

Delta State

Academic Affairs/Provost and VPAA

College of Education

Family and Consumer Sciences

FCS Mission Statement

Mission statement

The mission of the Division is to provide professional education in Family & Consumer Sciences and to provide complementary educational experiences for other disciplines, and to provide individuals opportunity for developing competencies that enhance the quality of life.

Related Items

There are no related items.

BS-FCS-CD 01: LO Understanding of life development stages

Start: 7/1/2011

End: 6/30/2012

Learning Outcome


Identify and assess the stages of human development from conception through adolescence in areas of physical/motor, social, and emotional growth.

GE 1, GE 4, GE 5

Data Collection (Evidence)

Lab evaluations: Using the Child Development Student Assessment form, students are evaluated by child development teachers on their ability to interact well with children and to recognize developmentally appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement.

Objective examinations: Students are given exams and asked to write reports to determine their content knowledge concerning the stages of human development. These exams and reports determine the students' basic knowledge of child development. If they do not have at least 70% knowledge of the material, they will not be able to effectively apply the knowledge with children. The students are required to repeat the course until content and application portions of the course are mastered.

 appendix 1

Results of Evaluation

Final analysis of the points on the student assessment tool over the past three years indicated that at least 70% of the students received an average rating of at least 3 on the assessment tool, which is considered acceptable, safe to practice. 25% of the students received an average rating of over 3.5, with a 4 rating being considered outstanding, effective practice. The remaining five percent of the students were considered marginal or unacceptable.


Results of examinations and written reports over the past three years demonstrate that at least 70% of the students are meeting desired content knowledge thresholds.

Use of Evaluation Results

Lab evaluation forms were last modified to allow consistency in evaluation procedures throughout the student's course of study. These forms, filed in the student's personal folder in the Division office, are used to determine improvement throughout the course of study. This model has been effective for four years. Students continue to be evaluated at midterm so that they are informed before the semester's end of any difficulties they may be having. The Child Development Student Assessment tool is being reviewed for expansion, to incorporate more of the variables that are assessed for the student interns. More space for written comments will also be included in the revised form.

Instructional materials are reviewed annually; this year the curriculum committee chose to continue with the current textbook.

Related Items

 **GE 01: Critical and Creative Thinking**

BS-FCS-CD 02: LO Developmentally appropriate practices

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Plan and implement activities and administer programs for children that incorporate early childhood principles and are based on developmental needs and characteristics of children.

GE 1, GE 4, GE 5, GE 8

Data Collection (Evidence)

Lab evaluations:

Using the Likert-type Child Development Student Assessment form, students are evaluated by child development teachers on their ability to recognize and apply appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement. This model has been used for several years.

Development and implementation of developmentally appropriate projects and activities:

In the courses 377 Methods and Materials for Preschool Programs and FCS 378 Principles and Procedures of Preschool Programs, students are required to demonstrate that they understand and can apply developmentally appropriate practices to the projects and activities that they create and use with young children. Students' activities are reviewed by child development teachers and peers to determine the level of appropriateness of activities. Child development faculty members also indicate the amount of assistance required by the students in the development of such activities and lesson plans. Students must revise their plans until they receive at least a satisfactory instructor evaluation before the activity is implemented with children.

Internship Evaluations:

During their capstone internship experience, students spend 200-400 hours in an early childhood classroom setting. The students observe, interact, teach, and perform all other requirements expected of a teacher. The student is evaluated by the supervising teacher at midterm and the end of the term. The supervising teacher completes the four point Likert-type Student Internship Assessment form when the student teaches a unit of instruction (Appendix 2). The internship academic supervisor collects the evaluations from the supervising teachers. These forms are filed in the office of the internship supervisor for future reference. At midterm the evaluations are used to give feedback to the student in areas that need improvement. The internship supervisor meets with the individual students to review their progress. At the end of the term the internship supervisor assigns a grade according to the performance of the student. Students are given copies of the evaluations and meet individually with the internship supervisor. Recommendations for improvement are made to help improve students' ability to work with children.

 appendix 2

Results of Evaluation

According to lab evaluations,

students needed more classroom instruction on the development of age appropriate activities.

Lab evaluation findings further indicated that students need more opportunities to participate in and/or implement activities and programs that they had developed for children in the classroom.

Results of faculty evaluations of student projects indicated that 80% of the child development students in these courses were able to develop their activities without instructor assistance; 10% of the students required activity review by the instructor one or two times before it was satisfactory; 10% required three or more instructor reviews before their projects/activities were satisfactory.

85% of the students in the past four years have achieved at least a rating of 3 on the 4-point Likert-type scale on their first assessment during their internship experience. This is defined as acceptable, safe to practice. Students who failed to meet these acceptable expectations were required to repeat until acceptable performance was achieved. At the end of the internship experience, 95% of the student interns received a rating of at least 3 (acceptable, safe to practice) on the assessment. Based on findings over the past four years from the internship evaluations, the following recommendations

were made and changes implemented accordingly:

1. In the area of dependability, students need to understand the importance of their consistency in working with children and employers.
2. Students need to work with less supervision during their internship experiences.

Use of Evaluation Results


Additional opportunities were created for participation in activities and programs with young children and for implementation of activities and programs for young children. Students designed and implemented developmentally appropriate activities for children of various age groups. Students also spent more lab hours in all classrooms to develop a better understanding of developmentally appropriate activities for children birth to four years of age. Increased opportunities were created for students to visit local kindergarten classrooms and share activities on particular topics related to evaluation findings, such as the need for exposure to age-appropriate activities.


Additional class time is dedicated to the instruction of creating developmentally appropriate activities. Blackboard is used to hold student discussions, and additional web resources for students are utilized to locate developmentally appropriate activities for children.

Faculty determined several years ago that students cannot successfully take over 12 semester hours, including the internship hours, during their internship semester. Student interns are now required to meet as a group six times with the internship academic supervisor to receive detailed instructions regarding internship requirements, which is an increase from the earlier requirements.


Before reporting to the internship site, interns must meet once individually with the academic supervisor to discuss specific requirements and to address questions. Internship rubric and evaluations have been modified to help students understand the expectations prior to their evaluations. A packet of expectations that the student must meet has been developed for the supervising teacher. The supervising teacher is encouraged to allow the student to work independently. Meetings are held by the internship academic supervisor and the supervising teacher when an adequate level of independence is not being allowed. The evaluation form was revised this last year to accommodate more written comments from the Child Development teachers.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 08: Perspectives**

BS-FCS-CD-03: LO Professional Development

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Identify and assess the level of professionalism that students possess and identify knowledge and skills needed in the workforce.

Data Collection (Evidence)

Portfolios: Students in FCS 447 Professional Development are required to compile a professional portfolio composed of assignments that showcase the skills and knowledge they have acquired during their program of study. Each portfolio is evaluated by two instructors in the Division in addition to the course instructor. A 100 pt. rubric is used for evaluation and all three reviewer scores are averaged. The purpose of a professional portfolio is to provide evidence of professional skills and knowledge, including organizational skills, communication skills, presentation skills, teaching skills, and marketing skills. Documents include examples of assignments, internships, and work experiences completed during college.

Results of Evaluation

The results of the portfolio over the past three years demonstrate that at least 70% of the students achieved a grade of at least 80% on the portfolio.

Use of Evaluation Results

The instructional materials, rubrics, and other evaluative materials are reviewed annually.

Assignments are added and existing assignments are modified as areas of deficiency are identified at the end of the capstone Professional Development course.

Related Items

There are no related items.

BS-FCS-FM 01: LO Requirements and skills**Start:** 7/1/2011**End:** 6/30/2012**Learning Outcome**


Identify responsibilities and demonstrate skills necessary for a variety of positions in the fashion industry.

GE 1, GE 2, GE 4, GE 5

Data Collection (Evidence)

Internship Evaluation; Internship Manual; Research papers;



Using specific competencies that have been suggested by our Division's Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments. (Appendix 3). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective rating sheet is used by the instructor to objectively evaluate research papers.

 appendices**Results of Evaluation**

Over the past twelve years, 90% of the student interns have been rated above average or higher on their evaluation forms by employment supervisors. 90% of these students were also rated satisfactory or higher on their internship manuals by their academic advisor and employment supervisors. Based on an evaluation rating sheet, 80% of students earned a grade of 80% or higher from the instructor on their career research papers.

