DELTA STATE UNIVERSITY
Unit Strategic Plan and Annual Report -- Academic Year 2007-08

x Academic Unit  ______ Administrative/Support Unit

I. Unit Title: Division of Family & Consumer Sciences

School/College or University Division: College of Education

Unit Administrator: Dr. Janice B. Haynes

II. Educational Program Learning Outcome Assessment Plan (Academics)
Learner Outcomes identified for the major.

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<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection &amp; Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
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<tr>
<td>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</td>
<td>Lab evaluations: Using an evaluation form, students are evaluated by child development teachers on their ability to recognize and apply developmentally appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement.</td>
<td>What were the findings of the analysis?</td>
<td>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process.</td>
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Lab evaluation forms were 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 three years.
| Plan and implement activities and administer programs for children that incorporate early childhood principles and are based on developmental needs and characteristics of children. | **Lab evaluations:** Using a Likert-type evaluation form, students are evaluated by child development teachers on their ability to recognize and apply developmentally appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement. | According to lab evaluations, students needed more classroom instruction on the development of age appropriate activities. Lab evaluation findings further indicated that students were not getting enough opportunities to participate in and/or implement activities and programs for children that they had developed in the classroom. | 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. |

**Objective examinations:** Students are given exams to determine their content knowledge concerning the stages of human development. These exams 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.

Results of examinations over the past three years demonstrate that at least 90% of the students are meeting desired content knowledge thresholds.

Students are now also evaluated at midterm, so that they are informed before the semester’s end, of any difficulties they may be having.

Instructional materials are reviewed annually; this year, the curriculum committee chose to change a textbook. This was changed due to the difficulty students were having in understanding the content. This change of book is to improve the students’ content knowledge.
improvement; This model has been successful for several years.

**Development and implementation of developmentally appropriate projects and activities:**
In order to demonstrate that child development students 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 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.

Results of faculty evaluations indicated that 70% of the child development students were able to develop their activities without instructor assistance; 20% 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.

Students also went to the Delta State University Library and read books with infants and toddlers in association with the "Born To Read" program. Opportunities were created for students to visit local kindergarten classrooms and share activities on particular topics.

A newer textbook edition was adopted by the Child Development faculty to improve instructional quality on developmentally appropriate activities. Additional class time is now dedicated to the instruction of creating developmentally appropriate activities.
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 end of the term. The supervising teacher completes a Likert-type evaluation form when the student teaches a unit of instruction. An Internship Evaluation form is utilized to evaluate the student's performance (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

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98% of the students in the past three years have achieved at least an acceptable rating in their internship experience. Students who failed to meet expectations were required to repeat until acceptable performance was achieved.

Based on findings over time from the internship evaluations, the following recommendations were made and changes implemented accordingly:
1. Reduce amount of academic load in the term.
2. In the area of dependability, students need to understand the importance of their consistency in working with children and employers.
3. Students need to work with less supervision during their internship experiences.

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 four times with the internship academic supervisor to receive detailed instructions regarding internship 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 were modified to help students understand prior to evaluations what the expectations were.

A packet of expectations the student must meet has been developed for the supervising
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.

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<th>Learning Outcome</th>
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<tr>
<td>What should a graduate in this major know, value, or be able to do at graduation and beyond?</td>
<td>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis? List any specific recommendations.</td>
<td>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
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<td>Major: Family &amp; Consumer Sciences</td>
<td>Concentration: Fashion Merchandising</td>
<td>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. (Fashion Merchandising Internship Evaluation Form in Appendix 3).</td>
<td>Over the past ten years, 100% of student interns have been rated above average or higher on their evaluation forms by employment supervisors. 100% of these students were also rated satisfactory or higher on their internship manuals by academic advisor and employment supervisors. Based on an evaluation rating sheet, 80% of students earned a satisfactory or</td>
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<th>Activity</th>
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<th>Outcome</th>
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| Evaluate and select merchandise based on individual and family values and lifestyles. | GE 1, GE 4, GE 6, GE 10  

Design and wardrobe analysis portfolio; Class projects.  

An objective evaluation form is used to evaluate portfolios and projects.  

85% of students produced portfolios and projects that were rated satisfactory or higher by the instructor.  

Wardrobe analysis project was amended to incorporate revised software. |  

Identify theories of change which have impact on consumer acceptance  

GE 1, GE 4, GE 6, GE 7, GE 8  

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.  

Trend boards and projects required all students to satisfactorily design or construct products that incorporated their content knowledge and research.  

Current assessment methods are satisfactory. |  

Identify the roles of manufacturers, retailers and consumers as related to the apparel industry  

GE 1, GE 4, GE 6, GE 8  

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  

Over the past ten years, 100% of student interns have been rated above average or higher on their evaluation forms by employment supervisors. 100% of students were rated above average or higher on their internship manuals by academic advisor and internship supervisor.  

Additional readings were assigned to enhance knowledge base for research papers. |
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<th>Design, prepare and present activities which incorporate business and creative concepts. GE 1, GE 2, GE 4, GE 6</th>
<th>Design portfolio; Historic costume portfolio; Style portfolio; Historic costume project; Trend board project; Fashion show; Window display; Professional Development Portfolio. An objective evaluation form is used to evaluate portfolios and projects by the instructor. Fashion show and Window Display evaluations are also evaluated by all students enrolled in those classes using a Likert-type grading scale accompanied by feedback comments. Professional Development Portfolios are evaluated by three faculty members in the Division, using an objective evaluation form.</th>
<th>75% of students earned at least a satisfactory or higher rating from their instructor on class portfolios and projects; 90% of students earned a very satisfactory or higher rating on class portfolios and projects; 90% of students earned a very satisfactory or higher rating on their fashion show production and window display, as rated on an objective evaluation form by their instructor and by their peers; 95% of students earned a very satisfactory or higher rating on their Professional Development Portfolio.</th>
<th>Students who earned less than a satisfactory level on portfolios and projects received additional instructions for increasing their knowledge and improving their skills in areas of deficiency.</th>
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<td>Evaluate the impact of fabrication, design and the function of apparel and/or textile products on human behavior and lifestyles. GE 1, GE 4, GE 7, GE 8</td>
<td>Lab notebook. An objective evaluation form is used to evaluate notebooks.</td>
<td>75% of students earned a satisfactory or higher rating from instructor on lab notebooks.</td>
<td>Students who earned less than a satisfactory level on notebooks received additional instructions for increasing their knowledge in areas of deficiency.</td>
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<td><strong>Apply knowledge of nutrition needs of individuals and groups from conception until old age.</strong>&lt;br&gt;GE 1, GE 4, GE 5</td>
<td>Menus are developed and evaluated through the use of USDA food database. Individual summaries are provided for each student. Using specific competencies developed by the American Dietetic Association, the facility preceptors (in each Supervised Practice location: FCS 477, FCS 478, and FCS 479) rate each student using a 5-point Likert-like scale and provide feedback comments.</td>
<td>100% of the students in Supervised Practice rotations received scores of “met” or “exceeded entry-level requirements”.</td>
<td>Faculty are pleased with the results of the 2007/08 evaluations. Based on results of future evaluations, faculty may add or modify menu-planning projects.</td>
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<td><strong>Describe the processes of digestion, absorption, and metabolism of nutrients in the body, particularly the relationship of nutrition and exercise to weight control.</strong>&lt;br&gt;GE 1, GE 2, GE 4, GE 5</td>
<td>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 American Dietetic Association, the facility preceptors (in each Supervised</td>
<td>100% of the students in Supervised Practice rotations received scores of “met” or “exceeded entry-level requirements”.</td>
<td>Faculty are pleased with the results of the 2007/08 evaluations. Based on the results of future 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.).</td>
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<td>Practice location) rate each student and provide feedback comments.</td>
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<td><strong>Describe the various organizational frameworks used in foodservice systems and be able to list advantages and disadvantages of each.</strong> GE 1, GE 2, GE 4, GE 5</td>
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<td>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 ADA competencies for the specific Supervised Practice rotation.</td>
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<td>100% of the students in Supervised Practice rotations received scores of “met” or “exceeded entry-level requirements”. Feedback from facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the rotation. <em>Note: since that recommendation, the division of FCS has opened the Ada Swindle Mitchell Foods Laboratory and students have been utilizing that laboratory since the beginning of spring 2006.</em></td>
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<td>Based on the results of the 2007/08 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 that end, a practicum is being developed that will be integrated into FCS 460 Foodservice Management. This practicum will allow the student to gain experiences and apply content knowledge 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).</td>
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<td><strong>Assess nutritional status of individual patient’s/client’s health status.</strong> GE 1, GE 4, GE 5</td>
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<td>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.</td>
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**Develop a business or operating plan appropriate for a commercial or institutional foodservice setting.**  
**GE 1, GE 3, GE 4, GE 5, GE 6**

