

Program Review

Master of Arts in Family and Consumer Sciences

College of Education

November 2011



MARSHALL UNIVERSITY

Program Review Marshall University

Date: 11/01/2011

Program: Master of Arts in Family and Consumer Sciences (FCS)

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>	<u>11/01/2011</u>
Recommendation:	Signature of person preparing the report:	Date:
_____	_____	_____
Recommendation:	Signature of Program Chair:	Date:
<u>5</u>	<u>R. B. Bookwalter</u>	<u>11/1/2011</u>
Recommendation:	Signature of Academic Dean:	Date:
_____	_____	_____
Recommendation:	Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)	Date:
<u>5</u>	<u>Tracy Christofero</u>	<u>1/27/2012</u>
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 M.A. program in Family and Consumer Science

Rationale:

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

The M.A. program in Family and Consumer Science has shown very low enrollment in the past five years. Efforts to recruit students and develop online options to attract more enrollment were not effective. While the program faculty would have preferred to continue their efforts to build the program, the projected success of those efforts was not sufficient to justify the resources necessary to continue. Consequently, the decision was made to discontinue the program.

Robert B. Bookwalter

Signature of the Dean

November 1, 2011

Date

(Narrative limited to 15 pages, Arial 12 pt. 1" margins single spaced)

Marshall University Program Review

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

Program: Master of Arts in Family and Consumer Sciences (FCS)

College: College of Education

Date of Last Review: 2006

I CONSISTENCY WITH UNIVERSITY MISSION

The online Master of Arts (M.A.) in Family and Consumer Sciences (FCS) program offers a single area of emphasis in Hospitality and Tourism. An online delivery of the program was designed to reach and accommodate work schedules of potential students in West Virginia and across the Tri-State region. Coursework advances knowledge and understanding of the hospitality and tourism industry through research, teaching and practice. Parallel to the mission of Marshall University, the program in hospitality and tourism is designed to produce graduates capable of recognizing, directing, coping effectively with and managing operations in the foodservice, lodging, and tourism industry. Managerial positions exist in housekeeping, catering, and guest services in hotels, restaurants, cruise ships, airline dining, contract dining, and convention planning. The hospitality and tourism industry plays a major role in economic growth, and offers diverse employment opportunities in West Virginia, the Tri-State region and nationally. The Department of West Virginia Tourism (2004) reported that travel-generated spending by overnight and day visitors in West Virginia was over \$3.4 billion in the 2004 calendar year and produced about 41,000 jobs with earnings of \$766 million. The Travel Industry Association (2008) indicates that tourism is a \$1.3 trillion industry in the U.S. with 7.5 million direct travel-generated jobs. Data show that 160,000 foodservice managers were employed in 2004, and that employment at this level will increase by 18% by 2014 (www.bls.gov).

This report presents a 5-year program review (2006-07 through 2010-11), which focused on the revision, developing online courses, and marketing the M.A. in FCS degree program. At the beginning of this review period admission into the program was inactivated pending the review of the program. The previous review cited the large number of dual listed (400/500) courses and low enrollment as weaknesses of the program. Accordingly, strategic revision of the curriculum and assessment of learning outcomes were guided by trends in the FCS field of study, and results of the needs

assessment about career and professional competence demanded by potential employers of graduates. 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 M.A. in FCS, career demands and professional competence expectations were investigated to provide baseline data for strategic program planning. Valuable data were obtained from potential employers of FCS graduates, through informal interviews and an email questionnaire with management in hospitality and tourism, and content analysis of advertisements for managerial positions in hospitality and tourism.

The M.A. in FCS was revised to offer a single area of emphasis: Hospitality and Tourism. The curriculum also includes courses that serve as elective for students in other programs (such as Dietetics (FCS 627) in the College of Health Professions and Marketing (FCS 625) in the Lewis College of Business programs.

II ACCREDITATION INFORMATION N/A

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

A. ADEQUACY Provide a narrative summary for each of the following in addition to the requested appendices.

1. Curriculum: (Appendix I)

The Master of Arts in Family and Consumer Sciences is a single area of emphasis in Hospitality and Tourism program. The curriculum was designed to produce graduates capable of recognizing, directing, and managing operations in the foodservice, lodging, and tourism industry. The hospitality and tourism industry plays a major role in economic growth, and offers diverse employment opportunities in West Virginia, nationally and globally. **Appendix I** lists required courses and their credit hours.

