in basic computing skills and in CAD Course pass rate/grade of C or higher</p>	<p>All students demonstrated basic computing skills such as PowerPoint presentation, developed patterns for apparel using CAD.</p>	<p>Increase computer labs with the FCS software to enhance creativity in design projects</p>
<p>Communicate effectively both in writing and verbally to transfer FCS information to targeted audience in various settings.</p>	<p>Job shadowing rubrics, quizzes, and tests, Rubric for oral presentation Rubrics for posters, and displays. Reflection paper on findings. Portfolio FCS 160, 201, 210, 212, 215, 349, 351,358, 359, 417, 432, 444, 459, 465</p>	<p>Proper grammar use Rubric for measuring logical sequence and clarity in presenting information, appropriate grammar, citation and listing of references,</p>	<p>Students spell checked for appropriate grammar, and proper citation and listing of references</p>	<p>Increase research paper writing activities.</p>

Appendix VI
Program Course Enrollment (EF10 - B.A. in FCS Degree Program)

Course #	Course Name	Required/ Elective/ Service	Delivery Method	Location	Year 1 2006-2007			Year 2 2007-2008			Year 3 2008-2009			Year 4 2009-2010			Year 5 2010-2011		
					Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
FCS112	Cloth Construct	R	Td	Huntington	-	20		-	19		-	10		-	15		-	17	
FCS 160	Overview of Fashion	R	Td	"	17	-		15	-		18	-		22	-		15	-	
FCS201	FCS profession	R	Td	"	12	10		5	11		6	-		12	11		13	8	
FCS212	Textiles	R	Td	"	-	-		14	-		9	-		10	-		12	-	
FCS240	Pattern & Prod	R	Td	"	-	-		-	-		13	-		-	-		11	-	
FCS311	Adv Patternmaking	R	Td	"	-	-		-	-		-	6		-	-		-	9	
FCS314	Dress and culture	R	Td	"	-	11		7	-		9	4		15	-		8	-	
FCS359	Merchandising pro	R	Td	"	-	12		7	6		-	3		-	-		7	-	
FCS379	Aesthetics of Living	R	Td	"	10	17		-	9		-	-		-	14		-	7	
FCS417	Evolution of Fashion	R	Td	"	10	-		-	14		-	11		-	-		-	11	
FCS459	Fashion Buying	R	Td	"	13	-		-	6		12	-		3	-		10	8	
FCS202	Food & Nutrition Conc	R	Td	Huntington		13	6		-	-		-	-						
FCS215	Family Relationships	R	Td	"		-	-		38	-		-	-						
FCS303	Child Development	R	Td	"	4	16	20	4	18	22		-	-						
FCS210	Nutrition	R	Td	"		28	29		51	53		35	52		-	51	43	51	
FCS350	Admin Ch & Fam	R	Td	"		-	3		17	-		-	5		-	-	8	-	
FCS351	Housing the Fam	R	Td	"		18	10		-	11		-	11		-	21	-	17	
FCS358	Fam Resource Mgt	R	Td	"		6			11	-	3	-	15		-	15	-	14	
FCS363	Meal plan & Prep	R	Td	"		4			-	6		-	12		10	-	-	-	
FCS432	Parenting	R	Td	"		20			24	-		-	-		-	-	-	-	
FCS465	Child & Fam Prog	R	Td	"					-			1	-		-	-	-	10	
FCS471	FCS Internship I	R	Td	"	4	6	6	4	-	2	5		2		1	2	1	2	3
FCS102	Early Child program	R	Td	Huntington		14	-		19	-		-	-		-	-		-	
FCS306	Foundation of FCS	R	Td	"			20		15			-	-		5		7	-	
FCS402	Foods of the World	R	Td	"								-	-					4	
FCS405	Quantity Food Prod	R	Td	"								-	-					5	
FCS407	Food Serv Mgt	R	Td	"								-	-				10		
FCS444	Consumer Education	R	Td	"		20						12	-		20	-	14	-	
FCS472	FCS Internship II	R	Td	"	2		6	4		5	2	1	1		1	1	1	-	3