Use of Evaluation Results

An in-depth research project was added to enhance their knowledge base and improve their written communication skills.

Related Items **GE 01: Critical and Creative Thinking** **GE 02: Communication** **GE 04: Inquiry and Technology** **GE 05: Self**

BS-FCS-FM 02: LO Merchandise selection**Start:** 7/1/2011**End:** 6/30/2012**Learning Outcome**

Correctly evaluate and select merchandise based on individual and family values and lifestyles.

Data Collection (Evidence)


Students develop a style and design portfolio and perform a wardrobe analysis, creating an accompanying portfolio. Class projects and case studies are assigned. An objective evaluation form is used to evaluate portfolios and projects.

Results of Evaluation

80% of students produced portfolios and projects that earned a grade of 80% or higher by the instructor.

Use of Evaluation Results

Wardrobe analysis project was amended to incorporate revised software.

Related Items **GE 01: Critical and Creative Thinking** **GE 04: Inquiry and Technology** **GE 06: Social Institutions** **GE 10: Values**

BS-FCS-FM 03: LO Consumer acceptance theories**Start:** 7/1/2011**End:** 6/30/2012

Learning Outcome

Correctly identify theories of change which have impact on consumer acceptance.

Data Collection (Evidence)

Trend board development; portfolios; Style portfolio; An objective evaluation form is used to evaluate trend boards, portfolios and projects. Some trend boards are submitted to Dallas Fashion Career Day, where they are judged by professionals.



Results of Evaluation



Trend boards and projects required all students to satisfactorily design or construct products that incorporated their content knowledge and research. Photoshop technology was incorporated into Trend Board design last year. At least 80% of students earned a grade of 80% or higher on the trend board assignment.

Use of Evaluation Results

Current assessment methods are satisfactory.


Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 04: Inquiry and Technology**

  **GE 06: Social Institutions**

  **GE 07: Cultural Awareness**

  **GE 08: Perspectives**

BS-FCS-FM 04: LO Apparel industry roles

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Correctly identify the roles of manufacturers, retailers and consumers as related to the apparel industry.

Data Collection (Evidence)

Internship evaluation; Internship manual; Research papers; Using specific competencies that have been suggested by our Division's Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments (Appendix 3). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective evaluation form is used to evaluate papers.

 appendices

 appendices



Results of Evaluation


Over the past twelve years, 90% of student interns have been rated 3 (above average) or higher on their 4-point Likert type evaluation forms by employment supervisors. 95% of student interns were rated above average or higher on their internship manuals by their academic advisor. At least 80% of the students have earned a grade of at least 75% on their research papers.

Use of Evaluation Results


Additional readings were assigned to enhance knowledge base for research papers.

Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 04: Inquiry and Technology**

  **GE 06: Social Institutions**

  **GE 08: Perspectives**

BS-FCS-FM 05: LO Business and creative concepts

Start: 7/1/2011


End: 6/30/2012

Learning Outcome

Effectively design, prepare and present activities which incorporate business and creative concepts.

Data Collection (Evidence)

Design portfolio; Historic costume portfolio; Style portfolio; Historic costume project; Trend board project; Apparel Design workshop. An objective evaluation form is used to evaluate portfolios and projects by the instructor. Professional Development Portfolios are evaluated by three faculty members in the Division, using an objective evaluation form.

 appendices


Results of Evaluation

80% of students earned at least a grade of 80% or higher from their instructor on class portfolios and projects; 90% of students earned a very satisfactory or higher rating on class portfolios and projects; The results of the portfolio over the past three years demonstrate that at least 90% of the students achieved a grade of at least 80% on the Professional Development portfolio.

Use of Evaluation Results

Students who earned less than 80% on portfolios and projects received additional instructions for increasing their knowledge and improving their skills in areas of deficiency.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

BS-FCS-FM 06: LO Product knowledge

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Effectively evaluate the impact of fabrication, design and the function of apparel and/or textile products on human behavior and lifestyles.

Data Collection (Evidence)

Lab notebook; Exams;

An objective evaluation form is used to evaluate notebooks.

Results of Evaluation

80% of students earned a grade of 80% or higher from their instructor on lab notebooks. 70% of students earned at least an 80% or higher on exams.

Use of Evaluation Results

Students who earned less than an 80% grade on notebooks received additional instructions for increasing their knowledge in areas of deficiency.

Related Items

There are no related items.

BS-FCS-ND 01: LO Nutritional care process

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Effectively perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.

Data Collection (Evidence)

95% of students will receive a mean average ≥ 4 out of 5 on the preceptor evaluation for patient assessments.

95% of students will receive a mean average of ≥ 4 on the preceptor evaluation for nutrition diagnosis in assessments.

 appendix 4

Results of Evaluation


95% of students met the benchmark for both assessment and diagnosis.

Use of Evaluation Results

Faculty members are pleased with the results of the 2011 evaluations. Faculty will continue to bring new knowledge and technology to the program and incorporate these into student learning activities to allow attainment of required competencies. The total number of hours in FCS 479 (clinical aspect of Supervised Practice) was formerly increased from

360 to 540 in order to provide for adequate hands-on experience in medical nutrition therapy.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

BS-FCS-ND 02: LO Nutrition interventions

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Effectively plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.

CRD 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

Data Collection (Evidence)

Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the Academy of Nutrition and Dietetics (A.N. D.) the facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments.


Results of Evaluation

95% of students will receive a mean average of ≥ 4 on the preceptor evaluation for nutrition diagnosis in assessments.


Use of Evaluation Results

Faculty members are pleased with the results of the 2011 evaluations. Based on the results of evaluations, the faculty may increase the number or specific types of nutrition assessments and case studies required (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.).

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

BS-FCS-ND 03: LO Nutritional cultural diversity

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Successfully develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

Data Collection (Evidence)

Class assignments include role-playing of employee disputes, problem-solving steps, employee scheduling and other foodservice management functions. Students develop a professional portfolio with written documentation of these experiences as well as accounts of their onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific Supervised Practice rotation.

Results of Evaluation

95% of students will receive a mean average of ≥ 4 on the preceptor evaluation for nutrition diagnosis in assessments. Facility preceptors indicated that student experiences in commercial/institutional kitchens/bakeries prior to beginning the rotation are very helpful.


Students have been successfully utilizing the Ada Swindle Mitchell Foods Laboratory since the beginning of the spring semester 2006 to gain foodservice experience.

Use of Evaluation Results

Based on the results of the 2011 evaluations, faculty have determined that there may be a need for more "hands-on" projects within foodservice organizations prior to the beginning of the Supervised Practice. To facilitate this, more hands-

on experiences have been integrated into the program. These will allow the students to gain experiences and apply content in both retail and institutional foodservice operations. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations).

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

BS-FCS-ND 04: LO Guidelines and literature

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Appropriately apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

Data Collection (Evidence)

Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the Academy of Nutrition and Dietetics (A.N.D.), the facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments.


Results of Evaluation

95% of the students received scores of "met" or "exceeded entry-level requirements" on their nutrition assessment competency. 85% of the students received a grade of 80% or higher on their written case study and on their case study presentation.

Use of Evaluation Results

Faculty members are pleased with the results of the 2011 evaluations. Based on the results of future evaluations, the faculty may increase the number or specific types (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.) of nutrition assessments and case studies required. The total number of hours in FCS 479 (clinical aspect of Supervised Practice) was increased from 360 to 540 in order to provide for adequate hands-on experience in medical nutrition therapy.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

BS-FCS-ND 05: LO Food service plan

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Develop a realistic plan to provide or develop a product, program or service that includes a budget, staffing needs equipment, and supplies.

Data Collection (Evidence)

Students develop a business plan and budget for a mythical business of their choosing. Students develop a professional portfolio with written documentation of the business plan, budget and other necessary elements. The contents of the portfolio are evaluated by the instructor using a rubric that is in concert with the ACEND competencies for the specific Supervised Practice rotation. Additionally, content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478).

Results of Evaluation


80% of the students received a grade of 75% or higher on their business plan portfolio. 95% of the students in Supervised Practice rotations received scores of "met" or "exceeded entry-level requirements" on this competency.

Use of Evaluation Results

Based on the results of the 2011 evaluations, faculty members determined that there may be a need for increased exposure to business planning from a grant/regulatory standpoint. Additional experiences will be added to the course FCS

460 Management in Nutrition/Dietetics. These will allow the student to gain experiences and apply content knowledge in both retail and institutional foodservice operations. Faculty preceptors indicated that students would benefit from information integrated from Small Business Administration for business development, financial sustainability and market demand. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations).