The program requires each student to successfully complete a minimum of 33 semester credit hours with FCS 681 Thesis, or 36 credit hours with FCS 679 Problem Report. A minimum of 21 credit hours of graduate coursework must be in Family and Consumer Sciences, including FCS 600 and FCS 671. Students are also required to take 6 hours of support courses and one elective (3 hours) from a related field of study with the approval of the academic advisor and program coordinator.

Each student must identify an academic advisor and at least two committee members in the first year of study. The Graduate College requires each degree-seeking student to develop a "Plan of Study" with his or her graduate advisor. A completed plan of study must be approved

by the department/program and should be filed with the Dean of the Graduate College no later than the semester in which the student registers for his/her 12th credit hour. Students who fail to do so are barred from subsequent enrollment.

2. Faculty: (Appendix II Faculty Data Sheet provides information for each faculty member)

Dr. Mary Mhango, a professor and FCS Program Coordinator, holds a Ph.D. in Fashion Merchandising and Entrepreneurship earned at Iowa State University, an M.A. 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 this review period she taught FCS courses, and coordinated the revision and development of online courses for the M.A. in FCS. Dr. Mhango 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. in food, nutrition and institutional administration from Oklahoma State University, an M.S. in institutional management from Kansas State University, and a B.S. in dietetics from Eastern Kentucky University. Dr. Linnenkohl participated in the development of the FCS 627 course syllabus. She has taught in higher education since 1978 and, prior to that, Sue managed dietary programs.

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: As presented in Appendix III students had required entry abilities. The mean undergraduate GPA of students entering the M.A. in FCS over the past 5 years was 3.28 or higher. The mean GRE score was more than 800 (quantitative and verbal) for those entering the program. To be admitted into the M.A. in FCS program an applicant must have a bachelor's degree in Family and Consumer

Sciences, Hospitality Management and/or Tourism, or related discipline; and submit a transcript showing a completed bachelor's degree with a GPA of 2.5 or higher. Applicants who meet admission criteria, but do not have undergraduate preparation in Family and Consumer Sciences or related courses, must complete a minimum of 12 credit hours of undergraduate preparatory courses in Family and Consumer Sciences.

- c. **Exit Abilities:** Students write comprehensive exams, and submit either a thesis or a problem report during their final year of study. No national certification or licensing examination is required for program graduates. Graduates achieved above minimum exit requirements (see mean GPA in Appendix IV).

4. **Resources:**

- a. **Financial:** Adequate financial resources were available for online course delivery.
- b. **Facilities:** Access to MUOnline, computer facilities, library facilities, and equipment needed for program delivery.

5. **Assessment Information:**

- a. Summary of student learning outcomes in multiple domains of learning, varied assessment tools/measures, attainable standards/benchmarks, results/analysis, and action taken are presented in Appendix V. Tailored to individual career needs and interests, the Master's Degree curriculum builds upon department offerings and on support courses to educate students about research, theory, and professional skills related to the hospitality and tourism field of study.
- b. **Other Learning and Service Activities N/A**
- c. **Plans for Program Improvement**
Although the revised program was advertised through the Advisory Committee, the FCS web site and brochures, a more rigorous marketing of the program through various channels is essential. However, no plan is developed because of the management decision to terminate the program.

- d. Graduate and Employer Satisfaction. No information is available.
- e. Find attached the previous five years of evaluations of the MA in FCS's annual assessment reports.

6. **Previous Reviews:** Previous reviews cited the large number of dual-listed courses (400/500 level) in the M.A. in FCS as a major weakness and recommended that the program be revised to include 600 level courses. The program was inactivated pending the revamping to strengthen it. A comprehensive strategic plan for review to determine the best program of study for the M.A. in FCS in keeping with potential students' demand may attract more students to the program was carried out. Thus, an online M.A. in FCS with a single area of emphasis (Hospitality and Tourism) was approved in August 2009.