Students complete *Inlet Isles Case Study* as well as 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. 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 ADA competencies for the specific Supervised Practice rotation.

100% of the students in Supervised Practice rotations received scores of “met” or “exceeded entry-level requirements”. Feedback from facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the rotation.  
*Note: since that recommendation, the Division of FCS has opened the Ada Swindle Mitchell Foods Laboratory and students have been utilizing the laboratory since the beginning of spring 2006.*

Based on the results of the 2007/08 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. A practicum is being developed that will be integrated into FCS 460 Foodservice Management. This practicum will allow the student to gain experiences and apply content knowledge 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). In addition, the division is utilizing the Foods Laboratory to allow students to provide catering for a number of functions on campus.
| Describe the functions of major food ingredients in food systems; make rational menu and food choices, exhibiting an understanding of cost per serving, labels, and food standards. | Students 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 ADA competencies for the specific Supervised Practice rotation. | Most of the students (9 out of 10 Supervised Practice rotations) received scores of “met” or “exceeded entry-level requirements”. Feedback from facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the SP rotation. *Note: since that recommendation, the division of FCS has opened the Ada Swindle Mitchell Foods Laboratory and students have been utilizing the laboratory since the beginning of spring 2006. | Based on the results of the 2007/08 evaluations, faculty has 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. |

| Perform basic principles of preparing and serving food in quantity; practice good sanitation in food preparation and food safety. | 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). | All students become ServSafe Certified prior to entering 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 food safety. | Faculty are pleased with the results of the 2007/08 evaluations, in which 100% of students successfully completed the ServSafe program certification the first time. Based on future results, the faculty will determine necessary changes in laboratory experiences. |
III. Goals
-- For the Current Year and for the Coming year

A. Goal # 1
Increase strategies in upper-level classes to simulate career-related situations.

1. Institutional Goal which was supported by this goal:
   SP # 1; QEP # 1, 3, 4

2. Evaluation Procedure(s):
   How did you determine if this goal is met?
   An analysis was made of the upper-level FCS courses that utilize role playing techniques and mock interviews.

3. Actual Results of Evaluation:
   Role-plays and mock interviews were used effectively in FCS 460 Management in Nutrition and Dietetics and FCS 350 Basic Skills in Dietetic Practice and in FCS 447 Professional Development for all FCS majors. All students reported in exit interviews and many indicated on class evaluations that these experiences were helpful in simulating reality-based 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 Child Development faculty modified the rubric for FCS 378 portfolios to align with guidelines set forth by the National Association for the Education of Young Children (NAEYC).

4. Use of Evaluation Results:
   How were the results used to improve programs, operation, or services? Indicate if this led to a new goal for the next year.
   Faculty will continue to use 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 all FCS majors.
B. **Goal # 2**
   Add WebCT 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. WebCT is now Blackboard, and will be referred to as online components or Blackboard.

1. **Institutional Goal which was supported by this goal:**
   SP # 1; QEP # 1, 2, 4

2. **Evaluation Procedure(s):**
   All courses within the Division that now utilize online components were tabulated. Usage of online components within programs was identified.

3. **Actual Results of Evaluation:**
   Blackboard was utilized in all Nutrition/Dietetics classes for the provision of power point programs, notes, study guides, quizzes and exams. The National Certification Exam for Registered Dietitians (RD) Practice Exam website was made available for nutrition/dietetics majors beginning in August 2005. During 07-08, the Website was increased to contain five new RD practice exams, in addition to the 18 timed practice exams already in place. These contain approximately 1300 sample review questions. Dr. Kathy Davis, Dietetics, developed FCS 345 General Nutrition as an online class for pre-nursing students and made it available during summer, fall and spring terms (2007 and 2008). Blackboard components were added to FCS 102 Principles of Food Preparation, FCS 151 Concepts of the Family System II, FCS 312 Meals for Modern Day Living, FCS 306 Experimental Foods, FCS 360 Quantity Food Procurement and Production, FCS 447 Professional Development, FCS 330 Infant Development, and FCS 314 Interior Environmental Design. Dr. Taylor’s classes were all converted to Blackboard enhanced hybrid format, forcing students to become more technology literate.
   Dr. Taylor also developed and teaches four online classes on a fairly regular basis. All Family & Consumer Sciences courses are now at least web-enhanced.

4. **Use of Evaluation Results:**
   Blackboard provided a communication venue with other classmates and a user-friendly online format to access materials and quizzes. Blackboard will continue to be utilized for power point 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 167 practice exams. RD first-time exam scores were 14% higher for the period of July 1 to December 31 when compared to the previous calendar year, suggesting that the use of web-based practice may have contributed to the increase. Faculty will continue to utilize Blackboard for similar practice testing.
C. **Goal # 3**
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.

1. **Institutional Goal which was supported by this goal:**
   SP # 2; QEP # 1, 2, 4

2. **Evaluation Procedure(s):**
   Compare enrollment data for the current academic year to enrollment data from the prior year. Evaluate regularly.

3. **Actual Results of Evaluation:**
   There were 200 Family & Consumer Sciences majors in fall 2007, compared to 189 Family & Consumer Sciences majors in fall 2007, which represents a 5.8% increase. There were 170 Family & Consumer Sciences majors in spring 2008, compared to 200 Family & Consumer Sciences majors in spring 2007, representing a 15% decline for the spring. This may be attributed to strictly enforced GPA restrictions.