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 06: Social Institutions**

BS-FCS-ND 06: LO Environment

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment

Data Collection (Evidence)

Students in FCS 360 Quantity Foods participate in laboratory experiments, menu design for catering, and produce catering events for DSU and Cleveland community events. Students include these events in the professional portfolio, in which written documentation of the menu, budget and other necessary elements can be found. Additionally, content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific SP rotation

Results of Evaluation


At least 80% of the students in FCS 360 earned an average grade of 80% on these projects in the course. 95% of the students received scores of "met" or "exceeded entry-level requirements" on this competency in their Supervised Practice rotation. Students have been successfully utilizing the Ada Swindle Mitchell Foods Laboratory since the beginning of spring 2006 to gain foodservice experience.

Use of Evaluation Results


Facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the SP rotation.

Based on the results of the 2011 evaluations, faculty members have determined that there may be a need for more "hands-on" projects within foodservice organizations prior to the beginning of the Supervised Practice. Students are now utilizing the Foods Laboratory to provide catering for a number of functions on campus. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations) so that the recipient of the catered function can provide objective and subjective (taste and presentation) feedback.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

BS-FCS-ND 07: LO Sanitation

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Effectively perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

Data Collection (Evidence)

Students participate in laboratory experiences that include food preparation, sanitation and service. Many of these experiences are linked to catering events, which are documented in the professional portfolio. Content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478) and by the completion of the ServSafe® Certification. Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific SP rotation.


Results of Evaluation


At least 90% of students in the SP will receive a mean average score of 3 out of 5 or higher on evaluation for a safety and sanitation inspection. In addition, all students become ServSafe® Certified prior to or during the Supervised Practice FCS 478. The ServSafe® program has become the industry standard in food safety training and is accepted in almost all United States jurisdictions that require foodservice employee certification. The ServSafe® program provides accurate, up-to-date information for all levels of students/employees on all aspects of handling food, from receiving and storing to preparing and serving.

Use of Evaluation Results

Faculty members are pleased with the results of the 2011 evaluations, in which all of students successfully completed the ServSafe® program certification the first time. Based on future results, the faculty will determine necessary changes in laboratory experiences.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 06: Social Institutions**

FCS 2013_01: Strategies to simulate career-related situations

Start: 7/1/2011

End: 6/30/2013

Unit Goal

Increase strategies in upper-level classes to simulate career-related situations.

COE GP#1, GP#4, GP#5

Evaluation Procedures

An analysis was made of the upper-level FCS courses that utilize role playing techniques and mock interviews. Exit interviews solicited information from graduates regarding their laboratory, internship, field study, and supervised practice experiences.

Actual Results of Evaluation

Increase strategies in upper-level classes to simulate career-related situations.

Strategies have been increased to include and enhance the following:

- Students in FCS 447 Professional Development located and reviewed job announcements.
- Students in FCS 488 Internship in Fashion Merchandising located and secured their own internship positions.
- Dietetics students found, reviewed, analyzed and reported on current job announcements.
- Students in all areas worked through case study simulations.
- Role-plays and mock interviews were used effectively for Dietetics students in FCS 460 Management in Nutrition and Dietetics and FCS 350 Basic Skills in Dietetic Practice and in FCS 480 Seminar in Nutrition/Dietetics.
- Students in all other FCS majors practiced role-playing and mock interviews in FCS 447 Professional Development. All students reported in exit interviews and many indicated on class evaluations that these experiences were helpful in simulating reality-based situations.
- All majors are required to participate in internship/supervised practice situations, and concentrated blocks of time are scheduled in all areas to simulate real job situations.
- The internship manual, syllabi and requirements for child development majors were revised to reflect more real life simulations and more relevant internship experiences.
- The internship evaluation for child development majors was further revised to reflect more real life simulations and more relevant internship experiences.

Use of Evaluation Results

Faculty have continued to utilize role-plays and other simulation exercises, such as mock interviews, in clinical and management courses and in FCS 447 Professional Development, which is required of FCS majors with concentrations in Child Development and Fashion Merchandising. These exercises are used with Dietetics students in FCS 480 Seminar in Nutrition/Dietetics. All students indicated in exit interviews that these real-life experiences have been very helpful in developing their skills and increasing their knowledge for the workplace.

Related Items

 [SP1.Ind08: Curriculum Development and Revision](#)

FCS 2013_02: Technological capabilities

Start: 7/1/2011

End: 6/30/2013

Unit Goal

Add a Blackboard component to identified courses within all FCS concentrations to increase students' computer literacy and to provide a practice forum for the Certification Exam for Registered Dietitians.

COE GP#1, GP#5

COE 2010 Plan #1: Quality; Capacity: Continue to increase enrollment in online and off-campus programs and expand field experiences, including virtual experiences.

Evaluation Procedures

All courses within the Division that now utilize online components were tabulated. Usage of online components within programs was identified. Online courses were also evaluated, using the Quality Matters score sheet.

Actual Results of Evaluation

- The National Certification Exam for Registered Dietitians (RD) Practice Exam website was originally made available for Nutrition/Dietetics majors in August 2005. The number of practice exams that have been placed in Blackboard for Dietetics students has now been increased to over 20, and these exams contain over 1300 sample review questions.
- Recommendations for enhancements to online classes were made based on the review of these classes and completion of the Quality Matters score sheet.
- Blackboard (Canvas) components have been incorporated into all classes.
- Blackboard (Canvas) has been effectively utilized in the majority of FCS classes for the provision of PowerPoint programs, notes, study guides, quizzes and exams.
- A compilation of FCS course formats revealed that over 30% of the FCS courses are offered online and approximately ten percent are offered in a hybrid format.

Use of Evaluation Results

Blackboard (Canvas) provides a communication venue for students and a user-friendly online format to access materials and quizzes. Blackboard (Canvas) was utilized for PowerPoint programs, notes, study guides, quizzes and exams and to continually update the RD Practice Exam website. The RD practice quiz website was used for the completion of over 100 practice exams. RD first-time exam scores need to be raised, and the faculty will continue to utilize Blackboard for practice testing.

Through Blackboard (Canvas) and Wimba, we are strengthening the RD Exam review component of the Nutrition/Dietetics curriculum.

Blackboard (Canvas) will continue to include computerized testing to decrease test anxiety with new testing format.

Blackboard (Canvas) reinforces knowledge base for use in supervised practice (theory to practice).

Through Blackboard (Canvas) and Wimba, review sessions will be opened to graduates who have not yet passed the RD exam, thus promoting good customer service to students and alumni.

Blackboard and Wimba will include more problem based learning to enhance critical thinking skills.

To provide additional review for the RD Exam, a professional review course has been ordered to be integrated into the curriculum and will provide the following:

- include computerized testing to decrease test anxiety with new testing format
- reinforce knowledge base for use in supervised practice (theory to practice)
- include problem based learning to enhance critical thinking skills

Related Items

📌 **SP1.Ind02: National / Standardized Test Scores**

📌 **SP1.Ind07: Resources: access to appropriate library and learning resources**

📌 **SP2.Ind04: Degrees**

📌 **SP4.Ind06: Technology infrastructure**

📌 **SP4.Ind09: Institutional review process / Accreditations/IE**

📌 **SP5.Ind01: Distance Education Offerings**

📌 **SP5.Ind02: Continuing Education**

📌 **SP5.Ind08: Area Priorities (Delta, IHL, or state)**

FCS 2013_03: Recruitment

Start: 7/1/2011

End: 6/30/2013

Unit Goal

Continue to enhance and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

COE GP#5

COE Goal #3 Increase overall enrollment in the College of Education by a minimum of 1%.

Evaluation Procedures

Compare enrollment data for the current academic year to enrollment data from the prior year.

Evaluate website on a regular basis.