7. **Strengths/Weaknesses:**

Strengths: The strength of the revised M.A. in FCS program is its flexibility to allow students to fit the program into their work schedule and work from their home. An online program was designed to reach and accommodate work schedules of potential students in West Virginia and across the Tri-State region. Coursework advances knowledge and understanding of the hospitality and tourism industry tailored to individual career needs and interests. Courses can be taken as electives in other programs. During this review period, two students (one in Dietetics and one from Nursing) took FCS 622 as an elective and found it very helpful.

Weaknesses: The online M.A. in FCS program has had very limited time for publicity to potential students before a decision to terminate it was enforced.

B. **VIABILITY** Provide a narrative summary for each of the following items in addition to requested appendices.

- 1. **Articulation Agreements:** N/A
- 2. **Off-Campus Classes:** N/A
- 3. **Online Courses:** The entire M.A. in FCS is an online program.
- 4. **Service Courses** N/A

5. **Program Course Enrollment: Appendix VI** presents enrollment during and after the revision of the program. Courses in the revised program have already attracted students from other programs.
6. **Program Enrollment:** The enrollment was most likely to increase when online courses were delivered to fit with potential students' work schedules. As shown in Appendix VII, enrollment is negligible. This was due partly to the fact that the program was made inactive during the period when it was being revised. During that time, work was done to develop and get online courses approved.
7. **Enrollment Projections:**
The enrollment was most likely to increase when courses were organized and delivered to fit with potential students' work schedules. Enrollment projections were to admit at least 5-10 students per year. Although no specific agreements were 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 an increase in professional expertise for managerial positions or higher in FCS related industries such as foodservice, tourism and hospitality management through 2014 in the U.S.

C. NECESSITY:

1. **Advisory Committee:** A Family and Consumer Sciences 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's roles included advocating for the program, 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 resources, and making recommendations for strengthening the Family and Consumer Sciences program to ensure its relevance to professional needs.
2. **Graduates:** A large number of graduate students in the M.A. Degree program were most likely to be employed while they pursued graduate studies. An online delivery of program would fit into their work schedule. However, graduating from the program would most likely increase their pay and promotion opportunities.
3. **Job Placement:** Graduates were most likely to stay with their organization/employer after graduation.

IV. RESOURCE DEVELOPMENT (If applicable)

Not applicable because the program was terminated.

Appendix I Required/Elective Course Work in the Program

Degree Program: M.A. in Family and Consumer SciencesPerson 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
FCS 600 Philosophy, Theories and Trends in Family & Consumer Sc.	3	ATE 600 Aspects of Training and Development	3	EDF 517 Statistical Methods	3
FCS 671 Internship in Hospitality and Tourism Management	3	PLS 500 Leisure & Aging	3	EDF 621 Educational Research & Writing	3
FCS 681 Thesis OR	3-6	PSY 520 Industrial/Organizational Psychology	3		
FCS 679 Problem Report	1-3				
FCS 620 Technology in Hospitality and Tourism Industry	3				
FCS 622 Contemporary Issues and Trends in Hospitality and Tourism	3				
FCS 623 Security and Risk Management in Hospitality and Tourism Management	3				
FCS 625 or MKT 625 Hospitality and Tourism Marketing Strategy	3				
FCS 626 Catering and Event Planning	3				
FCS 627 Food and Nutrition Management	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	FCS544	Consumer Education	1
2009-2010 Spring			
2010-2011 Fall	FCS622		1
2010-2011 Spring	FCS622		2

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: 1991Conferred by: Oklahoma State University Area of Specialization: Home Economics- Food and Nutrition ManagementProfessional Registration/Licensure RD, LD Agency: American Dietetic Association and West Virginia Board of Licensed DietitiansYears non-teaching experience 05Years of employment other than Marshall 10Years of employment at Marshall 20Years of employment in higher education 30Years in service at Marshall during this period of review 05

Year/Semester	Alpha Des. & No.	Title	Enrollment
2009-10 fall	NA		
2009-10 Spring	NA		
2010-11 Fall	NA		
2010-11 Spring	NA		

Note: Dr. Linnenkohl did not teach any FCS graduate course during this review period.