   A Faculty member is the Division webmaster. She continually updates information on the website, utilizing input from faculty members.

4. **Use of Evaluation Results:**
   Flyers and brochures developed 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. 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. The College of Education is developing a brochure for all programs in the College. The Dietetics students participated in two different recruitment events in Biloxi and Greenville. They also conducted Anthropometric Clinics at Bayou Academy and Indianola Academy, in addition to participating in numerous health fairs and wellness events. Dr. Tommy Taylor, in association with the Delta State University Foundation made visits to contributors to Delta State University to maintain university relations and encourage continued support. Dr. Tommy Taylor, in association with Delta State University alumni, traveled to Grenada to participate in meeting with alumni. Two faculty members taught GST classes to freshmen at DSU.
D. **Goal # 4**  
The Division of Family & Consumer Sciences will have increased visibility because of its curricula and its impact on individuals, families, consumers, and the community.

SP # 1, 2, 5; QEP # 1, 4

2. **Evaluation Procedure(s):**  
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.

3. **Actual Results of Evaluation:**  
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 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 under section V 3.

One faculty member organized the third annual DSU A – Z Early Childhood Conference, and two faculty members presented at this conference. Several faculty members presented at the DSU ROMEA Conference and at the DSU Faculty Scholarship Symposium.

The Dietetics students participated in approximately a dozen Health Fairs and Screenings throughout the Delta between May 2007 and March 2008. Dietetics students participated in two different recruitment events in Biloxi and Greenville. They also conducted Anthropometric Clinics at Bayou Academy and Indianola Academy, in addition to participating in numerous health fairs and wellness events. Other Dietetics outreach events included blood sugar screenings at Kroger and Indianola Sunflower grocery stores and the Cleveland Library. They held educational classes at the Indianola Sunflower store and the MS in Motion programs. Dr. Davis, Assistant Professor of Nutrition/Dietetics, was a volunteer Dietitian/Diabetes Educator for Tutwiler Family Medical Clinic and Glendora Clinics.

The Fashion Merchandising students were highly visible at the Dallas Fashion Career Day and at the Mississippi Association of Family & Consumer Sciences. Talented fashion merchandising students entered designs at Dallas Fashion Career Day 2008 sponsored by Fashion Group International and Texas Natural Fiber Producers Association. Judging was April 11, 2008.

1. Twelve design entries were submitted by 6 students.
2. Three students submitted Trend Boards for the Texas Natural Fiber Trend Board Competition.
3. One student submitted a deconstructed/reconstructed denim jacket for the Denim Jacket Competition.

Nearly 75% of the garments submitted were shown on the runway, nearly doubling the average acceptance rate. One student won third place in the Mohair Design Competition for her mohair coat.
Four fashion merchandising students submitted a total of 5 design entries to the Mississippi Association of Family & Consumer Sciences Annual Meeting Student Design Competition. Two were awarded first place awards, and three received second place awards. Dr. Jan Haynes, fashion merchandising professor, set up a display at the Annual Delta Council Meeting in the Bologna Performing Arts Center of student original design work featuring Cotton.

4. Use of Evaluation Results:
Students and faculty will make a valuable contribution in marketing Family & Consumer Sciences programs. Successful initiatives will be identified and continued. 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.

E. Goal # 5
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.

1. Institutional Goal which was supported by this goal:
   SP # 3;  QEP # 4

2. Evaluation Procedure(s):
   Annual faculty activity records will provide an assessment of the prior year’s goal achievement. They will indicate credentials acquired, faculty development participation, successful activities in the classroom, and productivity in the areas of scholarly activities and service.

3. Actual Results of Evaluation:
   The faculty attended a number of professional meetings at the district, state and national levels. All tenured and tenure-track faculty members made refereed presentations at national meetings. They also attended a large number of 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 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 two Registered Dietitians also provided consultations to various
individuals, groups and agencies on food and nutrition topics, including blood sugar screenings and classes at the Indianola Sunflower store and the MS in Motion programs. The Child Development faculty member served on many community committees. The Fashion Merchandising faculty member provided service to the Bologna Performing Arts Center by directing students in costuming for the Broadway production. The faculty member in the Food Science area made numerous presentations at university and community events. Dr. Kathy Davis, Assistant Professor of Nutrition/Dietetics was selected as the Outstanding Dietetics Educator of the year in Mississippi by the Mississippi Dietetic Association.

4. **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.

F. **Goal # 6**
   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.

1. **Institutional Goal which was supported by this goal:**
   SP # 3; QEP # 2, 3

2. **Evaluation Procedure(s):**
   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.

3. **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. FCS students in Professional Development put their final portfolio work on a CD, making it easier to store and to communicate with potential employers. Students who participate in the fashion merchandising field study classes experiences are required to keep reflective journals.
4. **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.

G. **Goal # 7**
Identify increased opportunities for participation in local health fairs, and other public and community forums (schools, churches, cooperative extension and Chamber of Commerce programs). Contact industry representatives as a means of communicating availability and willingness to participate as community partners.

1. **Institutional Goal which was supported by this goal:**
   SP # 1, 4, 5; QEP # 1

2. **Evaluation Procedure(s):** Evaluate faculty’s lists of yearly accomplishments.

3. **Actual Results of Evaluation:**
   (Faculty service accomplishments are further delineated above in Goal #4)
   One fashion merchandising major and one faculty member coordinated costumes for the Broadway theatre segment of the Janice Wyatt Mississippi Summer Arts Institute’s performance of “Once on this Island,” at the Bologna Performing Arts Center.
   Fashion merchandising students coordinated costumes for a DSU Theatre class production.
   Students in the Coordinated Undergraduate Program in Dietetics and faculty have been involved in a significant and growing number of health screenings, health fairs, and community speaking engagements on the subject of nutrition and healthy/wellness. Dietetics students in FCS 468 and FCS 350 conducted 6 full days of data collection for TEAM MS research project in Winona and Eupora, MS. Students conducted 24-hour diet recalls and fitness tests for 20 classes of students in 1st - 4th grades.
   Dr. Kathy Davis, Asst. Prof. in Dietetics, is a Certified Insulin Pump Trainer (CPT), Medtronic MiniMed, and collaborated with local dietitian, nurse, and Nutrition/Dietetics students to provide insulin pump training workshops. In this capacity she was able to introduce students to insulin pump usage in the management of diabetes and involve them in the use of a variety of methodologies to instruct patients with a broad range of literacy levels.
4. Use of Evaluation Results:
   More public-oriented nutrition and health classes are planned for the upcoming year. The general public will become more aware of health-related programs at DSU, and more programs will be generated. Further collaborative efforts are planned in all areas.

H. Goal # 8
   Utilize new Viking Foods Laboratories for catering and cooking lessons, both of which would be available for donors and their friends of Delta State University as well as the general public.