Please use the following codes:

Required/Elective: Required = R; Elective = E; Service = S (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course. Delivery Method: Traditional = Td, Online = O, Hybrid = H

Appendix VII
Program Enrollment (EF10 - B.A. in FCS Degree Program)

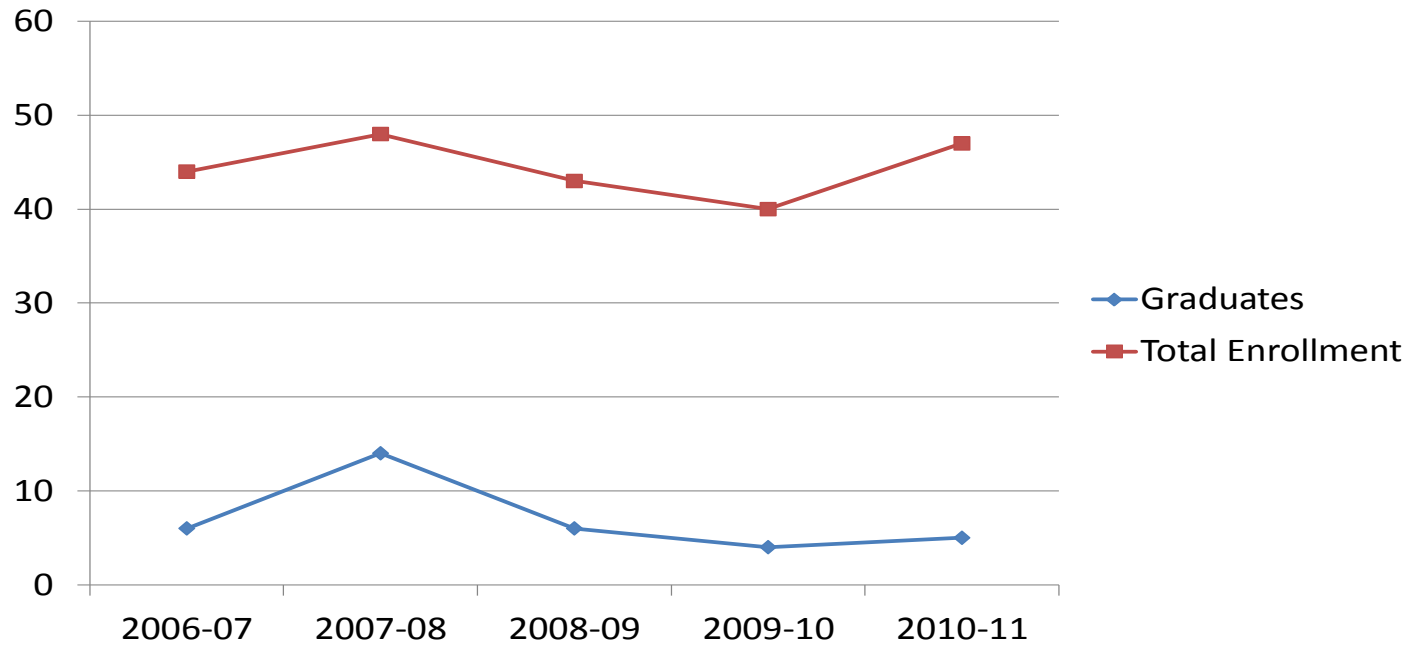
Students	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	Year 4 2009-2010	Year 5 2010-2011
New Students Admitted	8	8	7	7	10
Principal Majors Enrolled	44	48	43	40	47
Grand Total of Students Enrolled in the Program	44	48	43	40	47
Graduates of the program	6	14	6	4	5

*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.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

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

Figure 1. Trend Line for Total Enrollment and Program Graduates:
BA in Family and Consumer Sciences



**Appendix VIII
Job and Graduate School Placement Rates**

Year	# of graduates employed in major field	# of graduates employed in related fields	# of graduates employed outside field	# of graduates accepted to Graduate Programs	# of graduates not accounted for
Five –Year Total					

This information was not provided.