- 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
Member of the American Dietetic Association
Attended the West Virginia Dietetics Association annual conference
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

Appendix III
Students' Entrance Abilities (M.A. in Family and Consumer Sciences)

Year	N	Mean Undergraduate GPA	Mean GRE Verbal	Mean GRE Quantitative	Mean GRE Analytical Writing	GMAT Mean	Miller Analogies Mean
2006-07	1	3.28	400.0	470.0	-	-	-
2007-08	1	3.83	460.0	410.0	-	-	-
2008-09	0						-
2009-10	0						
2010-11	0						

Expand table as needed.

Appendix IV
Students' Exit Abilities (M.A. in Family and Consumer Sciences)

Year	N	Mean GPA	Licensure Exam Results	Certification Test Results	Other Standardized Exam Results
2006-07	0				
2007-08	0				
2008-09	1	4.00	N/A	N/A	N/A
2009-10	0				
2010-11	0				

Expand table as needed.

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

Component Area/Program/Discipline: M.A. in Family and Consumer Sciences

Program Level				
Program's Student Learning Outcomes	Assessment Measures (Tools)	Standards/Benchmark	Results/Analysis	Action Taken to improve the program
Explain concepts, theories, and professional practice in foodservice management, lodging, and tourism.	Exams Article critique Evaluation Rubrics Case studies rubrics Reflective paper/Theory critiquing FCS 600, 620, 622, 623, 625, 627, 671,	Proficiency in articulation of information Exceeds Expectations= 4 Meets Expectations =3 Below Expectations= 2 Little or No Value = 1	Students met expectations (3 or higher score).	Continue as is. Read scholarly articles
Apply critical thinking skills in analysis of marketing strategy, sales techniques, promotional tools, and research for hospitality and tourism development	Case studies rubrics evaluation rubrics Reflection papers Written exams. FCS 600, 620, 622, 623, 625, 627, 671, 679, 681	Level of performance and articulation and thoroughness in interpretation of information Exceeds Expectations= 4 Meets Expectations =3 Below Expectations= 2 Little or No Value = 1	100% students attained a 3 or higher score.	Continue as is.

<p>Identify a research problem, design a study and gather data using appropriate research methods on issues in hospitality and tourism industry</p>	<p>FCS681Thesis or FCS 679Problem Report evaluation Rubrics Use tools of inquiry and derive facts from data, findings from facts, draw conclusions from findings, and recommendations from conclusions</p>	<p>Student's committee approval 80% or higher in comprehensive exam and Thesis /Problem Report Proficiency in articulation of information and thoroughness</p>	<p>All students achieved above 85%.</p>	<p>Encourage students in writing manuscripts for conference presentations</p>
<p>Exchange information and ideas with others through writing, speaking, reading or listening;</p>	<p>Discussion board Evaluation rubrics Rubrics to assess clarity and logical presentation of information Citation and listing of references FCS 600, 620, 622, 623, 625, 627, 671</p>	<p>Exceeds Expectations= 4 Meets Expectations =3 Below Expectations= 2 Little or No Value = 1</p>	<p>All students met expectations in presentation of information.</p>	<p>Continue as is</p>
<p>Apply technology to promote operational efficiency and productivity in hospitality and tourism industry.</p>	<p>Rubrics to measure applications of computers in a variety of food service operations with specific emphasis on spreadsheets and food service application software, and experience using state-of-the-art technology and microcomputers FCS620, 622, 623, 625, 627, 671</p>	<p>Posters/YouTube development & sharing project evaluation Exceeds Expectations= 4 Meets Expectations =3 Below Expectations= 2 Little or No Value = 1</p>	<p>All students achieved a 3 or higher score</p>	

Appendix VI
Program Course Enrollment M.A. in Family and Consumer Sciences

Course Number	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
FCS544	Consumer Edu	R	Td	Huntington		2								1					
FCS585	Independent stud	R	Td	Huntington															
FCS586	Independent stud	R	Td	Huntington															
FCS600	Phil & trends FCS	R	O	Huntington		1			1										
FCS601	Evaluation H Ec	R	Td	Huntington															
FCS622	Contemporary Issues in Hosp	R	O	Huntington										1				2	
FCS665	Home Mgt Theo	R	Td	Huntington					1										
FCS679	Problem Report	R	Td	Huntington		1	1												
FCS685	Problem in H Ec	R	Td	Huntington			1												

Indicate all program and service courses. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies. Please use the following codes:

Required/Elective: Required = R; Elective = E (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

Location: Huntington, South Charleston, Point Pleasant, etc.