1. Institutional Goal which was supported by this goal:
   SP # 4, 5; QEP # 1

2. Evaluation Procedure(s):
   Evaluate faculty’s lists of yearly accomplishments.

3. Actual Results of Evaluation:
   Demonstrations on various topics were conducted for DSU Alumni Board and invited guests throughout the year. Lunch n’ Learns were held most months and were open to the public as well as the university. Original recipes were demonstrated and then served to the participants.
   A demonstration of brunch and Christmas foods was presented to the American Medical Association State Conference spouses. These products were also served to the participants.
   Southern breakfast foods were demonstrated and served to the Lighthouse Students, an after school group for 8th graders from D.M. Smith Middle School.
   The Christmas party for the Division of Family and Consumer Sciences was catered by the FCS 312 classes.
   The February meeting of the Student Association of Family and Consumer Sciences was catered by the FCS 360 class, featuring heart healthy recipes.
   One hundred peanut butter and jelly sandwiches were prepared for the kick-off of Arts in April sponsored by the University Special Programs Committee.
   The second annual Archives tea was catered by the FCS 360 class, featuring hand decorated petit fours, cheese straws, candied pecans and home made mints.
   The Honors Day reception for the College of Education was catered by the FCS 360 class.
   The spring initiation of Kappa Omicron Nu, national honor society for Family and Consumer Sciences, was catered by the FCS 360 class.
The third annual Broadway Dinner Theater, presented by the Hayes Cooper choir, was catered by students from the FCS 102 class. Two sessions of demonstrations of dinners which could be prepared quickly after work were presented to the staff of Delta State University on Staff Development Day.

4. Use of Evaluation Results:
   Plan further collaborative efforts for the future. Continue the Lunch n’ Learns. Develop two cooking classes for Kids College. A hybrid foods course for non-majors was developed and offered.

I. Goal # 9
   Develop annual wellness program, collaborating with representatives from industry, campus, and nonprofit organizations. Invite the public to attend.

1. Institutional Goal which was supported by this goal:
   SP #1, 4, 5; QEP # 1

2. Evaluation Procedure(s): Determine accomplishments of the campus wellness program.

3. Actual Results of Evaluation:

   Delta Health and Wellness Committee, 2007-2008
   Dietetics Instructor, Draughon McPherson, and students, designed and constructed 45 nutrition “tool boxes” for use in every 4th and 5th grade classroom in Cleveland. The “tool box” contains a nutrition lesson plan and all of the supplies that the teacher needs to teach the lesson for a class of 30 students. Dr. Kathy Davis, Assistant Professor, Nutrition/Dietetics, applied for a small grant through the Health and Wellness Committee to defray the cost of the supplies for this project. Students in Child Development and Nutrition/Dietetics developed the boxes as a service-learning aspect of FCS 444 Child Nutrition and distribute them to the elementary school teachers.

   Dr. Kathy Davis served as a Delta Health and Wellness Day organizing committee member and exhibitor, 2007. This sub-committee, under the umbrella of the university-wide committee, was charged with the organization of a day-long health screening and awareness program for children and adults in Bolivar County. Approximately 600 4th and 5th grade classes in Cleveland are invited to participate in the special “Kids Zone” activities, designed to tailor health and nutrition activities to their age groups. Also in attendance are senior citizen groups, Allied Health classes and community members interested in
learning more about a broad range of health services. Exhibitors and participants include DSU students in Nutrition/Dietetics, HPER, and Nursing.

DSU Health and Wellness Committee, 2005-2007, chaired by John Alvarez, was charged to develop a university-wide program to increase awareness about health and physical fitness. Out of this committee, the DSU Health Challenge emerged first as a pilot program, then as an ongoing program to promote health and physical fitness among DSU faculty and staff. Working with John Alvarez, Dr. Davis set up a Blackboard site for participants to communicate and post weekly aerobic points and dietary intakes as part of the competition. The website also provided a variety of nutrition and exercise information and educational links for participants. Dietetics students and faculty analyzed dietary intakes and provided nutrition topics of interest during noon meetings.

Nutrition/Dietetics Faculty, along with dietetics students, participated in approximately a dozen Health Fairs and Screenings throughout the Delta between May 2007 and March 2008.

4. 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. The public will be encouraged to participate.

IV. Data and information for division: Family & Consumer Sciences

Brief Description and/or Narrative of programmatic scope:

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

The Bachelor of Science degree in Family and Consumer Sciences provides for concentrations in Child Development, Fashion Merchandising, or Nutrition/Dietetics. The concentration in Child Development is designed for the student who wants to work with preschool and kindergarten children or be associated with firms that provide materials to preschool and kindergarten programs, or agencies that provide services to families. The concentration in Fashion Merchandising is an interdisciplinary program developed by the faculty in the Department of Art, the Division of Family & Consumer Sciences, and the Division of Management and Marketing. Students are prepared to enter the fashion business on a variety of levels within the industry. The concentration in Nutrition/Dietetics is designed for the student who wants to become a Registered Dietitian and pursue a career in clinical nutrition, community nutrition, food systems management, or business/entrepreneurial nutrition.
A number of courses are offered that do not have prerequisites and are excellent choices for electives. A minor can be chosen in Family and Consumer Sciences under the Bachelor of Arts or Bachelor of Science degree. Students can select 18 hours in Child Development, Fashion Merchandising, or Nutrition/Dietetics.

Comparative Data (enrollment, CHP, majors, graduation rates, etc):

### Data and information for division: Family & Consumer Sciences

#### A. Enrollment by Major 2005-2006 through 2007-2008

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<td>Fall</td>
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<tr>
<td>Family and Consumer Sciences</td>
<td>124</td>
<td>147</td>
<td>189</td>
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<tr>
<td>Fashion Merchandising</td>
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<tr>
<td>Totals</td>
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#### B. Number of Graduates 2005-2006 through 2007-2008

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<td>Fall</td>
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<tr>
<td>Family &amp; Consumer Sciences</td>
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<tr>
<td>Child Development</td>
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<td>10</td>
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<tr>
<td>Consumer Relations (phased out)</td>
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<td>0</td>
<td>1</td>
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<tr>
<td>Family &amp; Consumer Sciences Ed.(phased out)</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Nutrition/Dietetics</td>
<td>6</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Fashion Merchandising</td>
<td>4</td>
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<tr>
<td>Total</td>
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C. Credit Hour Production 2005-2006 through 2007-2008

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<tr>
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<td>1808</td>
<td>278</td>
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D. Comparison of Enrollment by Concentration 2005-2006 through 2007-2008