Actual Results of Evaluation

There were 98 Family & Consumer Sciences majors in Fall 2012 compared to 104 majors in Fall 2011. These represents a 16% decrease. There were 94 Family & Consumer Sciences majors in Spring 2013 compared to 95 majors in Spring 2012. This is nearly level enrollment. The enrollment in Family & Consumer Sciences courses is nearly even, and the number of majors remained fairly even. Faculty in the Division have continued to evaluate, enhance, and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

Use of Evaluation Results

- Flyers and brochures for all three concentrations were updated and reprinted as needed.
- The Division website was reviewed on a regular basis, enhanced and updated. This site provides information on programs to prospective students.
- Faculty in the Division have participated in all on-campus recruiting events, and as many off-campus events as possible.
- Recruitment cards were completed by forty prospective students. Letters were sent to these from the Division. These cards were then delivered to Admissions for them to send out information.
- At least one to two students per month visited the Division, spoke with faculty, and toured the facilities.
- Faculty always take time to speak with prospective students.
- Recruiting information has been provided to recruitment personnel to distribute to high schools and community colleges across the state.
- Students have been asked to help with recruitment at various events, and they will continue to be included in recruiting efforts.
- The data in the system continues to be analyzed and corrected.
- Faculty continue to work with personnel in the DSU Public Relations department to increase and improve their

- presence on the social network sites and on the website.
- We have requested the campus graphic designer to create fighting Okras for the website that depict our three areas.
- The Dietetics students and faculty set up a table at the annual meeting of the Mississippi Dietetic Association. This received a very good response. Most of the dietetics students also attended the meeting.
- The Dietetics director set up a table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.) in Philadelphia, PA.
- A faculty representative set up a recruiting table at a recruiting fair that was coordinated by the Cleveland Career Development and Technology Center.
- The number of students accepted into the Coordinated Program in Dietetics for 2013-14 has reached thirteen out of its potential capacity of fifteen. Several inquiries from other potential students have been answered.

Recruiting efforts need to continue. The strategies noted above will be continued. These results will be used in setting goals and improving recruitment efforts. Several of the FCS faculty members met with members of the recruiting staff to discuss collaboration and increasing exposure of the Division. These kinds of efforts will continue. One faculty member taught a GST class to freshmen at DSU. This will be continued. The Division Chair went with other College of Ed chairs to discuss our programs at Hinds Community College. A 2+2 agreement for the Child Development concentration was created and will be available in fall 2013 to students at Hinds Community College. Inquiries were also made regarding purchasing a Google account that would make it easier to locate our programs. The fashion merchandising faculty member and some students are investigating the feasibility of designing Okra printed fabrics and a DSU tartan plaid as a fundraiser. The university Communications and Marketing Department will design fighting Okra this summer to represent the three FCS concentrations on the website.

Related Items

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind04: Degrees](#)

 [SP4.Ind07: Website](#)

 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

 [SP4.Ind14: Marketing and Publicity](#)

 [SP5.Ind01: Distance Education Offerings](#)

FCS 2013_04: Visibility

Start: 7/1/2011

End: 6/30/2013

Unit Goal

The Division of Family & Consumer Sciences will have increased visibility because of its curricula and its impact on individuals, families, consumers, and the community.

COE GP#1, GP#4, GP#5

Evaluation Procedures

Identify presentations made by students and faculty to community colleges, high schools, vocational/technical centers, and community groups, providing information about FCS programs and increasing the public awareness of FCS programs at DSU.

Actual Results of Evaluation

Faculty members in all areas work toward participation in events on campus, in the community, region and state and nation to increase visibility.

Child Development students and faculty participation:

- The Director of the Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009 and the site visit occurred during 2010. The Center was granted accreditation for five years from NAEYC. Publicity materials now include information about this achievement.
- Parents of children in the Child Development Center are very active in participating with various events and increasing visibility. Publicity is always sent to local media regarding all of these activities.
- The Child Development Center was selected by the readers of the *Bolivar Commercial* as the best place in Cleveland for child care.
- The faculty in the Division have sponsored and participated in numerous workshops/events in various areas to improve visibility. These are further outlined under Goal #7.
- Service-Learning Courses within the Division included: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition, and FCS 476 Practicum in Child Development Administration. Numerous activities of DSU students in these classes increased

the FCS exposure within the schools and community. Service Learning activities are further delineated in another section.

- Plans are being developed to offer the annual DSU A – Z Early Childhood Conference next year.
- Delta State provides quality training for providers and child care for children, infants through Pre-Kindergarten, promoting the importance of quality education for the very young.

Nutrition/Dietetics students and faculty participation:

- The Nutrition/Dietetics students participated in the Fit-Tastic Fridays at Bell Academy, providing nutrition screening, and lessons and activities. They also participated in the physical fitness aspect on an as-needed basis. Publicity information on all events was sent to the Delta State University Public Relations office.
- Students assisted the Healthy Campus/Healthy Community Registered Dietitian with National Nutrition Month activities in the DSU cafeteria and student union.
- Students assisted the Healthy Campus/Healthy Community Registered Dietitian with the C.O.R.E. program at Bell Academy.
- Several of the Dietetics students and both faculty members attended the annual meeting of the Mississippi Dietetic Association (MDA).
- The Dietetics program had an informational table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.).
- Delta State had a recruiting exhibit booth at the MDA meeting.
- Ms. Draughon McPherson and two Nutrition/Dietetics students were asked to participate again with the Art of Living Smart Camp at the B.B. King Museum in 2012, with funding nearly \$10,000. Dietetics students were paid to assist with the camp.
- The Dietetics students set up an informational table at Bolivar County's Annual Rice Luncheon at DSU, which was attended by about 2,000 people.

Fashion Merchandising students and faculty participation:

- The Fashion Merchandising students were visible at the student design competition at the Mississippi Association of Family & Consumer Sciences state meeting in February 2012. Three students each submitted an original apparel design. Delta State students won first, second, and third place awards in the competition
- Talented fashion merchandising students entered designs at Dallas Fashion Career Day, April 2013, sponsored by Fashion Group International and Texas Natural Fiber Producers Association. This event attracts the finest university educators and students from over 40 schools across more than 12 states. The design contest is extremely competitive, and it is a huge honor to win an award of any kind, or to be shown on the runway. Seven fashion merchandising students entered a total of ten designs. Three of these were shown on the runway and two were shown in the mounted exhibit.
- One DSU fashion merchandising student won third place in the annual Fiber Trend Board Competition at the Dallas Fashion Career Day for his cotton trend board.
- One student had her original menswear design accepted for show in the juried design live gallery at the annual meeting of the International Textile and Apparel Association (ITAA) in 2012. The acceptance rate is about 34%.
- Two fashion merchandising students and the faculty member designed several and coordinated all of the costumes for two campus-wide productions of Delta State's theatre department.
- With a grant from the Cotton Board of Cotton Incorporated, DSU fashion merchandising students produced a large campus-wide fashion show, featuring many original apparel designs. This was televised several times on the local channel. Students also were on a local television channel in the morning to promote the event.
- The Fashion Merchandising students and faculty set up an exhibit of original cotton apparel designs at the Bolivar County Annual Rice Luncheon.
- The Fashion Merchandising faculty set up an exhibit of original cotton apparel designs at the annual meeting of the Delta Council, which is attended by over 1,000 people.

Use of Evaluation Results

Students and faculty made a valuable contribution in marketing Family & Consumer Sciences programs. Successful initiatives were identified and will be continued and expanded and enhanced. The results will be used to continue to impact individuals and families in a positive way. More effort needs to be made to encourage roles of leadership among students and to involve other campus leaders in efforts to improve the quality of life for individuals and families.

Related Items

 [SP4.Ind07: Website](#)

 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

 [SP4.Ind14: Marketing and Publicity](#)

 [SP5.Ind06: Community Outreach](#)

 [SP5.Ind07: Economic Development](#)

FCS 2013_05: Faculty**Start:** 7/1/2011**End:** 6/30/2013**Unit Goal**

The Division of Family & Consumer Sciences will maintain a strong faculty. The faculty will have excellent communication skills and technological capabilities, facilitating productivity. Each faculty member will also have the necessary depth of professional knowledge in a specific area of specialization, and will exhibit above satisfactory performance in the areas of teaching, scholarship and service.

Evaluation Procedures

Annual faculty activity records provide an assessment of the prior year's goal achievement. These indicate credentials acquired, faculty development participation, successful activities in the classroom, and productivity in the areas of scholarly activities and service.