Office of Assessment & Program Review

June 7, 2011

Dr. Mary Mhango, Program Director
Family and Consumer Science
COEHS

Dear Mary:

I have completed my evaluation of the BA in Family and Consumer Science's assessment of student learning. This letter will provide general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports was sent to you in April, I will not include numerical ratings in this letter. The reason for this is that the rubric is still relatively new and is continuing to be revised. At this time, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Most learning outcomes are measurable and some assess higher levels of thinking. It might be useful to explicitly indicate which learning outcomes go with which program goals. Also, rather than "identify industry appropriate communication skills," don't you want students to "use" industry appropriate communication skills? Although you specify numerous assessment measures which appear to be valid, you do not specify precise benchmarks and your results are vague. Also, course grades are too holistic a measure to be useful in assessing learning outcomes. Please refer to the rubric sent in April for comments from reviewers.

During the academic year 2011 – 2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with you. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. R. B. Bookwalter, Dean, COEHS
Dr. Lee Olson, Chair, HDAT



Office of Assessment & Program Review

April 5, 2010

Dr. Mary Mhango, Program Director
Family and Consumer Science
COEHS

Dear Mary:

I have completed my evaluation of the BA in Family and Consumer Science's assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric is still relatively new and, as you will see, it raises the bar for what is considered excellent assessment. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Your student learning outcomes appear to be well thought out and you have identified valid and varied assessment measures. You might want to check out our website for the most current forms for annual assessment, as you appear to be using outdated forms
http://www.marshall.edu/assessment/assessment_forms.htm.

I assume this is a plan as no results or actions taken are reported this year. I encourage you to flesh out this plan by determining an assessment timeline, e.g. you might decide to assess 1 and 2 next year, outcomes 3 and 4 the next. Agreed upon departmental rubrics should be used to allow you to identify strengths and weaknesses and to put improvements into place based on assessment data.

Please see the attached rubric. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Rosalyn Templeton, Executive Dean, COEHS



Office of Academic Affairs

September 12, 2007

Dr. Mary Mhango
 Coordinator, Family and Consumer Science
 College of Education and Human Services
 Campus

Dear Mary,

The Assessment Report Review Subcommittee has completed its review of annual reports from 2006-2007. Following are the comments for the BA in Family and Consumer Science:


Learning Objectives: The program is at Level 1 (on a scale of 0-3) in this category, meaning that learning objectives are identified, they describe student behaviors and some are program, rather than course, objectives. The reviewer commented that there was insufficient detail about the objectives in the narrative.

Assessment Measures: The program is at Level 2 in this category. This means that the program has identified measures, they are related to the learning objectives, and there are multiple measures. However, the terms of measurement ("satisfactorily complete", "successfully organize") are not clearly defined in the narrative and the evidence of validity and reliability of procedures is not clearly evident in the report.

Feedback Loop: Here, too, the program is at Level 2. According to the reviewer, data are being collected, but the program does not sufficiently show that is using this information to improve the quality of learning. Further, the program indicates minimal performance expectations/standards have been established. What is missing is evidence that data are an integral part of departmental planning and budgeting processes and that assessment is part of the culture of the department.

Marshall University's goal is to have every program performing at a minimum of level 2 in every category and moving toward level 3. The Assessment Office is committed to helping programs achieve this goal. If you would like to discuss your assessment process, should you need any assistance in the future, please feel free to call on Dr. Mary Beth Reynolds, the new Director of Assessment, at 62987.

Sincerely,


 Frances Hensley
 Associate Vice President for Academic Affairs

C: Dr. Rosalyn Templeton, Dean, College of Education and Human Services
 Dr. William McDowell, Chair, Division of Human Development and Allied Technologies

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