Expand table as needed.

Appendix VII
Program Enrollment: M.A. in Family and Consumer Sciences

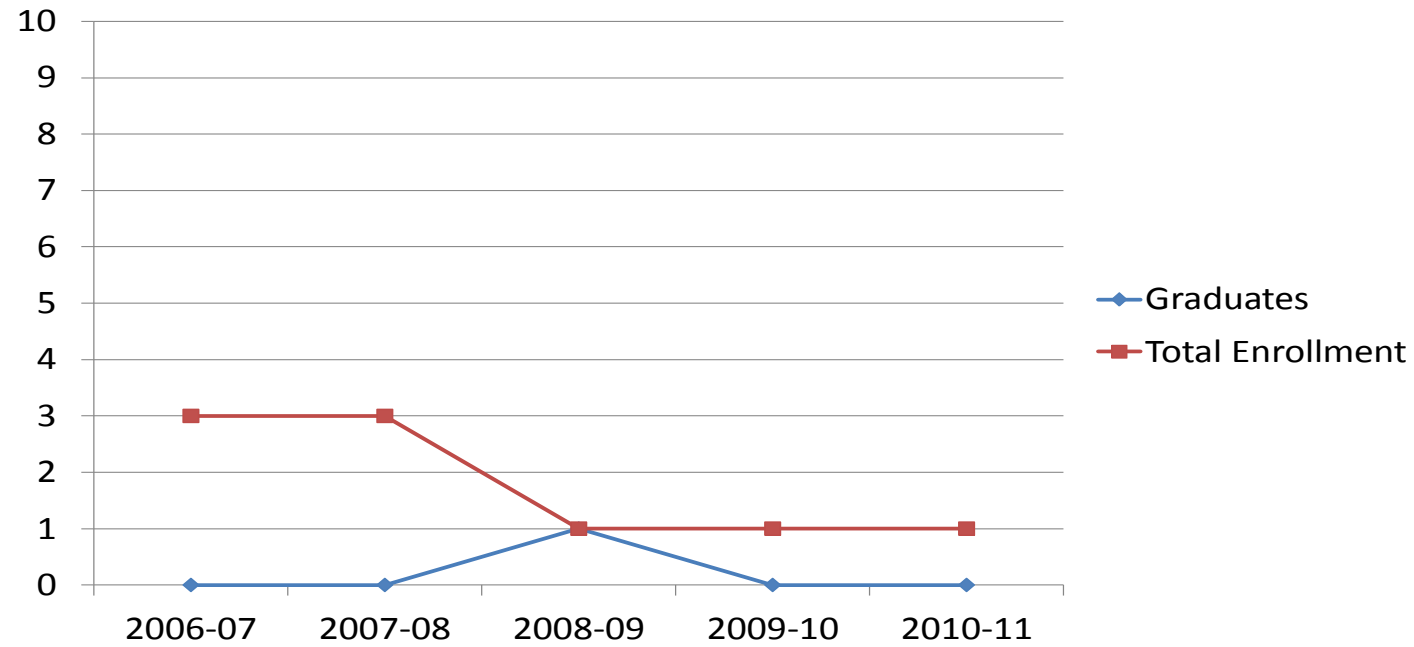
Students	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	Year 4 2009-2010	Year 5 2010-2011
New Students Admitted					
Principal Majors Enrolled Area of Emphasis 1:	3	3	1	1	1
Principal Majors Enrolled Area of Emphasis 2:					
Principal Majors Enrolled Area of Emphasis 3:					
Principal Majors Enrolled Additional Areas of Emphasis					
Second Majors Enrolled*					
Third Majors Enrolled:**					
Other Areas of Emphasis (i.e., education specialization majors)					
Minors***					
Grand Total of Students Enrolled in the Program	3	3	1	1	1
Graduates of the program	0	0	1	0	0

*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 or senior application for graduation.