Actual Results of Evaluation

The faculty attended a number of professional meetings at the district, state and national levels. Tenured and tenure-track faculty members made refereed presentations at national meetings. They also attended some faculty development workshops or trainings on various topics. Each semester students complete an evaluation of all classes in Family & Consumer Sciences. These assessments are used in faculty evaluations to establish goals when needed. Most student evaluations were very good. Several faculty members submitted grant proposals. The grants that were funded were primarily DSU internal grants. The faculty provided service to the university and to the public through presentations to a variety of groups on various topics. One faculty member is a licensed Marriage and Family Therapist. He provided consultations to the public. The Registered Dietitians also provided consultations to various individuals, groups and agencies on food and nutrition topics. The faculty member in the Food Science area made several presentations at university and community events. One faculty member served on the Board of the Mississippi Association of Family & Consumer Sciences (MAFCS) for 2012. She also served as Secretary of the Collegiate Assembly of the American Association of Family and Consumer Sciences.

Use of Evaluation Results

Each faculty member benefits from the knowledge gained and skills acquired at each meeting or workshop attended. In turn, the Division and the University benefit from the faculty member's knowledge and skills as demonstrated in the classroom and in various service activities around the state. The implementation of a performance-responsive reward structure encouraged the faculty to maintain a high level of productivity, and to document all activities. One tenured faculty resigned in 2011, one resigned in 2012, and one other retired in 2012. All of these positions were filled for the 2012-13 year by qualified applicants. The two tenure-track positions were filled by faculty members with doctorates who also are Registered Dietitians.

Related Items

  [SP3.Ind01: Faculty and staff hiring](#)

  [SP3.Ind07: Credentials](#)

  [SP3.Ind09: Professional development](#)

  [SP3.Ind10: Personnel Training -- HR and other](#)

FCS 2013_06: Electronic journaling and documentation**Start:** 7/1/2011**End:** 6/30/2013**Unit Goal**

Use technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development, required of all Family & Consumer Sciences majors.

COE GP#1, GP#4, GP#5

Evaluation Procedures

The use of technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development will be documented.

Actual Results of Evaluation

Child Development and Fashion Merchandising students record electronic journals on a daily/weekly basis throughout their internship experiences. Nutrition students in supervised practice also record journals electronically for each practice rotation.

The Child Development and Fashion Merchandising students complete electronic and hard copy versions of their senior level portfolio in FCS 447 Professional Development, making it easier to store and to communicate with potential employers. Students who participate in the fashion merchandising field study experiences are required to keep reflective journals.

The Dietetics majors have specific guidelines from the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for completion of a hard copy of their portfolio.

Use of Evaluation Results

All Family & Consumer Sciences students will continue to write reflective journals of their supervised practice rotations. This benefits the communication process between the student, the faculty member and the preceptor or facility supervisor(s). In FCS 447 Professional Development and in the internship experiences, the evaluations of students' performances will be partially based on this electronic documentation.

Related Items

 [SP1.Ind07: Resources: access to appropriate library and learning resources](#)

FCS 2013_08: Foods laboratory

Start: 7/1/2011

End: 6/30/2013

Unit Goal

Continue to utilize Ada Swindle Mitchell Foods Laboratory for community and university educational and outreach programs.

COE GP#1, GP#4, GP#5

Evaluation Procedures

Evaluate faculty's lists of yearly accomplishments.

Actual Results of Evaluation

Numerous events were conducted by students and faculty in the foods laboratories, including:


- The Christmas party for the Division of Family and Consumer Sciences was catered by the FCS 312 Meals classes.
- Several Lunch n' Learn classes were sponsored through continuing education and were open to the public as well as the university. Original recipes were demonstrated and then served to the participants.
- The February meeting of the Student Association of Family and Consumer Sciences was catered by the FCS 360 Quantity Food Procurement and Production class, featuring healthy and economical meals.
- The spring initiation of Kappa Omicron Nu, national honor society for Family and Consumer Sciences, was catered by the FCS 360 class.
- The College of Education Recognition of Achievement Program was catered by the FCS 360 Quantity Foods class.
- "Junior Chefs" was taught as a weeklong class for Kids' College.
- Continued Education has used the laboratory for some of their continuing education classes.
- The meeting of the Delta Center for Culture and Learning was catered by the FCS 360 Quantity Food Procurement and Production class.
- The March Dietetic and Nutrition Workshop held at the Alumni Center was catered by the FCS 360 Quantity Food Procurement and Production class with assistance from dietetic students.
- The ServSafe food safety training and certification examination was open to the community as well as DSU dietetic students and met in the foods laboratory.

Use of Evaluation Results

Plan collaborative efforts for the future. Continue the Lunch n' Learn Programs. Develop more classes for Kids' College. Explore student engagement opportunities that utilize the laboratory and enhance student learning. Explore the possibility of offering credit classes on cooking for non-majors.

Related Items

 [SP5.Ind02: Continuing Education](#)

 [SP5.Ind03: Campus facilities and space for use by external constituents](#)

 [SP5.Ind06: Community Outreach](#)

FCS 2013_09: Wellness

Start: 7/1/2011

End: 6/30/2013

Unit Goal

Develop an annual wellness program, collaborating with representatives from industry, campus, and nonprofit organizations, and invite the public to attend. This will include participation in the Blue Cross & Blue Shield of Mississippi Foundation's Healthy Campus/Health Community Initiative Nutrition Counseling Center.

COE GP#1, GP#4, GP#5

COE 2010 Plan/Strategies: Identity:

- Continue to build health emphasis through infusion of healthy schools curriculum, delivery of fitness programs, education, and support for campus and local community
- Host Healthy Schools Best Practices Conference for Cleveland School District (fall 2010)
- Continue to provide services to the campus and larger community through the Forest E. Wyatt Health and Wellness Center

Evaluation Procedures

Determine accomplishments of the campus wellness program.

Actual Results of Evaluation

Students in the Division, particularly in the Coordinated Undergraduate Program in Dietetics and faculty were involved in a number of health screenings, health fairs, and community speaking engagements on the subject of nutrition and health/wellness. The benefits from the Nutrition Counseling Center, and other health and wellness programs on campus, as well as those through the Healthy Campus/Healthy Community Initiative were seen on campus and in the community.

Community/public school involvement that was in partnership with the Blue Cross & Blue Shield of Mississippi's Healthy Campus/Community Initiative (HCCI):

- The DSU Health and Wellness Committee was initially charged to develop a university-wide program to increase awareness about health and physical fitness. Out of this committee, the DSU Health Challenge emerged and became an ongoing program to promote health and physical fitness among DSU faculty and staff. This was expanded to students and community by the Healthy Campus/Community Initiative.
- Dietetics students participated in health fairs for the parents at each elementary school in conjunction with a school parent program.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components to students at the Cleveland Career Development and Technology Center. 170 students participated. Dietetics students assisted with these events.
- Dietetics students worked with HCCI and Hayes Cooper Center and Parks Elementary and helped with the C.O.R.E. (Centering on Recreation Education and Nutrition) after school program.
- Dietetics students participated in Delta Health and Wellness Day. This is a community event. Students planned, executed, and collected data. They conducted cholesterol screenings and blood sugar screenings and provided nutrition information. They also aided in planning the event.
- Dietetic students participated in the development of the Nutrition Counseling Center. One student researched software, and another researched educational materials. They also participated in dietetic counseling sessions with the Healthy Campus Dietitian.
- Dietetics students participated in the BEEP Girl Power weekend by providing healthy snacks and educational materials for the Center for Community Economic Development.
- Dietetics students participated in Cafeteria demonstrations for, "eat this not that."
- Dietetics students assisted with the BELL Academy Health Awareness Day and the Walk to School Day by educating parents and children on nutrition.
- Dr. Jan Haynes served as Chair of the Walk it Out Cleveland campaign for 2012.

Dietetics students also had an informational booth at the annual Delta Rice Luncheon held at DSU. Nearly 2,000 people attend this event.

Many of these accomplishments are further delineated above in Goal #7

Use of Evaluation Results

An expanded Health Challenge and wellness program on the DSU campus will be continued, collaborating with representatives from industry, campus, and nonprofit organizations and the public will be encouraged to participate.

Related Items

  **SP5.Ind03: Campus facilities and space for use by external constituents**

  **SP5.Ind06: Community Outreach**

  **SP5.Ind08: Area Priorities (Delta, IHL, or state)**

Section IV.a

Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Division of Family & Consumer Sciences (FCS) contributes to the general mission of Delta State University and the College of Education by producing professionals in Family and Consumer Sciences who can be productive and effective in various positions. Some of these positions are in teaching at preschool and early elementary levels, working with Child Development programs both directly and indirectly, working as dietitians, and working in business and industry to provide goods and services for consumers. The Bachelor of Science degree in Family & Consumer Sciences provides for concentrations in Child Development, Nutrition/Dietetics, and Fashion Merchandising.