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<tr>
<td>Family and Consumer Sciences</td>
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<tr>
<td>Child Development</td>
<td>104</td>
<td>126</td>
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<tr>
<td>Fashion Merchandising</td>
<td>23</td>
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<td>35</td>
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<tr>
<td>Nutrition/Dietetics</td>
<td>20</td>
<td>21</td>
<td>32</td>
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<tr>
<td>Totals</td>
<td>147</td>
<td>179</td>
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Grants, Contracts, Partnerships, Other Accomplishments:
- Dr. Kathy Davis, awarded Delta Health and Wellness mini grants (two @ $300) for the development of Nutrition Tool Kits, in collaboration with adjunct faculty member, Draughon McPherson. Kits were provided for all 4th and 5th-grade classrooms in the city of Cleveland, and all classrooms at Nailor Elementary School.
- Dr. Kathy Davis, participated in data collection as a collaborative effort with TEAM MS, principal investigator: Dr. Annette Lowe, UMMC Center for Excellence in Women’s Health, February -May, Winona and Eupora, MS.
- Dr. Kathy Davis, Dr. Jan Haynes and Dr. Cam McMillen, were recipients of Bryce Griffis Presidential Endowment (approximately $500 each) to be used in the provision of large Skin fold Calipers for the Nutrition/Dietetics program, a CAD mini program for fashion merchandising and equipment for the foods labs.
• Dr. Kathy Davis, research in progress: ‘Teachers’ acceptance and perceptions of Nutrition Tool Kits; (includes two Delta Health and Wellness mini-grants totaling $575).
• Dr. Kathy Davis, grant proposal submission, April 2008, Blue Cross Blue Shield Foundation of Mississippi, for the development of a Nutrition Counseling Center on the DSU campus; $60,000/year ($167,000 total request).
• Dr. Jan Haynes, DSU Faculty Development Grant--$500, combined with Year of Delta Heritage Grant--$500, and $325 contribution from the FCS Alumni Fund. Funding was used to build a tall display case for the West Wing of the Ewing 1st Floor for the purpose of rotating displays to showcase Delta Dress through the Decades of the 20th Century.
• Dr. Jan Haynes, submitted grant proposal to Cotton Incorporated to enhance cotton education for fashion merchandising majors; $10,000.
• Dr. Cam McMillen, received grant for research concerning children’s snacks, Dreyfus Foundation, 2008.
• Dr. Tommy Taylor (October, 2007), completed study through a grant from Delta State University, "A pilot study to determine the extent of stress in 8th grade students in a Mississippi delta middle school."
• Dr. Tommy Taylor, prepared needs statement for a $500,000 grant "Impact of stress on lowering classroom performance of middle school students" in coordination with the Community and Economic Development Center and is currently seeking funds for the project.
• Dr. Tommy Taylor, made initial contacts for a research project in San Pedro Sula, Honduras to study the parenting styles of low income families in Central America.
• Dr. Tommy Taylor, appointed by Governor Haley Barbour to the Juvenile Justice Advisory Committee for the State of Mississippi.
• All faculty members who presented at national conferences were awarded a $300 mini research travel grant to subsidize travel expenses.

Economic Development initiatives and/or impact: The Division employed approximately 5 students through Work-Study and RSE programs. A Graduate Assistantship was awarded to one M.S. student on campus.

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. Faculty also hosted events, such as a book fair, and the A to Z Conference for Early Childhood Educators in the region. These were done at nominal or no 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.
A joint project of the Division of FCS, HPER, the Student Health Center, and the Bolivar Medical Center offered personal blood profiles for the DSU students and community residents.

A grant-funded project is underway to look at the impact of physical fitness and physical education activity in the schools. This is a component of the “Mississippi in Motion” project. The Dietetics students and faculty have been participating in this project.

The Coordinated Undergraduate Program in Dietetics is accredited by the American Dietetics Association Commission on Dietetic Education. The Division of Family & Consumer Sciences is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Child Development Center has applied for accreditation by the National Association for the Education of Young Children (NAEYC). That site visit will occur this year.

Dr. Tommy Taylor consulted with school board at Greenville Christian School, Greenville, Mississippi regarding student stress levels.

**Faculty 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 preschool children in the community.

**One-Year Plan (July 1, 2008 – June 30, 2009)**

We plan to continue our efforts to maintain the quality of the undergraduate programs. We provide professional development opportunities to schools, childcare facilities in the area, and healthcare providers in the area. We provide services to the community through the Child Development Center and the Coordinated Undergraduate Program in Dietetics.

**Five-Year Plan (July 1, 2008 – June 30, 2013)**

The long-term plan includes continuing to provide quality undergraduate programs, as well as providing professional development for educators and community services through the Child Development Center and the Coordinated Undergraduate Program in Dietetics. Use of technology will be emphasized. Equipment will be sought which will enhance the opportunities for faculty and students to use computers and other technological advances in instructional and research settings.

Diversity Compliance Initiatives and Progress:
1. Describe the special efforts made in 2007-08 to employ, train, and promote members of the “other race.”
Eight “other race” staff members were employed by the Division of Family and Consumer Sciences. Seven were in the Child Development Center. Three of the staff members in the center are teachers, four are assistant teachers and one works part-time as a cook.

In the Child Development Center, during the 2007-08 term, 12 children classified as “other race” were part of this program (11 of the 63 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.

One minority Child Development Center teacher received Child Development Associate (CDA) credentials during the summer of 2005 and is currently working on renewing those credentials.

4. Identify distinguished professorships of “other race” personnel brought to the campus in 2007-08.

No professorships were brought to campus for this Division.

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 2007-08 which have the potential of attracting “other race” students and faculty members.

The Division continues to actively recruit “other race” students and faculty members.

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

Faculty in the Division of Family and Consumer Sciences has 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 of “other race” students in its programs.

Committees reporting to unit (Committee records archived in Division Chair’s Office):
   Curriculum Committee
   FCS Advisory Council

V. Personnel:
   A. List of Faculty and Staff:
      1. 2007-2008
         Full time faculty
         Janice Haynes, Ph.D.             Fashion Merchandising
         Katherine A. Davis, Ph.D., R.D., L.D.                      Nutrition/Dietetics
         Edye Cameron McMillen, Ph.D.                     Food Science
         Leigh-Anne Gant                                Child Development
         Tommy Taylor, Ph.D.                          Marriage and Family
         Part time faculty
         Staff
         Patricia Webster                                Senior Secretary

   B. Noteworthy activities and accomplishments:
      1. Teaching
         a. Technology enhanced courses

            A smart cart was utilized in the large classroom (Ewing 118) for class presentations. Smart carts and screens have been requested for all classrooms.
Power point was used on a regular basis for many classes.

Blackboard was utilized in all classes for the provision of power point programs, notes, study guides, quizzes and exams. National Certification Exam for Registered Dietitians (RD) Practice Exam website was made available for nutrition/dietetics majors beginning in August 2005. This website has been expanded and contains 18 timed practice exams designed to simulate the RD Exam. Dr. Taylor’s classes were all converted to Blackboard enhanced hybrid format, forcing students to become more technology literate. Several FCS classes now are offered online, in addition to in the classroom: FCS 150 Concepts of the Family System I, FCS 215 Personal Finance, FCS 325 Marriage, Family & Sex Education, FCS 270, and FCS 345 General Nutrition. FCS 494 Family & Consumer Sciences: Philosophy and Issues is offered exclusively through Blackboard.

Computer Surveillance Equipment is utilized in all Child Development Center areas, including playgrounds. This is used for educational purposes in addition to providing security.