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





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 MA 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 the 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 Assessment & Program Review

April 1, 2008

Dr. Mary Mhango, Program Coordinator
Family and Consumer Sciences
COEHS

Dear Mary,

The Graduate Council and I have completed our evaluation of the annual program assessment report for the MA in Family and Consumer Sciences. This letter will provide feedback in the following manner. First, I will comment generally on each section of your report. Second, I will rate the following areas of the report on a four point scale (0 – 3, with 3 being the highest rating): student learning outcomes, assessment measures, and the feedback loop. Although I considered feedback from committee members, I made the final decision on ratings for all reports submitted. Third, I will offer suggestions for your consideration as you plan your assessment for the 2008-2009 academic year. Fourth, I will include my evaluation using the Primary Traits Analysis rubric and will include reviewers' comments for your information.

General Comments

You did a nice job outlining your program goals and AAFCS standards. Additionally, your student learning outcomes are appropriately written, reflecting higher order learning. Assessment measures are appropriate and I am glad that you are employing rubrics when assessing products such as theses, problem reports, term papers, and research papers.

I would suggest, however, that you consider using at least two direct measures, supplemented with at least one indirect measure, to assess each outcome. Also, when reporting results, it would be more meaningful to report means across students in each area of the scoring rubrics. This will allow you to identify students' specific strengths and weaknesses, thus informing meaningful curricular modification based on student learning.

Ratings for Student Learning Outcomes, Assessment Measures, and the Feedback Loop

Student Learning Outcomes = 3. This rating was given because your student learning outcomes are comprehensive and measurable, support Marshall's educational goals, and span multiple learning domains.

Assessment Measures = 3. This rating was given because your assessment measures stress higher order learning, focus on real world tasks, and allow learning to be gauged

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MA in Family and Consumer Science

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over time. Although you want to emphasize direct assessment measures, as you have, I also encourage you to supplement these with indirect measures, such as feedback from student, graduate, and employer satisfaction surveys. Survey questions should relate directly to student learning outcomes. I also encourage you to use more than one assessment measure for each outcome.

Feedback Loop = 2. This rating was given because your feedback loop is described. To move to level 3, you should conduct a more detailed analysis of your data in terms of each area of your scoring rubrics. You also should continue to work on expanding the types of data you collect, making sure that these data will allow you to identify specific strengths and weaknesses. This information, then, will allow you to make changes in your program that will positively impact student learning.

Suggestions to Consider as you plan your assessment strategies for the 2008-2009 academic year

I believe you are doing a good job with assessment. One caution I have as you move forward is that you not try to do everything at once. It is perfectly acceptable to assess only a portion of your student learning outcomes each year. I encourage you, however, to continue to develop your assessment rubrics because each outcome should be assessed using more than one assessment tool.

I appreciate the work you are doing to make your assessment stronger. If I can be of additional help, please do not hesitate to contact me at 62987 or at reynoldm@marshall.edu.

Sincerely,



Mary E. Reynolds
Interim Director of Assessment

C: Dr. Rosalyn Templeton, Executive Dean, COEHS



Office of Academic Affairs

August 25, 2007

Dr. Mary Mhango, Program Director
 Family and Consumer Science
 Division of Human Development and Allied Technologies
 COEHS
 Campus

Dear Mary,

The Subcommittee on Assessment Reports completed its review of your annual assessment report for the MA in Family and Consumer Science and I concur with their analysis.

The MA in Family and Consumer Science is performing at Level 1 in the area of Learning Objectives. There was one outcome that described student behaviors. However, learning outcomes need to be further developed.

The MA in Family and Consumer Science is performing at Level 0 in the areas of Assessment Measures and the Feedback Loop. This suggests that no assessment measures were identified and that the feedback loop was not described.

The Committee reviewers made the following specific observations:

- Program goals should focus more on pedagogical goals: what students can contribute to society when they graduate from this program.
- Learning outcomes were too general and there were no data concerning the outcomes.
- There was no clear relationship between assessment activities and program changes.
- There are few specific measures to evaluate student learning.
- Plans to strengthen assessment are absent.

The new Director of Assessment, Dr. Mary Beth Reynolds, would be happy to assist your program in its assessment efforts. She can be reached at 6-2987 or through email at reynoldm@marshall.edu.

Sincerely,

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Frances S. Hensley
Associate Vice President for Academic Affairs

C: Dr. Rosalyn Templeton, Executive Dean, COEHS