The Division also houses and manages the Hamilton-White Child Development Center, which serves as an educational laboratory setting for students studying Child Development, including not only majors, but also students in nursing, elementary education, special education, dietetics, and social work. The relationship between the Child Development curriculum and the Child Development Center is reciprocal. The Child Development Center serves as an academic environment that provides high quality hands-on experiences for students in Child Development. The students assist the teachers in the Center to provide quality instruction to the children. The children in the Center benefit from the additional instructional support. It would be nearly impossible for one to exist without the other.

The Family & Consumer Sciences profession reflects an integrative, synergistic, holistic focus to address basic human needs and persistent and emerging societal issues relevant to the well-being of individuals, families, consumers, and communities. The mission of the Division is to provide professional education in Family & Consumer Sciences, and to provide complementary educational experiences for other disciplines, and to provide individuals opportunity for completing competencies that enhance the quality of life.

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Data and information for division: Family & Consumer Sciences

A. Enrollment by Major 2007--2008 through 2011-2012

Enrollment	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Family & Consumer Sciences	168	148	161	149	136	135	122	105	104	95
Fashion Merchandising	*	*	*	*						
Totals	168	148	161	149	136	135	122	105	104	95
*Fashion Merchandising is now a concentration in Family & Consumer Sciences										

The data show that enrollment increased up to the 2006-2007 academic year, but enrollment has been declining since then.

B. Number of Graduates 2007-2008 through 2011-2012

Family & Consumer Sciences	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Child Development	16	14	20	17	5	8	13	12	6	5
Nutrition/Dietetics	2	4	3	2	1	1	5		5	2
Fashion Merchandising	3	3	4	1	3	1	2		3	1
Total	21	21	27	20	9	10	20	12	14	8

The data show that the number of graduates peaked in 2008-09 and has decreased slightly.

C. Credit Hour Production 2007-2008 through 2011-2012

2007-2008			2008-2009			2009-2010			2010-2011			2011-2012		
F	S	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su
1521	1751	315	1879	1644	270	1434	1656	297	1387	1495	313	1326	1518	N/A

The data show that credit hour production increased steadily through 2008, when it peaked in the fall semester. It declined in fall 2009, but spring 2012 showed a slight increase over spring 2011 and summer 2011 showed an increase over the prior two summers.

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

1. Describe the special efforts made in 2011-12 to employ, train, and promote members of the "other race."

Nine "other race" staff members were employed by the Division of Family and Consumer Sciences in 2011-12. Seven of these were employed in the Child Development Center. Three of the staff members in the center are teachers, three are assistant teachers and one works part-time as a cook. Two of the three student workers employed in the Division of Family and Consumer Sciences during 2011-12 were African-American.

In the Child Development Center, during the 2011-12 term, six children classified as "other race" were part of this program (two of the 66 children in the center are African -American).

2. Describe faculty exchange arrangements between "other race" institutions and indicate the number of faculty members involved.

No formal exchange arrangements exist between the division and "other race" institutions; however, all Family and Consumer Sciences faculty are members of the Mississippi Association of Family and Consumer Sciences and meet with other institutions in coordinating educational efforts in the profession.

3. Describe the special efforts made to assist incumbent minority personnel to upgrade credentials for promotions to higher ranked positions. Indicate the number of employees involved.

Six teachers and assistant teachers currently have Child Development Associate (CDA) credentials or a Bachelor's degree in Child Development.

4. Identify distinguished professorships of "other race" personnel brought to the campus in 2011-12. No distinguished professorships were available in 2011-12.

5. Describe the cooperative programs involving both faculty and students between "other race" institutions and indicate the number of persons involved.

No programs of this sort currently exist in the Division.

6. Identify new programs approved in 2011-12 which have the potential of attracting "other race" students and faculty members.

The Division continues to actively recruit "other race" students and faculty members. New programs were not proposed.

7. Identify and describe efforts and accomplishments in strengthening existing programs and thereby attracting "other race" students and faculty members.

Faculty members in the Division of Family and Consumer Sciences have been actively involved in outreach efforts in the school and community. This activity includes supervising interns placed in off-campus settings, provision of staff development activities and collaboration, consultation efforts with various agencies, and service projects initiated by professional organizations (Student Association of Family and Consumer Sciences and the Student Dietetic Association). These interactions facilitate public awareness of the Division's programs and attract prospective students and enhance recruitment efforts. The Division has a high ratio (over half) of "other race" students in its programs. The 2011-12 membership of the Coordinated Program in Dietetics is 41% African-American, 51% White, and 8% Hispanic. Nationwide searches have been conducted to fill the three faculty vacancies for the 2011-12 academic year. There has been a very diverse group of applicants who have applied, and a diverse group has been interviewed. From this group, the most qualified applicants have been hired, or are being considered. One of the Assistant Professor vacancies was filled with a female Chinese candidate and a second vacancy was filled with a female Caucasian candidate.

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Faculty members have continued to collaborate within the division, and with other academic units and the community, region and state to work on grant seeking and grant involvement. All faculty members in the Division have worked with Robin Boyles in the DSU Grants Office to explore funding opportunities.

Internal and external funding that was received

External:

- Dr. Kathy Davis, Ms. Draughon McPherson and Nutrition/Dietetics students worked with Exercise Science students on the Delta Promise Community & Delta Health Alliance *The Art of Living Smart Grant* with the B.B. King Museum, \$13,145 funding for summer camp 2011. Funding was applied for and also granted for summer 2012 in the amount of approximately \$10,000.
- Ms. Leigh-Anne Gant, Director of the Child Development Center, was awarded \$500 from the Crosstie Arts Council for art education.
- Ms. Leigh-Anne Gant, Director of the Child Development Center, was awarded \$200 from Entergy for the Child Development Center.
- Ms. Leigh-Anne Gant, Director of the Child Development Center, was awarded \$2500 from America's Farmers for the Child Development Center.
- Haynes, J. *Increasing Interest, Knowledge and Skills Related to Cotton Apparel among University Students* to enhance cotton education for fashion merchandising majors. Requested amount: \$ 15,900 for 2012; \$9,900 was funded from Importer Support Program of the Cotton Board with assistance from Cotton Incorporated.

Internal:

- Faculty received a total of three Faculty Development Grants with funds totaling about \$3000.
- Dr. Kathy Davis, Dr. Jan Haynes, Dr. Cam McMillen, Dr. Tommy Taylor and Ms. Leigh-Anne Gant were recipients of funds from the DSU Foundation Dulce Fund, totaling about \$2500 to be used in the provision of materials and equipment to enhance their instruction.
- All faculty members who presented at national conferences were awarded a \$300 mini research travel grant to subsidize travel expenses.

External funding applied for that has not been received

- The King's Daughters and Sons Circle Number Two, Inc.; Grant Application 2012—Requested amount: \$ 6,857.67 to purchase surveillance equipment for the Child Development Center; Results not yet received

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Faculty Service to Area Schools

The Division provided professional development opportunities to area preschool teachers and administrators. For the past fiscal year, these focused on early childhood education and health and wellness education. Delta State provides quality training for providers and child care for children, infants through Pre-K promoting the importance of quality education for the very young.

Faculty also hosted events, such as the A to Z Conference for Early Childhood Educators in the region. This was done at nominal costs to the participants. The Division continued to provide nutritional assessments to faculty, staff, and students at Delta State University, as well as members of the Mississippi Delta. The Division of Family & Consumer Sciences (FCS) believes that contributions to the health and wellness of the community have an impact on the cost of health care.

Community/public school involvement that was in partnership with the Blue Cross/Blue Shield Healthy Campus/Community Initiative (HCCI) included the following:

- Community Health Fair; a health fair for the parents at each elementary school was conducted in conjunction with a school parent program.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components that targets fourth, fifth, and sixth grade students at Bell Academy Elementary School.
- Saturdays in the Park; All area children and their parents were invited to participate in these events that were hosted at different area parks each time.
- Delta Health and Wellness Day; Dietetics students participated in this community event by doing cholesterol screenings for participants.