Dr. Davis taught > 50 hours of review for RD exam during summer 2007, fall 2007, and continuing throughout spring 2008 (6-9pm each Monday); enhanced by review questions online.

b. Collaborative/Team Teaching
Dr. Kathy Davis (FCS) taught FCS 343 Nutrition & Physical Fitness and utilized Dr. John Alvarez (HPER) as a frequent guest lecturer.
Dr. Kathy Davis (FCS) and Mrs. Draughon McPherson, RD (FCS) team taught FCS 468 Nutrition Research. Dr. Kathy Davis involved research class (FCS 468) in data collection for TEAM MS research project, Winona, MS. Students conducted 24-hour diet recalls and fitness tests for 20 classes of students in 1st - 4th grades.

c. Creative scheduling
Greatly expanded use of Blackboard expanded 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 ratings
Most average ratings on a 5 point scale (1 is the highest) for FCS faculty averaged less than 1.5. Most student comments were positive.
e. **Faculty Meetings**—retreats, etc.
FCS faculty met monthly throughout the year. Additional communication was conducted via email and personal conversations.

f. **Curriculum/Accreditations**
The Director of the Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC). This required completion of two self-study portfolios, the completion of numerous surveys, and work on facility updating, including the painting of the child development center classrooms. The enrollment process for the Child Development Center was also revised. The site visit will occur during the 08-09 academic year. Dr. Kathy Davis is currently developing two 1-hour classes: Clinical Pharmacology and Medical Terminology, in response to the requests of students during their supervised practice experience.

g. **Awards/Honors/Noteworthy Accomplishments**
Dr. Kathy Davis, Assistant Professor of Dietetics in Family & Consumer Sciences was selected as the Outstanding Dietetic Educator of the Year for the state of Mississippi by the Mississippi Dietetic Association. Hilary Rogers, fashion merchandising major, won third place in the Mohair Category of the Dallas Fashion Career Day Apparel Design Competition sponsored by Fashion Group International. Less than 15% of the original designs submitted to the original design competition receive awards. Students in Child Development and Nutrition/Dietetics developed toolkits as a service-learning aspect of FCS 444 Child Nutrition class and distributed them to area elementary school teachers.
Dr. Kathy Davis served as a Delta Health and Wellness Day organizing committee member and exhibitor, 2007. This sub-committee, under the umbrella of the university-wide committee, was charged with the organization of a day-long health screening and awareness program which served over 600 children and adults in Bolivar County.
Ms. Leigh-Anne Gant, Instructor of Child Development, organized the third annual DSU A – Z Early Childhood Conference held at the DSU campus, and two faculty members presented at this conference.
Ms. Leigh-Anne Gant was invited to attend a course for child development teachers through Mississippi State University.
Ms. Leigh-Anne Gant helped to revise benchmarks for four-year-olds for the state of Mississippi.
Taylor, T. Appointed by Governor Barbour to the Mississippi Juvenile Justice Advisory Committee.
2. Scholarship
   a. Presentations

   - Davis, K. (fall 2007). ROMEA conference, Delta State University; teamed with Dr. John Alvarez in 3 presentations on nutrition and physical fitness.

   **Juried Presentations with Abstracts in Proceedings:**
   **National:**

   - Haynes, J. (June 2007). *The Great American City Coat.* (Originally designed and constructed apparel design), annual meeting of the American Association of Family & Consumer Sciences annual juried faculty design competition, Reno, Nevada, June 2007.

   **Juried Design Presentations that have been accepted, with abstracts in proceedings to follow show, 2008:**

   - Haynes, J. (June 2008). *A Coat of Ties.* (Originally designed and constructed apparel design), Accepted for presentation at the annual meeting of the American Association of Family & Consumer Sciences annual juried faculty design competition, Milwaukee, June 2008.
   - Haynes, J. (June 2008). *Samplings of Silk.* (Originally designed and constructed apparel design),
Accepted for presentation at the annual meeting of the American Association of Family & Consumer Sciences annual juried faculty design competition, Milwaukee, June 2008.

Haynes, J. (June 2008). *Viva Italia*. (Originally designed and constructed apparel design), Accepted for presentation at the annual meeting of the American Association of Family & Consumer Sciences annual juried faculty design competition, Milwaukee, June 2008.

**Designs Submitted for Presentation:**

Haynes, J. (2008). *Biloxi Blues*. (Originally designed and constructed apparel design), to be submitted for judging and possible presentation at the annual meeting of the International Textile and Apparel Association in the Live Gallery Exhibit.

Haynes, J. (2008). *Blue Bayou*. (Originally designed and constructed apparel design), to be submitted for judging and possible presentation at the annual meeting of the International Textile and Apparel Association in the Live Gallery Exhibit.


**State:**

Mississippi Association of Family & Consumer Sciences Annual Meeting, February 26-27, 2008; Jackson, MS; Presented five originally designed garments upon invitation.

**Presentations with Abstracts in Proceedings:**

**University:**


Submitted abstracts for twelve originally designed and constructed student garments and one trend board presentation, DSU Research and Scholarship Symposium, April 15-16, 2008, Delta State University. Abstracts published in proceedings.

b. **Publications**


3. **Service**
   a. **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-present.
- Davis, K. Dietetic Educators of Practitioners Practice Group, 2005-present.
- Davis, K. Member: Juvenile Diabetes Research Foundation, 1999-present.

(2) Holding offices, chairmanships, etc.

- Davis, K. Officer and Professional Member: Mississippi Dietetic Association:
  - Past Chair – Council on Education and Research.
  - Executive Board Member, 1989-present. In this capacity, I have been able to introduce an annual award that recognizes the outstanding student in an ADA accredited Coordinated Program in Dietetics.
  - Outstanding Dietetic Educator, 2008.
- Davis, K. Professional Member: American Dietetic Association Diabetes Care and Education Practice Group, 1986-present; Davis, K. Mississippi Dietetic Association: 2006 Chair – Council on Education and Research.
- Haynes, J. Mississippi Association of Family and Consumer Sciences, President-elect.
- Haynes, J. Chair, 2007-08, Student Design Competition, and Student Research Competition, Mississippi Association of Family & Consumer Sciences.
Haynes, J. Chair, 2007-08, Silent Auction for Scholarships, Mississippi Association of Family & Consumer Sciences.
McMillen, E. Mississippi Association of Family and Consumer Sciences, Vice President at Large.
McMillen, E. Sociology of Agriculture and Food Research Interest Group, Rural Sociological Society, 30th anniversary committee.

(3) Membership
Davis, K. Dietetic Educators of Practitioners Practice Group, 2005-present.
Davis, K. Member: Juvenile Diabetes Research Foundation, 1999-present.
Davis, K. American Association of Family and Consumer Sciences, 2005-present.
Davis, K. Member: Mississippi Association of Family and Consumer Sciences, 2005-present.
Haynes, J. Mississippi Association of Family & Consumer Sciences.
Haynes, J. American Collegiate Retailing Association.
McMillen, E. American Association of Family & Consumer Sciences.
McMillen, E. Mississippi Association of Family & Consumer Sciences.
McMillen, E. Rural Sociology Society.

b. Service to the University
(1) Service that affects the university
Davis, K. Health and Wellness Day committee member and exhibitor, January 2008.
Davis, K. Health and Wellness committee member.
Davis, K. Member, DSU Health Challenge Committee.
Davis, K. Participated in “Reaching Out to Mississippi: Education in Action” Faculty Development Conference, Presented 3 “Healthy Living” programs for students (teamed with John Alvarez).
Gant, L. Served on the First Books board for the Delta Center for Culture and Learning.
McMillen, E. Senator, Faculty Senate.
McMillen, E. Collected Oral History about Cleveland’s Historic Neighborhood for Charlie Capps Archives; Photographed Cleveland’s Historic Neighborhood for Charlie Capps Archives.
Taylor, T. Contacted contributors to Delta State University to maintain university relations and encourage continued support.

(2) Recruitment
All faculty taught numerous continuing education classes.
Drs. Davis and McMillen taught GST 100.

(3) Taskforces, service groups, champions, etc.
Davis, K. Faculty Advisor: DSU Student Dietetic Association.
Haynes, J. Faculty Advisor: Student Association of Family & Consumer Sciences.
Haynes, J., Gant, L., McMillen, E. DSU College of Education Honors Day Luncheon Committee.
McMillen, E. Faculty Advisor: Kappa Omicron Nu Honor Society.
McMillen, E. DSU Special Programs Committee.

c. Service to the Community
Davis, K. Director of Twin Lakes Diabetes Camp (1990-present).
Davis, K. Volunteer Dietitian/Diabetes Educator for Tutwiler Family Medical Clinic and Glendora Clinics.
Davis, K. Participated in approximately a dozen Health Fairs and Screenings throughout Delta between May 2006 and March 2007, involving students in each event.
Gant, L. Presented to Excel by 5.
Gant, L. Excel by 5 Coalition member.
Gant, L. Coordinated Annual Crosstie Children’s Area, April 2008.
McMillen, E. Bolivar County Habitat for Humanity Board of Directors, President.
McMillen, E. Advisory Board, Lower Mississippi Delta Service Corps. Volunteer.
McMillen, E. A – Z Conference Early Childhood Conference presenter.
McMillen, E. Advisory Board, Lower Mississippi Delta Service Corps. Volunteer Center.
McMillen, E. Calvary Episcopal Church Altar Guild, Hospitality Committee, Pastoral Care Committee.
McMillen, E. Friends of the Library.
McMillen, E. Volunteered at Hayes Cooper Center and Cypress Park Elementary School.
McMillen, E. Member, Friends of the Farmer’s Market.
Taylor, T. Appointed by Governor Barbour to the Mississippi Juvenile Justice Advisory Committee.
Taylor, T. Elder, First Presbyterian Church.
Taylor, T. Serve on the evangelism committee of First Presbyterian Church, Cleveland, MS.
Taylor, T. Evaluating the stress levels of middle school students at Greenville Christian School, Greenville, Mississippi.
Taylor, T. Serve on the board of the Fellowship of Christian Athletes.

Service Learning Projects: Child Development
1. Child Development students volunteered at the Crosstie Arts Festival in the children’s area.
2. Students in FCS 377 Methods and Materials of Preschool Programs and 378 Principles and Procedures for Preschool Programs participated in DSU Library’s Born to Read Program.

Nutrition/Dietetics
1. Volunteer Dietitian/Diabetes Educator for Tutwiler Family Medical Clinic and Glendora Clinics; students in FCS 350 created posters with 10-minute nutrition lessons for use by nurses and health educators at the clinics.
2. Faculty participated in approximately a dozen Health Fairs and Screenings throughout the Delta, involving students in each event.
3. Dr. Kathy Davis, Certified Insulin Pump Trainer (CPT), Medtronic MiniMed collaborated with local dietitian, nurse, and Nutrition/Dietetics students and provided several insulin pump training workshops.
4. FCS 444 Child Nutrition class created Nutrition Tool Kits for 4th & 5th grade classes at Cleveland Elementary Schools.
5. Participated in data collection as a collaborative effort with TEAM MS, principal investigator: Dr. Annette Lowe, UMMC Center for Excellence in Women’s Health, Winona, MS. Students conducted 24-hour diet recalls and fitness tests for 20 classes of students in 1st-4th grades.

Facilities:
The Ada Swindle Mitchell Foods Laboratory provides state-of-the-art facilities for dietetics students to use for quantity foods classes and for Child Development students in their required food classes.
A new display case was requisitioned, built and added to the Ewing first floor hallway to showcase work of Family & Consumer Sciences students.
Work was continued to improve the physical spaces within the Division of Family & Consumer Sciences, both functionally and aesthetically. Smart carts and new screens were requested for all classrooms. Only one screen and projector were approved, and have not yet been installed.

New position(s) requested, with justification:
We would like to utilize another adjunct instructor for some of our Dietetics courses, and one for a Child Development course. The faculty members in these areas have been teaching numerous overloads. Those dollars could be simply diverted to the new adjunct faculty.

Recommended change of status:
None

VI. **Degree Program Addition/Deletions and/or Major Curriculum Changes:**
Changes made in the past year:

Child Development: Based on findings over time from the internship evaluations, the recommendation was made that students reduce amount of academic load in the term. They are also being encouraged to take internship for 6 hours, rather than 3.

Nutrition/Dietetics: Delete FCS 447 Professional Development—3 hours. In order to meet all competencies required for American Dietetic Association Accreditation, students in the nutrition/dietetics program must take 148 credit hours for graduation. Nutrition/dietetics graduates need additional coursework in medical terminology and clinical pharmacology to improve scores on the Registration Exam in those areas. Feedback from graduates and preceptors indicates that most objectives currently met in FCS 447 Professional Development are or could be incorporated into existing Dietetics courses. Add 3 new 1 hour courses:
- FCS 351 Medical Terminology in Nutrition/Dietetics - 1 hour
- FCS 352 Medical Pharmacology in Nutrition/Dietetics - 1 hour
- FCS 448 Career Development in Nutrition/Dietetics - 1 hour

Recommended changes for the coming year(s):
Nutrition/Dietetics: The three concepts that would still need to be covered for career development would be included in a 1 hour seminar class being proposed: FCS 448 Career Development in Nutrition/Dietetics.
Appendix I, Child Development Lab Evaluation

CHILD DEVELOPMENT STUDENT ASSESSMENT

Student _______________________________        Class ___________________ Teacher ________________________

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Ineffective, Unacceptable Practice</td>
<td></td>
</tr>
<tr>
<td>2- Marginally Acceptable Practice</td>
<td></td>
</tr>
<tr>
<td>3- Acceptable, Safe to Practice</td>
<td></td>
</tr>
<tr>
<td>4- Outstanding, Effective Practice</td>
<td></td>
</tr>
</tbody>
</table>

Date | Date
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First Assessment | Second Assessment

Any other comments need to go on the back

<table>
<thead>
<tr>
<th>Communication and Interaction</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Uses acceptable written, oral, and nonverbal communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacts frequently with affection and interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is available and responsive to all children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks and sings with children frequently and reads stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks in a positive and courteous manner with appropriate tone of voice</td>
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<table>
<thead>
<tr>
<th>Teaching for Learning</th>
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<tbody>
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</tbody>
</table>

85
<p>| Displays enthusiasm for teaching and learning |
| Uses best practices |</p>
<table>
<thead>
<tr>
<th>MANAGING THE LEARNING ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes the environment to enhance relationships, motivation, and learning</td>
</tr>
<tr>
<td>Greets and checks-in everyday and interacts in a friendly, courteous manner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONALISM AND PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts constructive criticism in a positive manner</td>
</tr>
<tr>
<td>Follows school policies and procedures</td>
</tr>
<tr>
<td>Knows safety measures and how to handle emergency situations</td>
</tr>
<tr>
<td>Maintains a high level of competence and integrity in the practice of the profession</td>
</tr>
<tr>
<td>Arrives to work on time and avoids absences</td>
</tr>
</tbody>
</table>

| Total number of Hours |
### Communication and Interaction

<table>
<thead>
<tr>
<th>Students Internship Assessment</th>
<th>Date First Assessment</th>
<th>Date Second Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses acceptable written, oral, and nonverbal communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacts frequently with affection and interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is available and responsive to all children.</td>
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<td></td>
</tr>
<tr>
<td>Encourages both boys and girls to participate in all activities.</td>
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<td></td>
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<tr>
<td>Sets appropriate limits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps children identify and express their feelings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages children to try new activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks and sings with children frequently and reads stories daily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks in a positive and courteous manner with appropriate tone of voice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledges and accepts each child's family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens and responds appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Builds and sustains classroom climate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING FOR LEARNING**

| Displays knowledge of subject                                 |   |   |   |   
| Displays enthusiasm for teaching and learning                 |   |   |   |   

89
<table>
<thead>
<tr>
<th>Uses knowledge of students' understanding and experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of strategies</td>
</tr>
<tr>
<td>Provides experiences to accommodate differences</td>
</tr>
<tr>
<td>Gives directions</td>
</tr>
<tr>
<td>Provides opportunities for problem-solving and critical thinking</td>
</tr>
<tr>
<td>Uses community resources</td>
</tr>
<tr>
<td>Uses best practices</td>
</tr>
<tr>
<td>Uses indirect instruction</td>
</tr>
</tbody>
</table>

**MANAGING THE LEARNING ENVIRONMENT**

<table>
<thead>
<tr>
<th>Uses instructional time effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies classroom management</td>
</tr>
<tr>
<td><strong>PROFESSIONALISM AND PARTNERSHIPS</strong></td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Cooperates and collaborates with colleagues</td>
</tr>
<tr>
<td>Accepts constructive criticism in a positive manner</td>
</tr>
<tr>
<td>Shares and seeks professional materials and ideas</td>
</tr>
</tbody>
</table>

- Analyzes the environment to enhance relationships, motivation and learning
- Utilizes responses to pace learning, start new work, and reteach
- Organizes time, space, activities and materials
- Plans for students with health care, physical, and/or communicative needs
- Knows when to intervene either to extend the child's play or keep the child safe.
- Greets and checks-in everyday and interacts in a friendly, courteous manner.
- Helps maintain an orderly and aesthetically pleasing environment.
<table>
<thead>
<tr>
<th>Follows school policies and procedures</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Knows safety measures and how to handle emergency situations</td>
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<tr>
<td>Exhibits understanding of how to work with parents/guardians</td>
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<tr>
<td>Maintains a high level of competence and integrity in the practice of the profession</td>
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</tr>
<tr>
<td>Self-evaluates and asks for help or clarification as needed.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrives to work on time and avoids absences</td>
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</tbody>
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Appendix 3

Delta State University
Division of Family and Consumer Sciences

Fashion Merchandising Internship Appraisal

Name of Intern ____________________________
Location of Internship ______________________

PERFORMANCE TRAITS

4 = Excellent  3 = Above Average  2 = Average  1 = Below Average  NA = Not Applicable

<table>
<thead>
<tr>
<th>ATTRIBUTES</th>
<th>CUSTOMER SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Prompt approach</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Determines needs</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Solves problems</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Meets objectives</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Courteous close</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Suggestive selling</td>
</tr>
<tr>
<td>Initiative</td>
<td>Professional manner</td>
</tr>
<tr>
<td>Leadership</td>
<td>Product knowledge</td>
</tr>
<tr>
<td>Maturity</td>
<td>Sales productivity</td>
</tr>
<tr>
<td>Problem-solving</td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td></td>
</tr>
<tr>
<td>Self-insight</td>
<td></td>
</tr>
<tr>
<td>Tactfulness</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th>QUALITY OF WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to accept criticism</td>
<td>Ability to learn new tasks quickly</td>
</tr>
<tr>
<td>Adherence to company policies</td>
<td>Ability to carry out tasks on time</td>
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<tr>
<td>Willingness to do tasks assigned</td>
<td>Dependability on follow through</td>
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<tr>
<td></td>
<td>Attention to details</td>
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<tr>
<td></td>
<td>Consistency in quality of work</td>
</tr>
<tr>
<td></td>
<td>Consistency in quantity of work</td>
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<tr>
<td></td>
<td>Knowledge of systems and procedures</td>
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<tr>
<td></td>
<td>Ability to handle extra tasks</td>
</tr>
<tr>
<td></td>
<td>Ability to work under pressure</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>APPEARANCE/MANNER</th>
<th>INTERPERSONAL RELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well groomed with respect to store</td>
<td>Ability to inspire confidence</td>
</tr>
<tr>
<td>and/or department standards</td>
<td>Relationship with supervisors</td>
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<tr>
<td></td>
<td>Relationship with co-workers</td>
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<td></td>
<td>Relationship with customers</td>
</tr>
<tr>
<td>Courteous to customers and other</td>
<td></td>
</tr>
<tr>
<td>employees</td>
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<tr>
<td>Sincere in dealing with customers and</td>
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<tr>
<td>other employees</td>
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</table>

SUMMARY RATING

My overall self performance rating is:

( ) Excellent  ( ) Above Average  ( ) Average  ( ) Below Average
<table>
<thead>
<tr>
<th>Fashion Merchandising Internship Appraisal</th>
<th>QUALITATIVE REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREAS OF PERFORMANCE STRENGTHS</strong></td>
<td></td>
</tr>
<tr>
<td>Attributes</td>
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<tr>
<td>Attitude</td>
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<tr>
<td>Appearance/Manner</td>
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<tr>
<td>Customer Service</td>
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<td></td>
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<tr>
<td>Quality of Work</td>
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<tr>
<td>Interpersonal Relations</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>AREAS FOR PERFORMANCE IMPROVEMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Attributes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Appearance/Manner</td>
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<tr>
<td>Customer Service</td>
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<td></td>
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<tr>
<td>Quality of Work</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>GENERAL COMMENTS</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you recommend hiring the student intern if an opening existed? ( ) Yes ( ) No</td>
<td></td>
</tr>
</tbody>
</table>