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

All applicable strategic plan data have been addressed with "SP" under Section III: "Goals for the Current Year."

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

FCS Curriculum Committee: Records archived in Chair's office

FCS Advisory Board: Records archived in Chair's office

Child Development Center Parent Advisory Board: Records archived in Child Development Center Director's office

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

V.a	faculty	2011-2012
	Full time faculty	
	Janice Haynes, Ph.D.	Fashion Merchandising
	Katherine A. Davis, Ph.D., R.D., L.D. ,	Nutrition/Dietetics (resigned Dec. 2011)
	Edye Cameron McMillen, Ph.D.	Food Science (retired May 2012)
	Leigh-Anne Gant, M.S.	Child Development (resigned March 2012)
	Tommy Taylor, Ph.D.	Marriage and Family
	Part time faculty	
	Draughon McPherson, M.Ed., R.D. (Part time)	Nutrition/Dietetics
	Adjunct faculty	
	Ellen Durst, M.S., R.D.	Nutrition/Dietetics
	Karen Lewis, M.S., R.D.	Nutrition/Dietetics
	Jacinda Roach, Ph.D., R.D.	Nutrition/Dietetics
	Gina Wack, M.S., R.D.	Nutrition/Dietetics
	Lydia West, M.P.H., R.D.	Nutrition/Dietetics
	Carrie-Grace Washer, M.S.	Child Development

Teaching

a. Technology enhanced courses

Smart carts and screens have been implemented in nearly all classrooms. PowerPoint was used on a regular basis for most classes.

Blackboard was utilized in all classes for the provision of power point programs, notes, study guides, quizzes and exams. Several FCS classes now are offered online, in addition to in the classroom. WIMBA was implemented during 2011-12 to enhance online teaching. This was used a great deal by Nutrition/Dietetics faculty and students in their intensified review efforts. This will be used increasingly for these purposes.

b. Collaborative/Team Teaching

Guest speakers who are expert practitioners in Nutrition/Dietetics are frequently brought in to teach particular competency areas in that field.

c. Creative scheduling

The greatly expanded use of Blackboard extended the time flexibility for students and faculty in many classes.

Numerous intersession classes were taught in the Division. Numerous classes are totally online, hybrid, or web-enhanced.

d. Faculty Evaluations—include student rating

For 2011, most faculty averaged ratings between 4 and 5 on a 5 point scale. Most student comments were positive. All online courses were reviewed in 2011. Faculty self-evaluated courses; then all full-time faculty members reviewed the courses using the Quality Matters Rubric. Recommendations for improvements were made. Faculty are continuing to incorporate these changes.

e. Faculty Meetings—retreats, etc.

FCS faculty met regularly throughout the year. Additional communication was conducted via email and personal conversations.

f. Curriculum/Accreditations, Ratings—

- The Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009. Child Development Center was granted NAEYC accreditation in 2010 for five years. It completed its annual report in 2011.
- The Coordinated Undergraduate Program in Dietetics is accredited by the American Dietetic Association Commission on Dietetic Education. The Dietetics Program will go up for re-accreditation in 2014.
- The Division of Family & Consumer Sciences is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division will go up for re-accreditation in 2014.
- The Child Development Center (CDC) enrolled in the Mississippi Child Care Quality Step System (MCCQSS) and

was one of only five child care centers in the state to be awarded a four star rating in 2010; this rating dropped to three stars in 2011. Consultants are being brought in to work on the areas that presented a challenge.

g. Awards/Honors/Noteworthy Accomplishments

Six students entered a total of 11 designs at Dallas Fashion Career Day 2012 sponsored by Fashion Group International and Texas Natural Fiber Producers Association. Four of these were shown on the runway. One student won 1st place for Repurposed Denim and one student won third place for Eco-Gator. Two students had designs accepted and shown at the International Textile and Apparel Association juried design competition, which has an acceptance rate of 33%. DSU Hamilton-White Child Development Center received the "People's Choice" Award for excellence in child care services from the *Bolivar Commercial*.

Scholarship

a. Presentations

Juried Presentations with Abstracts in Proceedings:

National:

Haynes, J. (Faculty sponsor for undergraduate student design and abstract). Sharp, K. & Clay, A. "Juicy Couture," *Celebrating Inclusivity and Innovation 2011 Design Exhibition Catalog* (p. 29) of the International Textile &

Haynes, J. (Faculty sponsor for undergraduate student design and abstract). Haynes, A. "Little Red Dress," *Celebrating Inclusivity and Innovation 2011 Design Exhibition Catalog* (p. 27) of the International Textile & Apparel Association (ITAA).

McMillen, E. (2011, July). Rural Sociological Society, Boise, ID.

State:

Haynes, J. (2012, February). *Increasing Interest, Knowledge and Skills Related to Cotton Apparel among University Student*. MS Association of Family & Consumer Sciences, Starkville, MS.

b. Presentations

Pickard, et al (Haynes, Co-author on Poster Presentation) (2011, October). Co-author on Poster Presentation *Fit-Tastic Fridays: A Multidimensional approach to teaching health*. Mid-South Education and Research Association Conference, Oxford, MS

c. Service

Service to the Profession

(1) Serving on state, national, regional committees:

Davis, K. Professional Member: American Dietetic Association Diabetes Care and Education Practice Group, 1986-2011.

Davis, K. Dietetic Educators of Practitioners Practice Group, 2005-2011.

Davis, K. Member: Juvenile Diabetes Research Foundation, 1999-2011.

Davis, K. Professional Member: American Diabetes Association, 1989-2011.

Davis, K. Certified Insulin Pump Trainer (CPT), Medtronic MiniMed, 2006-2011.

Gant, L. Consultant for MS Early Childhood Institute. Delivered training on the Mississippi Quality Rating Step System to child care directors throughout the state.

Gant, L. Member, Writing Committee for Common Core Standards for 3k, MS Dept. of Education

Gant, L. RFP Reader, Division of Early Childhood Care and Development (DECCD); read proposals for the Quality 4% fund increase

Haynes, J. Reviewed textbook proposals for Fairchild Publishing, 2011.

Haynes, J. Reviewed textbook proposals for Pearson Publishing, 2011.

Haynes, J. Reviewed list of social science textbook Headwords for Wiley-Blackwell.

Haynes, J. Served as a volunteer at the Dallas Fashion Career Day 2011

Haynes, J. Human Science Cluster Taskforce, Mississippi Office of Vocational Education and Workforce Development

(2) Holding offices, chairmanships, etc.

Davis, K. Co-Founder and Medical Director, Twin Lakes Diabetes Camp, 1990-2011

Davis, K. Dietetic Educators of Practitioners Practice Group (DEP): Nominating Chair

Davis, K. Officer and Professional Member: Mississippi Dietetic Association:

Gant, L.A. Junior Auxiliary, which has a focus on children: Board Member, 2011.

Haynes, J. Mississippi Association of Family and Consumer for Professional Development, 2011

McMillen, E. Counselor, Mississippi Association of Family and Consumer Sciences, 2011

McMillen, E. Session Chair, Rural Sociological Association Annual Meeting, 2011

(3) Membership

Davis, K. American Dietetic Association

Davis, K. Mississippi Dietetic Association

Davis, K. Dietetic Educators of Practitioners Practice Group, 2005-2011

Davis, K. Juvenile Diabetes Research Foundation, 1999-2011

Davis, K. American Association of Family and Consumer Sciences, 2005-2011

Davis, K. Mississippi Association of Family and Consumer Sciences, 2005-2011

Gant, L. National Coalition of Campus Children's Center

Gant, L. Mississippi Early Childhood Association

Haynes, J. American Association of Family & Consumer Sciences

Haynes, J. Mississippi Association of Family & Consumer Sciences

Haynes, J. American Collegiate Retailing Association

Haynes, J. International Textile and Apparel Association

McMillen, E. American Association of Family & Consumer Sciences
McMillen, E. Mississippi Association of Family & Consumer Sciences.
McMillen, E. Rural Sociology Society
McPherson, D. American Dietetic Association
McPherson, D. Mississippi Dietetic Association

b. Service to the University

(1) Service that affects the university

Davis, K. Hamilton-White Child Development Center Nutrition Consultant 2007 – 2011
Davis, K. Health and Wellness Committee member
Davis, K. Saturdays in the Park Committee member
Davis, K. Senator, Faculty Senate
Haynes, J. University Tenure and Promotion Committee member
Haynes, J. Directed Costume Coordination for the DSU Theatre Department's production of *The Last Days*

of

Judas Iscariot, November 2011

Haynes, J. DSU College of Education Recognition of Achievement Program, Chair, Decorations
McMillen, E. DSU Special Programs Committee
Taylor, T. DSU Faculty and Staff Benefits Committee
Taylor, T. DSU Courtesy Committee

(2) Recruitment

- All faculty members have taught several continuing education classes
- Dr. McMillen taught GST 100
- Flyers and brochures for all three concentrations have been updated and reprinted as needed.
- The Division website continues to be enhanced and updated. This site provides information on programs to prospective students.
- Faculty in the Division participate in all on campus recruiting events, and as many off campus events as possible
- Recruiting information has been provided to recruitment personnel to put in high schools and community colleges around the state
- Students have been asked to help with recruitment at various events

(3) Taskforces, service groups, champions, etc.

Davis, K. Faculty Advisor: DSU Student Dietetic Association
Davis, K., College of Education NCATE Diversity Committee
Haynes, J. Faculty Advisor: Student Association of Family & Consumer Sciences
Haynes, J. State of Mississippi Human Science Cluster Taskforce
Haynes, J., Gant, L. DSU College of Education NCATE Unit Assessment Committee
Haynes, J., McMillen, E. DSU College of Education Scholarship Reception Committee
McMillen, E., Faculty Advisor: Kappa Omicron Nu Honor Society
McMillen, E. DSU College of Education Diversity Committee
Taylor, T. DSU College of Education Enhancement Committee
Taylor, T. DSU Committee to evaluate sorority portfolios

c. Service to the Community

Service to the immediate community is extensive. The Coordinated Undergraduate Program in Dietetics provided clinical experiences for dietetics students. The Child Development program and the Child Development Center provide clinical experiences for Child Development students. The Child Development Center provides top quality childcare services to approximately 70 children birth to preschool in the community.

Gant, L. Board Member, Cleveland Junior Auxiliary

Gant, L. Excel by 5 Coalition

McMillen, E. Bolivar County Habitat for Humanity Board of Directors, Past President

McMillen, E. Calvary Episcopal Church Vestry, Hospitality, and Pastoral Care Committees

McMillen, E. Participated in the Friends of the Cleveland Farmers Market

McMillen, E. Member, Friends of the Library

McPherson, D. Participated in several Health Fairs and Screenings throughout Delta,
involving students in each

McPherson, D. Supervised students who participated in teaching at the B.B. King "Art of Living Smart"

camp,

Summers 2011 and 2012

Taylor, T. Board Member, Fellowship of Christian Athletes

Taylor, T. Elder, First Presbyterian Church, Cleveland, MS

Taylor, T. Member, Evangelism Committee, First Presbyterian Church, Cleveland, MS

Taylor, T. Advisory Committee member, *Honduras Living Waters for the World*

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Patricia Webster

Senior Secretary

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Janice Haynes, Ph.D.

Division Chair

The Director of the Child Development Center, who also teaches half-time in Child Development, completed her sixth year and left to pursue other endeavors. During the year she continued to make improvements to the Center and to increase connections and visibility of the Center. Together, with assistance from a member of the Parent Advisory Board, a five year Strategic Plan was drafted in 2010, and we continue to strive to meet the short and long-term goals for the Child Development Center. Several successful fund-raisers were held throughout the year for improvements to the Center. The Playground Renovation at Bailey has been in the planning for several years, and is coming to fruition. It is a goal to complete this by October 2012, so that parents of children at that building will actually see the rewards of their very hard fundraising endeavors.

The Director of the Dietetics program was in her seventh year in the Division. She received tenure and promotion, but she faced unexpected health issues, and resigned during October 2011. We engaged some expert Dietetics instructors from around the state with consulting and teaching in order to maintain the necessary rigor of the program and for the Division. This group of adjunct faculty was extremely strong and supportive and we maintained performance and classes, and were able to maintain supervised practice activities for the students through the academic year. A new full-time Director of the Coordinated Program in Dietetics is on board for the Academic Year 2012-13, and we will move forward with our efforts to improve the review process for students to raise our first-time pass rate, and we will continue to increase recruiting efforts, and continue to expand the nationwide recruiting endeavors. Several new students have applied, and we hope to grow the number of applicants to a level that we can increase our admission criteria and become extremely competition, also improving the first-time pass rate. The Food Service faculty member retired. This core Family and Consumer Sciences and Food Science/Food Service assistant professor position will be filled by a strong candidate with expanded vision and fresh ideas to seek the core classes that a retired faculty member taught, as well as increase the rigor in the food service and food science educational components of the Dietetics curriculum.

Accreditation:

- The Division is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division will seek re-accreditation in 2014. This will be a year for total program assessment and review to make sure that all programs are on-track to meet the new standards introduced by AAFCS since the last accreditation in 2004.
- The Coordinator of the Coordinated Undergraduate Program in Dietetics is on the same time-frame as AAFCS, but with a five-year cycle. Their self-study will also need to be submitted in 2014. The new Director will work closely with our Dietetics program consultant and with the Dietetics Advisory Council to maintain accreditation with the American Dietetic Association.
- The Hamilton-White Child Development Center applied for initial accreditation with the National Association for the Education of Young Children (NAEYC) in 2010. The Center had a successful site visit in August 2010 and in October 2010 was granted accreditation for five years. The Center is one of only 25 centers in Mississippi that holds NAEYC accreditation and these standards were upheld during 2011. The Child Development Center participates in the Mississippi Quality Rating System, which operates on a five star system.

Funding within Division

From University/Foundation

Four Faculty Development/Research Grants

All faculty completed requests for maximum funding from the DSU Dulce Funds and Bryce Griffis Funds. Most requests were to support/enhance technology. All requests were honored, but funding was all provided through the Dulce funds, enabling the Division to add new technology, software, equipment, and educational materials for all of the programs.

External Funding within the Division

- Importer Support Program of the Cotton Board with assistance from Cotton Incorporated-\$9,900. *Increasing Interest, Knowledge and Skills Related to Cotton Apparel among University Students* to enhance cotton education for fashion merchandising majors. Funding is actually for the 2012 academic year, but the proposal was submitted in 2011.
- \$10,000—Delta Promise Community & Delta Health Alliance in *The Art of Living Smart* summer camp program, Summer 2012 (7 weeks, 50 children) at the BB King Museum in Indianola, MS. Funding was obtained by

Draughon McPherson to support dietetics student salaries at the camp and pay for supplies for the lessons that they taught.

- \$500-- Crosstie Arts Council Grant—funding was obtained by Leigh-Anne Gant to purchase art supplies for the Child Development Center to purchase art supplies for the Child Development Center for special projects.
- \$250—Entergy Mississippi provided assistance for the Child Development Center.

Plans for External Grants submitted, that have previously been unsuccessful:

- The Child Development Center submitted a proposal to King's Daughters Hospital for approximately \$6,500 to purchase surveillance cameras.
- The Child Development Center Director will seek to submit a \$5,000 proposal to Entergy to make improvements to the children's recreational and learning facilities at Bailey Hall and to improve the new outdoor learning center.
- Other external partnerships and funding opportunities will continue to be sought.

Facilities

All faculty members in the Division utilize technology to a great extent in teaching, and it is a goal to upgrade technological capabilities within the classrooms. The renovated Foods Laboratories have been used for numerous classes and events. They have been an excellent addition to the facilities. Work has continued to improve the overall facilities, both aesthetically and functionally.

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

New position(s) requested, with justification:

The resignation of the Director of the Coordinated Undergraduate program in Dietetics created a need for a new Director. This has been filled. There is not a need for a new position.

The retirement of an Associate Professor in Family and Consumer Sciences, with emphasis in food science/food service created an opening for that position. This has been filled. There is not a need for a new position.

The resignation of the Director of Preschool Programs and Instructor in Child Development created a need for a replacement. That position was filled. There is not a need for a new position.

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The resignation of the Director of Preschool Programs/Assistant Professor in Child Development created a need for a new Director. This search process has concluded. This position was held by an Instructor. Ideally, the position would have been filled with a person who could be at the Assistant or Associate Professor level and who would be tenure track. The new person has begun graduate work toward that goal and shows strong commitment to that endeavor

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Changes made in the past year:

Recommended changes for the coming year(s):

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative