

**THREE YEAR ASSESSMENT AND PROGRAM
EVALUATION REPORT
2002-2005**

**DEPARTMENT OF FAMILY AND
CONSUMER SCIENCES**

(FORMERLY HUMAN ENVIRONMENT AND FAMILY SCIENCES)

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May 2006

**School of Agriculture and Environmental Sciences
North Carolina A&T State University**

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Table of Contents

I.		Brief Overview of the Department and Program	1
II		Strategic Plan	4
	A	Vision	4
	B	Mission	4
	C	Goals and Objectives	4
III.		Briefly describe how the program's/department's strategic plan is related to the school's mission, goals, and strategic plan as well as to the University's mission and goals	9
	A	Student Profile	10
		1. Admission Requirements	10
		2. Total enrollment in department and program(s)	11
		3. Number of majors in honors program	12
		4. Number of Transfers	12
		5. Progression requirement (if applicable)	12
		6. Enrollment in degree credit distance learning	13
	B	Academic Major/Program (past three years)	14
		1. Results of any licensure examination	14
		2. Accreditation reviews	15
		3. Internal program reviews (outside consultants)	15
		4. Retention and graduation rates	16
		5. Graduates (alumni surveys)	17
		6. Continuing education and employment	18
		7. Results of employer surveys (if available)	20
		8. Evaluation of student experience	20
IV		Faculty Development and Quality	36
	A	Faculty personnel policies regarding appointment, promotion, tenure and merit salary increases	36
		1. Teaching/Learning evaluation of instructors and instruction	37
		2. Discovery-Research and scholarly productivity and creative activities	45
		3. Engagement-Service activities	49
	B	Faculty Profile	53
		1. Highest degree earned	53
		2. Rank and tenure	53
		3. Ages ranges	54
		4. Gender	55
		5. Race	55
V		Progress Toward University's Mission	56
	A	Access (past three to five years)	56
		1. Enrollment patterns and trends-undergraduate and graduate students	56
		2. Enrollment of undergraduate transfers	57

	3. Enrollment in degree-credit distance learning	57
	4. Awarding of degrees (past three years)	57
	5. Degrees by division or level	57
	B. Faculty Development (description over a three-year period)	57
	1. Discovery (Organized Research)	57
	a. Number of applicants	57
	b. Number of awards or grants and total amount	57
	2. Engagement (Public and Community Service)	58
	a. Number and value of grants and contracts	59
	b. Community service activities	59
	3. Other scholarly and creative activities	60
	C. Interdisciplinary Activities	60
VI	Analysis and Summary of Data	60
	A. Identify trends (Opportunities and Threats)	60
	B. Discuss strengths of the department/program(s)	61
	C. Discuss challenges and potential solutions	61
	D. Discuss your analysis of 3 – 5 years enrollment trends in your department/programs	61
	E. Discuss the analysis of retention trends in your department/program(s)	61
VII	Student Learning Outcomes	68

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Forms A-D
 Child Development and Family Sciences
 Child Development Early Education and Family Studies (B-K)
 Family and Consumer Sciences Education
 Family and Consumer Sciences(Fashion Merchandising and Design)
 Food and nutritional Sciences (Dietetics)
 Food Science

Appendices

	List of Tables	
Table 1.	Admission Statistics (SAT scores and high school GPA)	10
Table 2.	Total Enrollment in Department and Program(s)	11
Table 3.	Number of majors in Honors Program (Enrollment)	12
Table 4.	Number of first-time Transfer Student (Enrollment)	12
Table 5.	Enrollment in degree credit distance learning	14
Table 6.	PRAXIS I Test Licensure Examination (Teaching Certification)	14
Table 7.	PRAXIS II Test Family and Consumer Sciences Education	14
Table 8.	Retention and Graduation Rates (2002-2005)	16
Table 9.	Number of Graduates by Major (2002-2005)	17
Table 10.	Continuing education and employment. Placement of graduates and undergraduates	18
Table 11.	Employment placement of graduates by major (2002-2005)	20

Table 12.	Child Development Internship Placements (Fall 2002)	21
Table 13.	Child Development Internship Placements (Spring 2003)	21
Table 14.	Food and Nutritional Sciences Internship Placements (Spring 2003)	22
Table 15.	Child Development Internship Placements (Fall 2003)	22
Table 16.	Child Development Early Education and Family Studies (B-K) Student Teaching Placements (Spring 2003)	22
Table 17.	Fashion Merchandising and Design Placements (Spring 2003)	23
Table 18.	Child Development Placements (Spring 2004)	23
Table 19.	Child Development Internship Placements (Fall 2004)	23
Table 20.	Food and Nutritional Sciences Internship Placements (Spring 2004)	23
Table 21.	Child Development Field Experience Placement Pre-Kindergarten and Kindergarten Assignments FCS 311.01 (Spring 2004)	24
Table 22.	Child Development Field Experience Placement FCS 311.01 (Spring 2004)	24
Table 23.	Child Development Field Experience Placement (Fall 2004)	25
Table 24.	Food and Nutritional Internship Placements (Spring 2005)	28
Table 25.	Child Development Field Experience Placement (Spring 2005)	29
Table 26.	Exit Study of FCS Graduates Demographics of respondents (Spring 2004)	31
Table 27.	Exit Study of FCS Graduates Demographics of the Respondents (Spring 2005)	32
Table 28.	Awards/Scholarships/Fellowships/Honors (2002-2003)	34
Table 29.	Awards/Scholarships/Fellowships/Honors (2003-2004)	35
Table 30.	Awards/Scholarships/Fellowships/Honors (2004-2005)	35
Table 31.	Student Opinion of Faculty: Ranking of Courses (2002-2003)	37
Table 32.	Student Opinion of Faculty: Ranking of Courses (2003-2004)	38
Table 33.	Student Opinion of Faculty: Ranking of Courses (2004-2005)	39
Table 34.	Highest degree earned by FCS faculty (2004-2005)	53
Table 35.	Rank and tenure of FCS faculty (2002-2005)	53
Table 36.	Age ranges of FCS faculty (2002-2003)	54
Table 37.	Age ranges of FCS faculty (2003-2004)	54
Table 38.	Age Ranges of FCS faculty (2004-2005)	54
Table 39.	Gender of FCS Faculty (2002-2005)	55
Table 40.	Gender and rank of FCS faculty (2002-2005)	55
Table 41.	Racial composition of FCS faculty (2002-2005)	55
Table 42.	Total Student Enrollment (2002-2005)	56
Table 43.	Organized research and number of awards/total amount	57
Table 44.	Number of awards or grants/total amounts	59

ASSESSMENT REPORT

I. Brief Overview of Department and Program(s)

The Department of Family and Consumer Sciences is one of four academic departments within the School of Agriculture and Environmental Sciences ([SAES](#)). The Department offers undergraduate majors in four program areas with six distinct concentrations. In addition, the Department offers one graduate degree.

UNDERGRADUATE DEGREES

Child Development and Family Studies (Non-Licensure) – Bachelor of Science

Child Development Early Education & Family Studies (Birth-Kindergarten Licensure) – Bachelor of Science

Family and Consumer Sciences Education (Teacher Licensure) - Bachelor of Science

Family and Consumer Sciences (Fashion Merchandising and Design) – Bachelor of Science

Food and Nutritional Sciences – (Food Science) Bachelor of Science

Food and Nutritional Sciences – (Dietetics) – Bachelor of Science

GRADUATE DEGREE

Food and Nutritional Sciences – Masters of Science

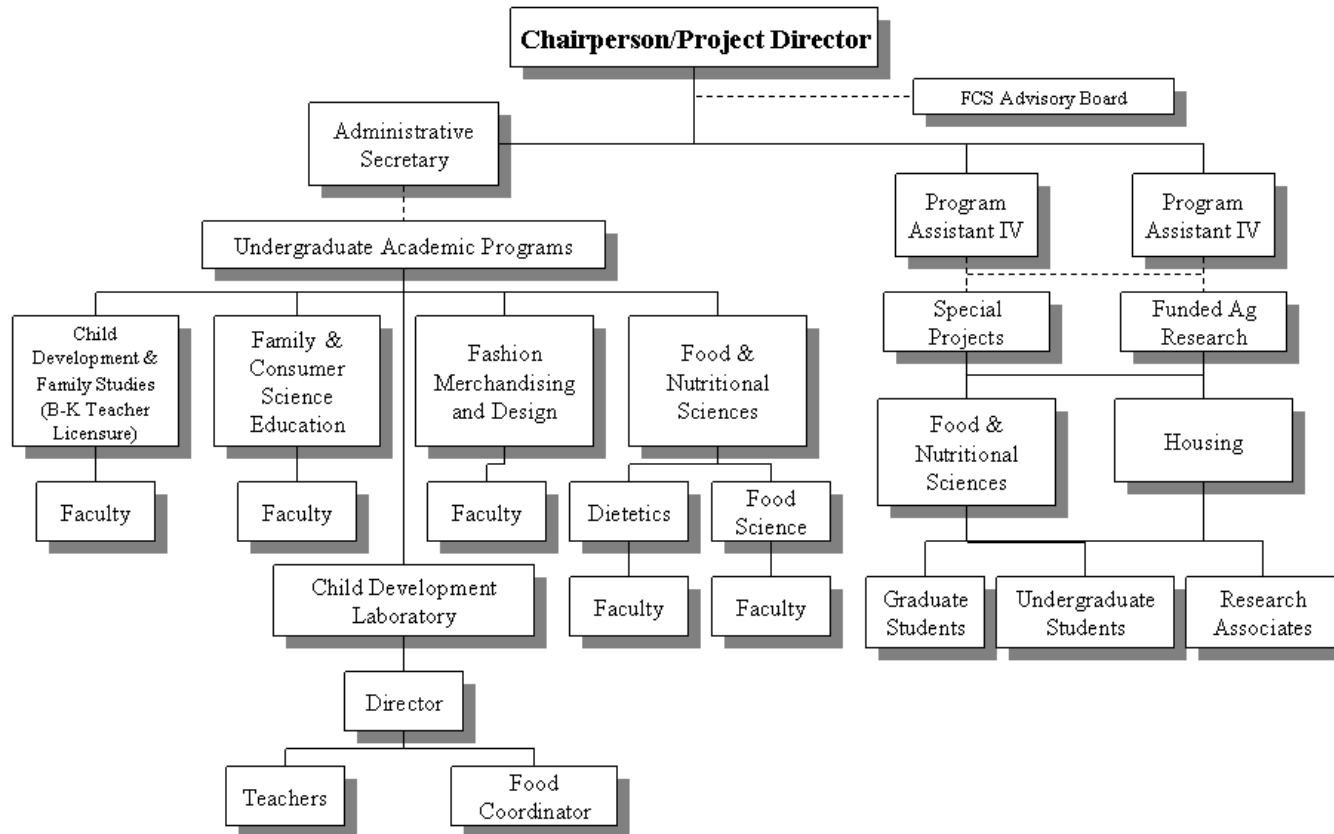
The American Association of Family and Consumer Sciences (AAFCS) accredits the Department of Family and Consumer Sciences (FCS). The Dietetic Program is accredited by the American Dietetic Association (ADA). The teacher licensure programs in Child Development Early Education and Family Studies (Birth-Kindergarten) and Family and Consumer Sciences Education are both accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). To enhance the overall growth and development of FCS, there are two advisory boards to assist with program development, planning, assessment, and evaluation. They include the Department Advisory Board and the Dietetic Program Advisory Board that meet regularly during the academic year.

As part of the FCS Department, the Child Development Laboratory is housed as a teaching and learning laboratory for University students to gain valuable experience that provides high quality and accessible care of young children in a positive environment. The laboratory serves students enrolled in the Department with specific course work from child development early education and family studies, psychology, sociology and social work, speech, recreation, music, and other human behavior oriented disciplines. The laboratory provides an opportunity for students in their respective academic disciplines to make observational, comparative, and in-depth analyses on child behavior and its related areas. In addition, the Child Development Laboratory provides faculty with the opportunity to engage in scholarly research activities and demonstrations.

Organizational structure and overview of functions of new employees

The following organizational structure provides a schematic structure for the Department of Family and Consumer Sciences from 2002-2005 with expansion in both programs and faculty and staff.

Department of Family and Consumer Sciences 2002 - 2005



II. Strategic Plan

Deleted: (for the department where the program(s) being assessed and evaluated reside(s).

A. Vision

The vision of the Department of Family and Consumer Sciences is to provide diverse global teaching and learning experiences for students to secure employment and professional studies opportunities at the local, national, and international levels.

B. Mission

The mission of the Department of Family and Consumer Sciences is to prepare students, many of whom are from families with limited resources, for professional careers that focus on improving the quality of life of individuals and families in a diverse society. These professional careers prepare students for employment in educational and other service institutions, agencies, companies, and industries that influence the quality of life. Students in FCS are prepared to assist families in meeting their quality nutritional needs, understanding human development, developing skills in family and parent education, managing materials and human resources, and acquiring appropriate and affordable living environments. The Department prepares students to apply new technologies in coping with a changing society and to apply food science discoveries to the commercial food industry. The Department empowers students to think critically, to communicate ideas effectively, and to develop leadership skills in the profession.

The Department of Family and Consumer Sciences faculty conducts research and engages in community activities that contribute to the body of knowledge in the areas of Child Development and Early Education, Nutrition, Food Science, Housing, Fashion Merchandise and Design, and Family Consumer issues. Furthermore, the Department of Family and Consumer Sciences has a commitment to provide continuing professional development for family and consumer science professionals that affects the quality of life of individuals, families, and communities.

C. Goals and Objectives

The following goals represent a combination of three years of goals for FCS that are guided by the recommendations from accreditation site team of the American Association of Family and Consumer Sciences, the SAES Major Program Initiatives and they support the University's FUTURES. There are a total of six goals presented without regard to rank.

Goal 1: Develop and implement strategies and activities for the Department's long-range enrollment management.

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1.1. A Outcomes Achieved

During the period of 2002-2005, FCS undergraduate enrollment data showed a significant growth by 43% from 216 students in the Fall of 2002 to 311 students in Fall 2005. However, enrollment in the graduate program decreased by 56% from 41 to 18 graduate students. The numbers fluctuated during this period primarily because lateral entry students (PBS) beginning in the Fall of 2004 were no longer counted as graduate students in the department. An increase in recruiting and admission efforts at all levels of the University contributed to sustained growth of undergraduate students. The addition of a Student Service Coordinator within SAES added greatly to the facilitation of

Comment [I1]: Spell out PBS

recruitment activities in the Department. Faculty, staff and students made a concerted effort to increase participation in recruiting activities both on and off campus. Strategies implemented by SAES and the department for increasing student numbers in the low enrollment program areas involved more faculty and student involvement in recruiting, personalizing contacts with potential students, developing recruitment materials, updating the website, gaining support of alumni and soliciting additional scholarship funds.

Deleted: solicit and

1.1. B Assessment Measurements

An annual review and analyses of student enrollment management data from the Office of Institutional Research and Planning serves as the main point of reference for determining progress in this area. However, the increase number of faculty, staff and student involved in recruitment activities reported (annual reports) is another key indicator. The Student Services Coordinator schedules the attendance of FCS representatives at various University and SAES recruiting activities. Members of FCS Recruitment Committee represent each of the program areas and are designated as the lead recruiters. Lists of contacts obtained from recruiting activities are sent personalized letters and follow-up calls. Another area for active recruitment occurs at professional workshops and meetings attended by faculty and students.

1.1. C Assessment Procedures

Enrollment data collected from the Office of Institutional Research and Planning are analyzed to assist the Department with projecting future enrollment and teaching loads in the different program areas. This was extremely important for assessing change and adjusting strategies for low enrollment program areas. Secures, analyzes, and disseminates annual enrollment data to various program coordinators, faculty, and other sources. Also, the Department has an active recruitment committee. The enrollment information was incorporated into oral and written reports for departmental meetings, advisory board meetings and depicted in the SAES Annual Report.

Comment [12]: What is the frequency of the analysis?

1.1 D Administration of Assessment Procedures

The chairperson,

Deleted: secures, analyze, and disseminate annual enrollment data to various program coordinators, faculty, and other sources. Also, the Department has an active recruitment committee. The enrollment information was incorporated into oral and written reports for departmental meetings, advisory board meetings and depicted in the SAES Annual Report.

1.1 E. Use of Assessment Findings to Improve Program

The enrollment data were utilized to:

- Encourage faculty, staff and students to increase recruiting activities both on and off campus;
- Identify specific strategies and recruiting opportunities for increasing student numbers in the low producing program areas including greater faculty involvement;
- Increase the personalized contacts (letters, phone calls, meetings, emails) with potential students; and
- More carefully select students for the high school Research Apprentice Program, an excellent opportunity for recruiting students in the low producing areas.

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Goal 2: Revise all FCS undergraduate curriculum programs to incorporate the new University Studies Program.

Comment [13]: Do you mean to incorporate the courses, or the goals, or both?

2.1.A. Outcomes Achieved

Six distinct undergraduate curriculum program areas have been revised to incorporate the new University Studies Program. Additionally, a USDA Capacity Building Grant was awarded for the

Comment [14]: See above note.

development of a distance instructional certificate program in Family Financial Planning. The certificate program is a collaborative venture of Family and Consumer Sciences Administrators at eight 1890 Universities. NCA&TSU serving as the lead institution is proposed to offer the first course sponsored by the Family and Consumer Sciences Distance Instructional Alliance (FCS-DIA) in the Fall of 2006.

Comment [15]: This is not related to the goal. It is appropriate for section V.B.1.b. where it is mentioned.

2.1. B Assessment Measurements

The new and revised curriculums were submitted and reviewed by the FCS, SAES, and University Senate Curriculum committees. After including their recommended changes, the curriculums were implemented by the Department.

2.1. C Assessment Procedures

The FCS Curriculum Committee followed all University's procedures under the direction of the FCS and SAES Curriculum Committees and the Department Chair in disseminating program changes to the University's Senate.

2.1. D Administration of Assessment Procedures

The Department Chair coordinated the preparation and submission of the necessary documents to the appropriate University committees.

2.1. E. Use of Assessment Findings to Improve Program

This University Studies Program is scheduled to begin in the fall semester of 2006. Any revisions needed to be made will occur after the first semester of implementation.

Comment [16]: How will you assess the effectiveness of the courses/goals to determine the revisions to be made?

Goal 3: Engage the Family and Consumer Sciences Advisory Board and FCS Alumni Club in fund-raising to support endowed scholarships:

3.1. A Outcomes Achieved

Under the leadership of the FCS Scholarship Committee, a combination of efforts successfully increased scholarship dollars received from the Family and Consumer Sciences Advisory Board, FCS Alumni Club, and other alumni. Many individuals including some faculty are multiple givers to various fund raising programs. Scholarship funding increased by nearly 50% during the three-year period. The leadership by the Department's Scholarship Committee encouraged members of both groups to increase giving and resulted in the establishment of an endowed scholarship.

3.1. B Assessment Measurements

The goal is \$100,000, and currently \$47,000 has been collected toward this goal. The University Foundation records show a total of \$24,954 in scholarship contributions received between 2002 and 2005. This represents a 46% increase in funds.

3.1. C Assessment Procedures

Reports of scholarship funds received are reported monthly by the Foundation to the Department. This information along with scholarships awarded is presented to the Family and Consumer Sciences Advisory Board and FCS Alumni Club annually. In addition, the Scholarship Committee mailed bi-annual personal letters to all alumni across the nation soliciting funds for the endowed FCS

scholarship. Also, records of making personal contacts for future commitments from the financial supporters are maintained and updated periodically.

3.1. D Administration of Assessment Procedures

The department chair and the chair of the FCS Scholarship committee have provided leadership in soliciting funds and monitoring the Foundation reports.

3.1. E Use of Assessment Findings to Improve Program

Status reports summarizing the endowed scholarship goal were shared annually at the Family and Consumer Sciences Advisory Board meeting and at the FCS Alumni meeting. Recognition is given annually to contributors reaching various increments of donations. Finally, following a major contribution in 2005, the FCS endowed scholarship was established.

Goal 4: Prepare accreditation self-study reviews for the American Association of Family and Consumer Sciences (AAFCS) and the American Dietetics Association (ADA), and the University Five-Year Assessment Report.

4.1. A Outcomes Achieved

In 2003-2004, the self-study report was completed and submitted to the American Association of Family and Consumer Sciences (AAFCS). In the Fall of 2004, the Department hosted the accreditation site visit team. In June 2005, the Department received notification of accreditation approval through 2014. Preparation of a self-study report for the American Dietetics Association (ADA) began in the Spring 2005. All accreditation self-study reports feed into the preparation of the comprehensive five-year assessment report.

4.1. B Assessment Measurements

Each of the self-study reports has a prescribed format for preparing and identifying benchmarks for meeting professional standards and goals. Faculty and staff were involved and contributed to the preparation of all three self-study reports.

4.1. C Assessment Procedures

On all three self-study reports, faculty, staff and administrators worked together by gathering the necessary data from the Department and School files in a collaborate mode in preparing, exchanging, and disseminating the reports.

4.1 D Administration of Assessment Procedures

With the exception of the ADA self-study, committees were established with the coordinators from each of the program areas. A senior faculty member chaired the self-study committees (AAFCS and University Assessment Report). Department meetings, sub-committee meetings and alumni meetings were convened as needed to administer the diverse assessment tools in securing and recording the prescribed data for each of the three separate reports.

4.1 E Use of Assessment Findings to Improve Program

Recommendations from the AAFCS accreditation guided the continuation of some previous goals, improvement of other goals and the implementation of new goals for the Department. With the exception of this self-study document, the goals addressed in this section are tied to the AAFCS accreditation report.

Deleted: Also, records of making personal contacts for future commitments from the financial supporters are maintained and updated periodically.

Comment [17]: This section should include lessons learned in fundraising that will be applied to ongoing efforts. See below comments for the appropriate sections for the current statements in this section.

Comment [18]: This is a procedure and belongs in 3.1.C.

Comment [19]: These are outcomes and belong in 3.1.A.

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Deleted: University Assessment Report

Deleted: The AAFCS report was the most comprehensive and detailed report resulting in seven one-inch bound documents.

Comment [10]: This is too vague. Give some examples of recommendations being addressed and how.

Goal 5: Increase scholarly activities for securing external competitive funding.

5.1. A Outcomes Achieved

A total of 29 competitive grants were awarded to faculty between 2002 and 2005 in FCS. These awards represented competitive funding at the University, local, national and international levels.

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5.1. B Assessment Measurements

A primary measurement for assessing this goal is the annual faculty performance plan. Faculty performance plans were developed to include goals and objectives related to this goal and later discussed with the Department Chair. In addition, the research office in the SAES provided leadership with opportunities for increasing success in external funding including possible travel funds and notification of potential funding initiatives related to specialty areas. The faculty annual performance plans and the SAES Research Program Annual Reports served as an indicator of the number of potential and actual grants awarded during the year.

5.1. C Assessment Procedures

At the beginning of the academic year, a scheduled meeting with the Department chair is conducted to review planned goals and objectives included in the faculty's performance plan. The review of the annual performance plan at the end of the academic year provided evidence of the outcomes achieved.

5.1. D Administration of Assessment Procedures

The Department Chair was responsible for collecting and assessing the information from each faculty member during their annual performance review.

5.1. E Use of Assessment Findings to Improve Program

Each grant funded increased the opportunities for sharing research findings through written publications, professional presentations and outreach activities on and off campus. Additionally, the success of the faculty scholarly activities continued to enhance the visibility of the Department, SAES, and the University.

Comment [I11]: These are results. Discuss the lessons learned and how these lessons will be applied.

Goal 6: Improve student advising

6.1.A Outcomes Achieved

A 43% increase in enrollment justified the addition of three new tenure track positions during 2002-2005. Problems associated with the rapid growth and advising were improved with these additions. Program areas such as child development and family studies have moved toward more group advising and distributing printed information about the program as the number of majors increased. A decline in the number of students taking courses out of sequence from the program curriculum has helped to monitor the frequency of course offerings.

6.1. B Assessment Measurements

Personal observations and faculty annual reports confirmed that faculty interacted more with students through assessment measures including personal contacts, e-mail correspondences, telephone conversations, and written notes. Equally important, faculty and key administrators used University reports and surveys to monitor closely the student's academic performance and

Comment [I12]: The narrative in this section belongs in the outcomes. What measures will tell you that the student academic advising is improving? For example, increased retention and graduation rates, higher GPA's, etc. Some potential measurements are highlighted.

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inappropriate behaviors demonstrated during the course of the year. In the event these measures were unsuccessful, faculty encouraged students to contact counselors at the University for additional assistance and support needed. Faculty members reviewed students' files and developed comprehensive course syllabi to increase student expectations by promoting responsible behavior during the academic period. The "Aggie Compact" was added to course syllabi to further emphasize responsible academic behavior and performance as promoted by the University. Finally, other measures included sequencing course of study for students, faculty holding regular office hours for student advisement, disseminating successful student stories, and faculty attending more student campus functions.

- Deleted: other
- Comment [I13]: Counselor contact
- Comment [I14]: What are faculty looking for in the students' files.
- Deleted: i

6.1. C Assessment Procedures

Faculty frequently monitored student's academic progress, held regular meetings with students for a minimum of two times during the semester, and maintained appropriate records in the student's personal file. Faculty meetings with students included, but were not limited to, the following: review of degree audits, development of academic plans, career planning, resume development, and participation in professional development activities.

- Comment [I15]: These are outcomes. How will you monitor the measurements, collect info on the measurements, etc.

6.1 D Administration of Assessment Procedures

Faculty members monitored, assessed, and evaluated student's progress with a minimum of two interactions during the course of the year. However, faculty are available and accessible at least 6-10 hours per week and students meet with faculty as often as needed or desired.

- Comment [I16]: What is the title of the person responsible for monitoring the assessment procedures?
- Comment [I17]: This is an outcome and belongs in 6.1.A.

6.1 E Use of Assessment Findings to Improve Program

Qualitative data results indicated that faculty members are spending more time in consulting with students through follow-up activities. Additionally, faculty and students have strengthened the communication process. Findings have resulted in the placement of internships or field-based experiences in all programs.

- Comment [I18]: What are the findings that lead to the conclusion that faculty members are spending more time in consulting?

III. Briefly describe how the program's/department's strategic plan is related to the college's/school's mission, goals and strategic plan as well as the University's mission and goals.

The Department of Family and Consumer Sciences continues to support the University and the School of Agriculture and Environmental Sciences mission, goals and strategic plan. For the last four years, the Department of Family Consumer Sciences has aligned their strategic plan with the University's FUTURES mission and goals to meet the challenges of the Information Age, the global economy, and the explosion of technology. Traditionally, the Department has led the interdisciplinary collaborative educational movement on campus with diverse learning experiences and resources sharing related to teaching, research, and service. Faculty and staff in the Department continue to examine and develop effective ways of planning and implementing teaching and learning experiences to the broad learning community.

Specifically, the Department has developed a unique pattern of programming and delivering courses to a wide audience, using in-house faculty from teaching, research, and service disciplines from the Department, School, and University. Faculty from diverse disciplines provided innovative teaching and learning instruction while engaging in scholarly research and creative activities. Furthermore, the Department has played a vital role in meeting several FUTURES focuses: (1) sharing resources that impact learning methodologies and pedagogies

across campus, (2) creating and disseminating knowledge, skills, and dispositions to an increased population of life-long learners using teaching and learning technologies, (3) organizing and implementing a cadre of diverse professionals from different disciplines, and (4) discovering new ways of organizing learning communities for service learning.

A. Student Profile (data for the past three-five years, including the current academic year)

1. Admission Requirements (SAT scores and high school GPA). If the program does not have an admission requirement, include the average SAT and high school GPA.

Undergraduate requirements

The admission of all students to the undergraduate degree programs in the Department of Family and Consumer Sciences are based upon the general admission requirements of the University.

Graduate requirements

For admission, students in the graduate program in Food and Nutritional Sciences must have an earned baccalaureate degree in Food and Nutrition from an accredited undergraduate institution and have a minimum grade point average of 2.6. Non-food nutrition majors (i.e., Chemistry, Biochemistry, Biology, Animal and Plant Sciences, Physiology, or other related science disciplines) are encouraged to apply but students are required to remove course deficiencies after enrollment. A minimum of six (6) hours or more of Food and Nutritional Sciences courses are the basic recommendations for addressing these deficiencies. The Test of English as a Foreign Language (TOEFL) is required for foreign students to enter the program. Currently, the Graduate Record Examination (GRE) is not required for admission into the program.

The Masters program in Food and Nutritional Sciences offer students a thesis or non-thesis options. The thesis option requires that each student submit a thesis based on research related to Nutrition or Food Science. The non-thesis option requires students to take an additional six (6) credit hours. These credit hours must be at the graduate level.

Table 1 shows the admission statistics (SAT scores and high school GPA) for the Department of Family and Consumer Sciences from 2003-2005. (Source: AIS and Institutional Research)

Year	2003			2004			2005		
	Average High School GPA	Average SAT	Head-count	Average High School GPA	Average SAT	Head-count	Average High School GPA	Average SAT	Head-count
Family and Consumer Sciences	2.72	842.72	244	2.72	822.99	258	2.77	835.76	313

2. Total enrollment in department and program(s)

The total undergraduate and graduate student enrollment in the Department of Family and Consumer Sciences from 2002-2005 listed is below in **Table 2**. (Source: AIS and Institutional Research)

Table 2: Number of Majors (2002-2005)							
Major or Concentration	Undergraduate		Graduate		Total		Total
	Male	Female	Male	Female	Male	Female	
Child Development							
Fall 2002	7	72			7	72	79
Fall 2003	8	69			8	69	77
Fall 2004	3	69			3	69	72
Fall 2005	1	81			1	81	82
Child Development-BK							
Fall 2002	1	38			1	38	39
Fall 2003	4	49			4	49	53
Fall 2004	2	59			2	59	61
Fall 2005	1	76			1	76	77
Family and Consumer Sciences Education							
Fall 2002	4	13			4	13	17
Fall 2003		8				8	8
Fall 2004							
Fall 2005		15				15	15
Fashion Merchandising & Design							
Fall 2002	9	51			9	51	60
Fall 2003	9	70			9	70	79
Fall 2004	18	73			18	73	91
Fall 2005	15	88			15	88	103
Food & Nutritional Sciences-Dietetics							
Fall 2002	2	9			2	9	11
Fall 2003	2	12			2	12	14
Fall 2004	11	3			11	3	14
Fall 2005	3	11			3	11	14
Food & Nutritional Sciences-Food Science							
Fall 2002	3	6	7	34	10	40	50
Fall 2003	7	6	9	43	16	49	65
Fall 2004	5	9	7	14	12	23	35
Fall 2005	7	13	5	14	12	27	39

3. Number of majors in honors program

Table 3 shows the number of majors in the honors program for the Department of Family and Consumer Sciences from 2002-2006. (Source: Office of Honors Program)

Table 3: Family and Consumer Sciences Honor Program Participants

Programs	Total	02F	03S	03F	04S	04F	05S	05F	06S
Child Dev.		0	0	0	0	0	1	1	2
Fashion Merchandise & Design		0	0	1	1	2	2	2	1
Family & Consumer Sciences Education		0	0	0	0	0	0	2	2
Food Science		3	1	1	1	1	1	1	0
	Total	3	1	2	2	3	4	6	5

4. Number of transfers (average admission GPA)

Table 4 shows the number of first-time transfer students' enrollment for the Department of Family and Consumer Sciences from 2000-2002. The average admission GPA data for 2000-2006 and number of transfers information were available from 2003-2005.

Table 4: First Time Transfer Student Enrollment

First-Time Transfer	2000 Enrollment	2000 Credits	2001 Enrollment	2001 Credits	2002 Enrollment	2002 Credits
Family & Consumer Sciences	7	269	3	219	7	458

(Source: NCA&T Fact Book, Office of Planning, Assessment & Research, April 7, 2006)

5. Progression requirement (if applicable)

Undergraduate Program

Students majoring in Family and Consumer Sciences in all concentrations must complete the required programs of course work. A minimum grade of "C" is required in all core and program area courses for graduation. However, there are progression requirements for program areas in Child Development Early Education & Family Studies (Birth-Kindergarten) and Family and Consumer Sciences Education. Both of these concentrations are required to meet the admissions criteria for the Teacher Education Programs in the School of Education. By the end of the sophomore year, as general studies requirements are completed, students must meet the following criteria for admission to the licensure program:

Minimum cumulative GPA of 2.8 on a 4 point scale (for at least 60 credit hours)

- a. Passing scores on the Praxis I Test (PPST) for Child Development Early Education & Family Studies (Birth-Kindergarten)

- b. Passing scores on the Praxis I and II Tests (PPST) for Family and Consumer Sciences Education
- c. Scores for the 16 Personal Factors Interest Inventory on file in the Dean’s Office, School of Education
- d. Interview process completed – by Teacher Education Panel.
- e. Completed Application Form, approved by major department.

Graduate Program

All applicants entering the Food and Nutritional Sciences – Master of Science program are required to take the Qualifying Examination in Food and Nutritional Sciences or take two basic food and nutritional sciences courses. The test must be taken preferably prior to the registration for graduate courses or by the end of the first semester of the graduate work. The student may take one basic food science course and one nutrition course, and make a grade of B or better. Admission to candidacy for the M.S. in Food and Nutritional Sciences requires the satisfactory completion of the Qualifying Examination, a minimum overall average of 3.0 in at least nine (9) semester hours of graduate work at NCA&TSU, and removal of all deficiencies in undergraduate preparation.

A final Comprehensive Examination in Food and Nutritional Sciences is taken only if a student has completed all course work and maintained a 3.0 grade point average in graduate courses at the 600 level or above. At least fifty percent of the courses counted towards the Master’s degree must be designated for graduate students only.

6. Enrollment in degree credit distance learning

Table 5 shows the enrollment in degree credit distance learning courses offered in the Department of Family and Consumer Sciences from 2002-2006 (Source: Center For Distance Learning).

Table 5: Enrollment in Degree Credit Distance Learning					
Course	2002-2003	2003-2004	2004-2005	2005-2006	Total Enrollment
FCS 181			08 FR	06 FR	
			16 SO	11 SO	
			07 JR	06 JR	
			14 SR	10 SR	81? 78
FCS 503	01 SO	02 JR	01 FR		
	02 SR	02 SR	01 SO		
	01 SPU	03 SPU	01 SR		
	10 GR	02 GR	01 SPU		
			12 GR		39
FCS 505				01 FR	
				03 SO	
				05 JR	
				09 SR	
				02 GR	20
Total					140? 137

B. Academic Major/Program (past three years)

1. *Results of any licensure examinations (for a three-year period)*

Table 6 shows the results of licensure examination for students in Child Development and Family Studies (Non-Licensure), Child Development Early Education & Family Studies (Birth-Kindergarten–Teacher Licensure), and Family and Consumer Sciences Education (Teacher Licensure).

Table 6: PRAXIS I Test Licensure Examinations (Teaching Certification Major)	Fall 2002/2003	Fall 2003/2004	Fall 2004/2005
Child Development Early Education And Family Studies (B-K Teacher Licensure)	2 Passed 4 Failed 1 Incomplete	4 Passed 16 Failed 10 Incomplete	6 Passed 22 Failed 4 Incomplete
Child Development (Non-Licensure) And Family Studies	1 Passed 1 Failed 0 Incomplete	0 Passed 1 Failed 0 Incomplete	0 Passed 0 Failed 0 Incomplete
Family and Consumer Science Education	2 Passed 4 Failed 1 Incomplete	2 Passed 4 Failed 1 Incomplete	2 Passed 4 Failed 1 Incomplete

Table 7 shows the results of licensure examination passing rate for students in Family and Consumer Sciences Education (Teacher Licensure). The students pass rate on the PRAXIS II test for 2001-2004 is 100%.

Table 7: PRAXIS II Test Family and Consumer Sciences Education (Teacher Licensure)		
Academic Years	Students Passing PRAXIS II Test	Percentage
2003-2004	2	100%
2002-2003	4	100%
2001-2002	3	100%

2. *Accreditation reviews*

During the 2001-2002 academic year, Family and Consumer Sciences Education and Child Development Early Education and Family Studies (B-K) programs received re-accreditation from both the National Council for Accreditation of Teacher Education (NCATE) and North Carolina State Department of Public Instruction (SDPI). In addition, the Food Sciences (Dietetics) Program received accreditation from the American Dietetics Association in 2002.

In 2003, the Child Development Laboratory obtained a Five-Star Child Care Related License from Division of Child Development and North Carolina Department of Health and Human Services. Five-Star is the highest level of quality early childhood education for young children in the state of North Carolina. This means that the Child Development Laboratory maintains a history of superior performance in program development and implementation, high quality staff and administrators, and excellent sanitation, health and safety procedures. Furthermore, during the spring of 2005, the Child Development Laboratory earned a 3-year renewal of its Five-Star Rated License until 2008.

The Self-Study assessment for re-accreditation for the American Association of Family and Consumer Sciences (AAFCS) was submitted in February 2003. A site visit by the accreditation team occurred Fall 2004 in the Department of Family and Consumer Sciences. In 2005, the Council for Accreditation of the American Association of Family and Consumer Sciences voted to grant re-accreditation to the Department of Family Consumer Sciences at North Carolina A&T State University. Therefore, the Department of Family and Consumer Sciences is accredited by the American Association of Family and Consumer Sciences until the year 2014. **(Source: FCS Department files)**

3. *Internal program reviews (outside consultants)*

In 2005, an internal pre-visit review was conducted in preparation for AAFCS accreditation site-visit by an outside consultant. Dr. [Bernice Richardson](#), the former Chairperson for the Department of Family and Consumer Sciences at Alabama A&M University came to campus for a three day mock site-visit. She is highly noted at the national level in the field of Family and Consumer Sciences and had served many years on the site-visit teams for AAFCS.

Dr. Richardson met with faculty, staff, students, alumni and key upper level administrators in order to prepare recommendations and suggestions for the impending visit. The report focused on the Department's overall program from the perspective of an AAFCS re-accreditation visit team. The findings provided by Dr. Richardson were incorporated into the final preparation for the accreditation team. **(Source: FCS Department files)**. Dr. Richardson's report indicated that the Department was on-target regarding overall program priority. However, she did recommend enhancing student's knowledge regarding the integration of the four program concentrations in the field of family and consumer sciences. Dr Richardson's report was reviewed and discussed by Department faculty. Additionally, the report was used to improve Department areas needing enhancement. [Provide a few examples of the improvements that were based on the assessment.](#)

4. *Retention and graduation rates*

Table 8 shows the retention and graduation rates for students in the Department of Family and Consumer Sciences from 2002-2005. Students from 2002 academic year are still matriculating in the program. **(Source: AIS and Institutional Research)**

Years	# of Freshman	1 yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1997	17	88.2	76.5	76.5	41.2	5.9	-	-	-
1998	26	92.3	65.4	65.4	34.6	3.8	3.8	3.8	-
1999	20	75.0	50.0	45.0	25.0	5.0	10.0	-	-
2000	29	86.2	75.9	58.6	34.5	3.4	-	-	-
2001	34	58.8	47.1	41.2	20.6	-	-	-	-
2002	43	79.1	65.1	62.8	-	-	-	-	-
2003	46	73.9	60.9	-	-	-	-	-	-

Three Year Assessment and Program Evaluation Report for FY 2002-2005

2004	39	76.9	-	-	-	-	-	-	-
Graduation									
	# of Freshman	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1997	17	-	-	-	35.3	64.7	64.7	64.7	64.7
1998	26	-	-	-	30.8	46.2	50.0	50.0	-
1999	20	-	-	-	20.0	25.0	25.0	-	-
2000	29	-	-	-	27.6	37.9	-	-	-
2001	34	-	-	-	8.8	-	-	-	-
2002	43	-	-	-	-	-	-	-	-
2003	46	-	-	-	-	-	-	-	-
2004	39	-	-	-	-	-	-	-	-

Table 9 shows the number of undergraduates and graduates by program areas in the Department of Family and Consumer Sciences from 2002-2005. (**Source: AIS and Institutional Research**)

Major	Undergraduate		Graduate		Total	
	Male	Female	Male	Female	Male	Female
Child Development						
2002-2003	0	22	0	0	0	22
2003-2004	4	17	0	0	4	17
2004-2005	2	26	0	0	2	26
Family and Consumer Sciences Education						
2002-2003	0	0	0	0	0	0
2003-2004	0	2	0	0	0	2
2004-2005	0	0	0	0	0	0
Fashion Merchandising & Design						
2002-2003	1	3	0	0	1	3
2003-2004	0	9	0	0	0	9
2004-2005	0	17	0	0	0	17
Food and Nutritional Sciences						
2002-2003	0	1	0	4	0	5
2003-2004	0	2	5	7	5	9
2004-2005	2	4	1	6	3	10
Totals all Majors						
2002-2003	1	26	0	4	1	30
2003-2004	4	30	5	7	9	37
2004-2005	4	47	1	6	5	53

5. Graduates (alumni surveys)

Graduates (alumni surveys results)

The results of an alumni survey conducted in 2003-2004 showed that the respondents were predominantly African-American females (over 98%) ranging in ages from 21 to 80 years old. Nearly one-half (47%) of the respondents had obtained additional education beyond the baccalaureate degree and nearly 11 percent earned a masters degree from North Carolina A&T State University. Further the results depicted that six alumni received more than one undergraduate degree from the Department. All program areas were represented in the survey. The respondents included: Child development (24%), Fashion Merchandising and Design (20%), Food and Nutritional Sciences (18%), and Family and Consumer Sciences Education (37%). Graduate degrees respondents obtained from the survey in the Department Family and Consumer Sciences Education represented the areas of Food and Nutritional Sciences (27%), Family and Consumer Sciences Education—adult and child (44%) and Fashion Merchandise and Design (4%). (**Source: FCS Department files**)

6. Continuing education and employment

Based on 2002-2005 data, the vast majority of graduates from programs in FCS are employed with educational institutions. Guilford County School System employs the largest percentage of graduates from the Department of Family and Consumer Sciences with Randolph County School System, Forsyth County School System, Wake County School System, and Roanoke Rapids School System also employs a significant number of students. Students in child development and food sciences are the two program areas where many students continue to pursue graduate and professional studies. **Table 10** illustrates specific placement of graduates continuing their education from 2002-2005 and **Table 11** shows the number of students placed in graduate school, industry, public ~~sector~~ positions and the number of unemployed. (Source: FCS Department files)

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Table 10: Continuing Education and Employment Placement of Graduates and Undergraduates (2002-2003)

Name	Graduate School/ Company
Graduate Students:	
Sharon McDaniel	Guilford County School System
Kendra Matthews	NC A&T State University
Bonita Milford	Not employed in field of study
Jewell Carr	NC A&T State University
Zawadi Morrison	Not employed in field of study
Undergraduate Students:	
Leslie Meadows	State Farm – Regional Child Care Resources and Referral of Guilford Child Dev.
Teryn Nails	Guilford County Head Start
Francesca Caraway	Guilford County School System
Raquel Alston	Guilford County School System
Ronda Campbell	Guilford County School System
Carolyn Gray	NC A&T State University Graduate School
Faceta McDuffie	NC A&T State University Graduate School
Natalie Wilson	Guilford County Child Care Center

(2003-2004)

Name	Graduate School/ Company
Graduate Students:	
Abduaziz M. Al-Abdulkaim	General Organization for Technical Education (Saudi Arabia)
William Brown	Southern Illinois University, Carbondale, IL
Undergraduate Students:	
Corrie Stowe	NCA&T State University
Santosh R. Dharmavaram	Miller Brewing Company, Eden, NC
Osman Hassan	NCA&T State University
Kermit Wilson	Forsyth County School System, Winston-Salem, NC
Ta'Monica Wright	Cabarrus Health Alliance, Kannapolis, NC
Nicole D. Alston	Kindred Healthcare, Burlington, NC
Corrie Stowe	Dietetic Internship Program, East Carolina University, Greenville, NC

Mawiyah Allah

Forsyth County School System, Winston-Salem, NC

Undergraduate Students:

Shyrese Robinson	YWCA/YMCA, Greensboro, NC
Kaleena Clarkson	Graduate School, Georgia State University
Terri Montgomery	Wachovia Bank, Winston-Salem, NC
Shirley Campbell	Child Care Center Director, Laurinburg, NC
Kalisha Simpson	Falkener Elementary School, Greensboro, NC
Christyn Meekins	Pisgah Church Facility, Greensboro, NC
Deanna Odom	NCA&T State University Child Development Laboratory
Marzell Parker	Group Home, Greensboro, NC
Christina Richardson	Pre-School Teacher, Guilford County School System, Greensboro, NC
Niya Robinson	Roanoke Rapids, NC School System
Anita Towns	Head Start of Guilford County, Greensboro, NC
Ashlee Withers	Pre-Kindergarten Teacher, Greensboro, NC
Christina Pittman	Pre-School Teacher, Raleigh, NC
Frances Nixon	Pre-School Teacher, Raleigh, NC
Tiffany Moore	Family Advocate-Staley Head Start Child Development Center, High Point, NC
Krishawn Bynum	Interviewing at Child Care Program - Duke University
Dwynna Hall	Commissioned
Maecki Rodriguez	Child Care Program, Raleigh, NC
Shannon Pierce	Forsyth County School System
Michael Mittman	Guilford County High School

(2004-2005)

Name	Graduate School/Company
Undergraduate Students	
Candace Anderson	Head Start, Guilford Child Development, Greensboro, NC
Felicia Avery	Head Start, Guilford Child Development, Greensboro, NC
Deidre Felton	Southern Illinois University, Carbondale, IL
Gwenetta Flowers	Southern Illinois University, Carbondale, IL
Kentrel Harrell	Scotland County Public Schools
Lonnie S. Phetsomphou	Kraft, Alabama
Darryll Ramsey	Guilford County Public Schools, Greensboro, NC
LaToya Rodwell	Guilford County Public Schools, Greensboro, NC
LaDonya Tinnin	Alamance Department of Social Services, Alamance County
Pamela Black	Randolph County Public Schools

Listed below is placement of graduates by the various majors from 2002-2005.

Major	Graduate School	Industry	Public Sector	Seeking Employment
Child Development				
2002-2003	0	0	14	3
2003-2004	2	0	6	10
2004-2005	0	0	5	10
Family and Consumer Sciences Education				
2002-2003	2	0	0	0
2003-2004	0	0	0	0
2004-2005	0	0	0	0
Fashion Merchandising & Design				
2002-2003	0	1	0	0
2003-2004	0	0	0	0
2004-2005	0	0	0	1
Food and Nutritional Sciences				
2002-2003	2	1	5	0
2003-2004	1	0	3	1
2004-2005	3	1	2	0

7. Results of employer surveys (if possible) (NA)

8. Evaluation of student experiences

Student experiences in the Department are assessed in numerous ways that range from internships and field-based experiences, supervised student teaching, classroom assignments, external commercial tests, surveys, exit interviews, and professional portfolios. In addition, students are evaluated on their experiences related to awards, scholarships, fellowships, and other honors. Based on many of these assessment measures, surveys and exit interviews were developed and implemented and later used the results to evaluate the various program dimensions within the Department. (Source: FCS Department files)

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Internships, field experiences and student teaching

Internships, field-based experiences, and student teaching are a top priority for all FSC program areas. During the period of 2002-2005, 73 students participated in internships and over 300 students participated in field experiences (see Tables 12-25). The public school system and numerous diverse child and family service agencies were host to FCS courses requiring field experiences including students with majors in child development, child development (Birth-Kindergarten), nursing, psychology, elementary education, occupational safety and health, biology, and undeclared students. Specifically, several child and family service agencies included the United Child Development

Services, Greensboro Black Child Development Institute, Family Support Network of Greater Greensboro, Child Welfare Program at the Department of Social Services, YWCA, and Cogie Cathedral Day Care, and College High Child Care Co-op. Additional sites included Kids R Kids, Little Mouse Playhouse, Old Landmark Enrichment Center, Play & Learn Day Care, Love-A-Lot Daycare and Preschool, and JC Price Development Center. Students interacted directly with children and adults as they served in a variety of responsible positions including teaching, training, counseling, program coordination, resource management, and resource referrals. Students in food and nutritional sciences worked with nutrition and dietary assessment activities with different age groups while on internship assignments and/or involved in several of the in-house food and nutritional sciences activities in FCS. Listed below is an extensive sample of the various internship and field-based experiences.

Table 12: Child Development Internship Placements Fall 2002

Students	Company/Agency	Location	Duties
1. Tiffany Dickens	United Child Development Services: Child Care Information Program	Greensboro, NC	Resource & referral-family services
2. Carolyn Gray	United Child Development Services: Child Care Information Program	Greensboro, NC	Resource & referral-family services
3. Faceta McDuffie	Department of Social Services: Child Welfare Program	Greensboro, NC	Family service coordination and support
4. Teryn Nails	United Child Development Services: Child Care Information Program	Greensboro, NC	Classroom assessment
5. Janelle Rogers	Greensboro Black Child Development Institute: Family Education	Greensboro, NC	Family training
6. Francesca Ruff	Guilford County Public Schools Administration Office: Preschool Program	Greensboro, NC	Classroom assessment and teacher training
7. Charmeir Umphrey	Visions: Family and Youth Program- Adoption	Durham, NC	Child & family placements
8. Natalie Wilson	Child Development Laboratory N.C. A&T State University	Greensboro, NC	Teaching- Pre-kindergarten

Table 13: Child Development Internship Placements Spring 2003

Students	Company/Agency	Location	Duties
1. Christel Brice	Alderman Elementary School	Greensboro, NC	Teaching- Prekindergarten
2. Quentina Brown	Cone Elementary School	Greensboro, NC	Teaching- Prekindergarten
3. Thremene Bullock	United Child Development Services: Child Care Information Program	Greensboro, NC	Resource & Referral-Family Information
4. Yasmean Graham	Guilford County Public Schools Administration Office: Preschool Program	Greensboro, NC	Classroom assessment and teacher training
5. Amanda Holliday	United Child Development Services: Child Care Information Program	Greensboro, NC	Program evaluation and Administration- Family childcare homes
6. Gary Hopson	Hunter Elementary School	Greensboro, NC	Teaching- Pre-kindergarten
7. Danielle LeGrand	YWCA	Greensboro, NC	Teaching- Greensboro, N.C. and After-School Program;

Three Year Assessment and Program Evaluation Report for FY 2002-2005

8. Leslie Meadows	United Child Development Services: Child Care Information Program	Greensboro, NC	Administration- Nursery Classroom assessment and Teacher training
9. Kimberly Moody	Cone Elementary School	Greensboro, NC	Teaching- Pre-kindergarten
10. Shanika Moore	Johnston Street Elementary School	High Point, NC	Teaching- Pre-kindergarten
11. Miranda Rich	Department of Social Services- Child Care Services	Greensboro, N C	Resource & Referral- Family Information

Table 14: Food and Nutritional Sciences Internship Placements Spring 2003

Students	Company/Agency	Location	Duties
1. Sharon McDaniel	Jamestown Middle School	Jamestown, NC	Teaching
2. Kermit Wilson	Moses Cone Diabetes and Weight Management Center	Greensboro, NC	Nutrition Assessment
3. Corrie Stowe	Kindred HealthCare Inc.	Greensboro, NC	Nutrition Assessment
4. Ta'Monica Wright	Cabarrus Health Alliance-WIC Clinic	Charlotte, NC	Nutrition Assessment of Mothers & Infants
5. Stephen Smith	Correction Department	Salisbury, NC	Food Service

Table 15: Child Development Internship Placements Fall 2003

Students	Company/Agency	Location	Duties
1. Frances Nixon	Cone Elementary School	Greensboro, NC	Teaching-Pre-kindergarten
2. Marzell Parker	Union Hill Elementary School	High Point, NC	Teaching-Pre-kindergarten
3. Christyn Meekins	Archer Elementary School	Greensboro, NC	Teaching-Pre-kindergarten
4. Deanna Odom	Child Development Laboratory NCA&T State University	Greensboro, NC	Teaching-Pre-kindergarten
5. Christina Richardson	Millis Road Elementary School	High Point, NC	Teaching-Pre-kindergarten
6. Niya Robinson	Monticelo-Brown Summit Elementary School	Brown Summit, NC	Teaching-Pre-kindergarten
7. Kalisha Simpson	Vandalia Elementary School	Greensboro, NC	Teaching-Pre-kindergarten
8. Christopher Smith	Johnson Street Elementary School	High Point, NC	Teaching-Pre-kindergarten
9. Anita Towns	Craven Child Development Center	Greensboro, NC	Teaching-Pre-kindergarten
10. Ashlee Withers	Washington Elementary School	Greensboro, NC	Teaching-Pre-kindergarten

Table 16: Child Development Early Education and Family Studies (B-K) Student Teaching Placements Spring 2003

Students	Company/Agency	Location	Duties
1. Caroline Fauntleroy	Foust Elementary School	Greensboro, NC	Teaching- Pre-kindergarten
2. Alyson Clements	Monticello Brown Summit Elementary School	Brown Summit, NC	Teaching- Pre-kindergarten

Table 17: Fashion Merchandising and Design Internship Placements Spring 2004

Students	Company/Agency	Location
1. Jocelyn Campbell	Trade Secret	Northgate Mall, Durham
2. Joyel' Dickerson	Belk	Four Seasons Mall, Greensboro
3. Shari Federick	Graves Design	Hendersonville, NC
4. Safiyya Hakimel	East to West	Greensboro, NC
5. Rodtiffany Koonce	Marshals	Winston-Salem, NC
6. Michele Moore	Limited	Greensboro, NC
7. Tori Roseboro	Foot Fetish	Greensboro, NC
8. Brandi Silver	Ms. Barbara Maddox Textile Consultant	Greensboro, NC
9. Stephanie Ware	Foot Fetish	Greensboro, NC

Table 18: Child Development Internship Placements Spring 2004

Students	Company/Agency	Location	Duties
1. Takeya Blount	Family Support Network of Greater Greensboro	Greensboro, NC	Resource & Referral-Family Information
2. Krishawn Bynum	Department of Social Services	Greensboro, NC	Resource & Referral-Family Information
3. Shirley Campbell	McEleveen Head Start	Greensboro, NC	Teaching-Pre-Kindergarten
4. Dwyna Hall	Washington Elementary School	Greensboro, NC	Teaching-Pre-kindergarten
5. Denesha Heaggins	Family Support Network of Greater Greensboro	Greensboro, NC	Resource & Referral-Family Information
6. Michael Mittman	Cone Elementary School	Greensboro, NC	Teaching- Pre-kindergarten
7. Tiffany Moore	Staley Child Development Center	High Point, NC	Teaching-Pre-Kindergarten
8. Shannon Pierce	Easton Elementary School	Winston-Salem, NC	Teaching-Pre-kindergarten
9. Shyrese Robinson	YWCA	Greensboro, NC	
10. Maecki Rodriguez	United Child Development Services: Child Care Information Program	Greensboro, NC	Resource & Referral-Family Information
11. Lynnette Thompson	Archer Elementary School	Greensboro, NC	Teaching-Pre-kindergarten

Table 19: Child Development Internship Placements Fall 2004

Students	Company/Agency	Location	Duties
1. Candace Anderson	Guilford County Department of Social Services	Greensboro, NC	Resource & Referral-Family Information
2. Chrystal Black	Archer Elementary School	Greensboro, NC	Teaching-Pre-Kindergarten
3. Stephanie Dalzon	Guilford County Department of Social Services	Greensboro, NC	Resource & Referral-Family Information

Table 20: Food and Nutritional Sciences Internship Placements Spring 2004

Student	Company/Agency	Location	Duties
1. Stephen Smith	Correction Department	Salisbury, NC	Food Service
2. Kaleena Clarkson	University of Georgia	Athens, GA	Food Service
3. Ebonee Bryant			

Table 21: Child Development Field Experience Placement Pre-Kindergarten and Kindergarten Assignments FCS 311.01 Spring 2004

Name	Major	Assignment
Lonnita Allen	179	Alderman
Keyona Lewis	179	Alderman
Latasha Frink	65	Archer
Juliet Thompson	65	Archer
Chareta Gramling	65	Cone I
Latoya Rodwell	65	Cone I
Kimberly Henderson	139	Cone II
Lelia Womack	179	Employment
Annetrice Henderson	199	Foust
Chonda Allred	65	Frazier
Alisha Fuller	179	Frazier
Mashauna Carter	179	Gillespie
Sarah Frimpong	65	Gillespie
Caletha Jenkins	179	Gillespie
Candace Mills	80	Gillespie
Tonya Smith	65	Greenville, NC
Ashley Moore	179	Newlin
Tameka Brown	65	Jamestown
Kristen Grady	139	Jamestown
Deelle Underdue	65	Jefferson
Carol Weismiller	139	Johnson Street
Johnsie Holmes	139	Millis Road
Latoya Simmons	65	Millis Road
Monique Byrd	65	Pisgah Church Fac.
Melanie Johnson	139	Pisgah Church Fac.
Taneka Thompson	179	Sedalia
Clifton Neal	139	Sedgefield II
Brittney Ross	179	Sedgefield II
Lori Crawford	179	Vandalia II
Crystal Troublefield	66	Vandalia II
Lakeisha Dillahunt	65	Vandalia III
Marion Evans	66	Vandalia III

Table 22: Child Development Field Experience Placement Internship Assignments FCS 311.01 Spring 2004

Name	Major	Assignment
Annetrice Hewitt	199	Abundance of Joy
Lakeisha Dillahunt	65	Calvary Kids Academy
Stacy McGill	139	Chesterbrook Academy
Crystal Troublefield	66	Chesterbrook Academy
Lori Crawford	179	Christ Like Child Care
Melanie Johnson	139	Christ Like Child Care
Brittney Ross	179	Christ Like Child Care
Timeshella Blanks	179	Cogic Cathedral Day Care
Tameka Brown	65	Cogic Cathedral Day Care
Kristen Grady	139	Cogic Cathedral Day Care
Candace Mills	80	Cogic Cathedral Day Care
Latoya Simmons	65	Cogic Cathedral Day Care
Kimberly Biggs	139	College Hill Child Care Co-op

Three Year Assessment and Program Evaluation Report for FY 2002-2005

Chandrika Brown	199	College Hill Child Care Co-op
Monique Byrd	65	College Hill Child Care Co-op
Mashauna Carter	179	College Hill Child Care Co-op
Chonda Allred	65	Employment
Latasha Frink	65	Employment
Ashley Jones	17	Employment
Adrienne Legrand	65	Employment
Juliet Thompson	65	Employment
Nathaniel Adkins	139	God is For All People
Tonya Smith	65	Greenville, NC
Deelle Underdue	65	In The Beginning Daycare II
April Vann	254	In The Beginning Daycare II
Chareta Gramling	65	JC Price Development Center
Latoya Rodwell	65	JC Price Development Center
Twanya Harrell	80	Kid's Corner
Johnsie Holmes	139	Kid's Corner
Marion Evans	66	Kids Inc.
Lonmita Allen	179	Kids R Kids
Caletha Jenkins	179	Kids R Kids
Samuel Craig	139	Little Mouse Playhouse
Kimberly Henderson	139	Little Mouse Playhouse
Ashley Moore	179	Love-A-Lot Daycare & Preschool
Carol Weismiller	139	Old Landmark Enrichment Center
Lelia Womack	179	Pauline Daycare Center
Taneka Thompson	179	Play & Learn Daycare
Nicole Lovick	179	Pleasant Garden Methodist Child Care
Alisha Fuller	179	Poplar Grove Child Development Center
Keyona Lewis	179	Poplar Grove Child Development Center
William McPherson	65	Precious Beginnings Child Development Center
Clifton Neal	139	Precious Beginnings Child Development Center
Sarah Frimpong	65	United Child Development
Legend:		
65 Child Development	254 Occupational Safety and Health	66 Nursing
17 Biology	80 Psychology	199 Undeclared
139 Elementary Education	179 Child Development B-K	

Student Name	Major	Class	Assignment
Gbenyon, Javonne M	179	FCS31101	Abundance of Joy Care
Grady, Kristen L	139	FCS31101	Abundance of Joy Care
Crump, Jasmine Louise	65	FCS62901	Chesterbrook Acad (Vandalia)
Crump, Jasmine Louise	65	FCS63901	Chesterbrook Acad (Vandalia)
Allred, Chonda L	179	FCS43001	Bluford Elementary
Brown, Tameka S	65	FCS43001	Bluford Elementary
Grier, Shannon V	179	FCS31101	Bluford Elementary
Grier, Shannon V	179	FCS43001	Bluford Elementary
Bigelow, Kelly D	139	FCS31101	Brown's Day Care
Chapman, Dequette D	139	FCS31101	Brown's Day Care
Alston, Jessica S	139	FCS31101	Chesterbrook Acad (Market)
Davis, Calvin	199	FCS31101	Chesterbrook Acad (Market)

Three Year Assessment and Program Evaluation Report for FY 2002-2005

Davis, Calvin	199	FCS41801	Chesterbrook Acad (Market)
Degourville, Schnavia	139	FCS31101	Chesterbrook Acad (Market)
Robinson, Ashley D	139	FCS31101	Chesterbrook Acad (Market)
Griggs, Chardee N	139	FCS31101	Chesterbrook Acad (Vandalia)
Mccullough, Monettay	65	FCS31101	Childcare Network, Inc #56
Mcqueen, Shameerah N	139	FCS31101	Childcare Network, Inc #56
Nash, Curtis Tony	139	FCS31101	Childcare Network, Inc #56
Byrd, Monique L	179	FCS41801	Children's Corner Moses Cone
Byrd, Monique L	179	FCS43001	Children's Corner Moses Cone
Henderson, Turquita K.	74	FCS31101	Cogic Cathedral Day Care Ctr
Hilton, Shayla L	139	FCS31101	Cogic Cathedral Day Care Ctr
Spruill, Tori L	139	FCS31101	Cogic Cathedral Day Care Ctr
Van Hagen, Marcus A	139	FCS31101	Cogic Cathedral Day Care Ctr
White, Ryan T	145	FCS31101	Cogic Cathedral Day Care Ctr
Howze, James L, Jr	179	FCS31101	College Hill Childcare
Jacobs, Telissa V	179	FCS31101	College Hill Childcare
Logan, Ashley R	139	FCS31101	College Hill Childcare
Marsh, Iris Elise	204	FCS31101	College Hill Childcare
Mayela, Priscilla	179	FCS31101	College Hill Childcare
Mayela, Priscilla	179	FCS41801	College Hill Childcare
Merga, Abeba	299	FCS43001	Corner Stone Baptist Church
Meadows, Adrian S	145	FCS31101	Creative World of Greensboro
Musoni, Nyasha	199	FCS31101	Creative World of Greensboro
Neville, Takarra R	65	FCS31101	Creative World of Greensboro
Anderson, Candace J	65	FCS63901	Child Development Laboratory
Atkinson, Shonte' O	179	FCS63901	Child Development Laboratory
Black, Chrystal J	65	FCS63901	Archer Elementary
Burns, Tamara S	65	FCS63901	Child Development Laboratory
Edwards, Alisha N	65	FCS63901	Child Development Laboratory
Garner, Kimberly F.	65	FCS63901	Washington Elementary
Mcallister, Gloria Ann	299	FCS63901	Employment
Rigsby, Tyrone K	65	FCS63901	YMCA
Scales, Monesha C	179	FCS63901	Child Development Laboratory
Tinnin, Ladonya S	65	FCS63901	Child Development Laboratory & United Child Development Services
Crawford, Lori A	179	FCS43001	Edwin Alderman
Hill, Demetria D	65	FCS43001	Edwin Alderman
Naylor, Lawrence A	65	FCS43001	Edwin Alderman
Ross, Brittney T	65	FCS43001	Edwin Alderman
Smith, Ebone' T	65	FCS43001	Edwin Alderman
Smith, Tonya R	65	FCS43001	Edwin Alderman
Bullock, Thremene S	299	FCS62901	Employment
Cain, Patti	299	FCS43001	Employment
Campbell, Thomas R.	239	FCS62901	Employment
Campbell, Thomas R.	239	FCS63901	Employment
Jackson, Gloria A	299	FCS43001	Employment

Three Year Assessment and Program Evaluation Report for FY 2002-2005

Jackson, Gloria A	299	FCS62901	Employment
Jackson, Gloria A	299	FCS63901	Employment
Mittman, Michael A	299	FCS62901	Employment
Moody, Kimberly R	239	FCS62901	Employment
Richardson, Christina	299	FCS62901	Employment
Sims, Shemieka T	65	FCS31101	Employment
Stanback, Keffney S	299	FCS62901	Employment
Thompson, Juliet L	65	FCS43001	Employment
Turner, Michele R	239	FCS62901	Employment
White, Bianca S	299	FCS43001	Employment
White, Bianca S	299	FCS62901	Employment
Johnson, Cheryl Annett	299	FCS62901	Frank Porter Graham
Johnson, Cheryl Annett	299	FCS63901	Frank Porter Graham
Austin, Chaka M	145	FCS41801	Gillespie Park Elementary
Solomon, Victoria Devo	139	FCS31101	Helping Hands Children Ctr
Taylor, Dana L	65	FCS31101	Helping Hands Children Ctr
Taylor, William Darnel	139	FCS31101	Helping Hands Children Ctr
Turley, Jerren N	145	FCS31101	Helping Hands Children Ctr
Warren, Celeste Marie	139	FCS31101	Helping Hands Children Ctr
Nixon, Frances M	299	FCS62901	High Point Family Day Care
Simmons, Latoya F	65	FCS62901	High Point Family Day Care
Simmons, Latoya F	65	FCS63901	High Point Family Day Care
Simpson, Kalisha L	299	FCS62901	High Point Family Day Care
Frimpong, Sarah	65	FCS62901	Home Away From Home Ctr
Clemonts, Montreal O	139	FCS31101	I Dream Care
Corbett, Ariel L	139	FCS31101	I Dream Care
Ojutiku, Oludolapo A	179	FCS31101	Kid R Kids DC Ctr
Ojutiku, Oludolapo A	179	FCS41801	Kid R Kids DC Ctr
Peters, Andrea S	66	FCS31101	Kid R Kids DC Ctr
Peters, Andrea S	66	FCS41801	Kid R Kids DC Ctr
Rodgers, Ginger N	66	FCS31101	Kid R Kids DC Ctr
Rodgers, Ginger N	66	FCS41801	Kid R Kids DC Ctr
Strickland, Adillia L	145	FCS31101	Kid R Kids DC Ctr
Fuller, Akiaha M	179	FCS31101	Kids, Inc Lee Street Day Care
Fuller, Akiaha M	179	FCS41801	Kids, Inc Lee Street Day Care
Fuller, Akiaha M	179	FCS43001	Kids, Inc Lee Street Day Care
Harrison, Anthony S	65	FCS31101	Kids, Inc Lee Street Day Care
Vaughn, Teresa	145	FCS31101	Kids, Inc Lee Street Day Care
Wiley, Sheraz L	199	FCS31101	Kids, Inc Lee Street Day Care
Wynn, Kyshia B	179	FCS31101	Kids, Inc Lee Street Day Care
Wynn, Kyshia B	179	FCS41801	Kids, Inc Lee Street Day Care
Wynn, Kyshia B	179	FCS43001	Kids, Inc Lee Street Day Care
Gramling, Chareta J	65	FCS62901	Konnect Kids Child Care Ctr
Gramling, Chareta J	65	FCS63901	Konnect Kids Child Care Ctr
Miles, Kellie C	65	FCS41801	Konnect Kids Child Care Ctr
Miles, Kellie C	65	FCS43001	Konnect Kids Child Care Ctr

Three Year Assessment and Program Evaluation Report for FY 2002-2005

Rodwell, Latoya R	65	FCS62901	Konnect Kids Child Care Ctr
Rodwell, Latoya R	65	FCS63901	Konnect Kids Child Care Ctr
Allen, Lonnita	179	FCS43001	McElveen CDC
Johnson, Jafinee T	65	FCS43001	McElveen CDC
Lewis, Keyona M	179	FCS43001	McElveen CDC
Devaughn, Melinda D	139	FCS31101	Nidia Little Learners
Cobb, Courtney L	65	FCS62901	No Form
Cobb, Courtney L	65	FCS63901	No Form
Mcmillan, Kiana J	65	FCS62901	Carl Staley Child Development Ctr
Mcmillan, Kiana J	65	FCS63901	Carl Staley Child Development Ctr
Bullock, Sonja	139	FCS43001	Peck Elem ACES
Dillahunt, Lakeisha B	65	FCS43001	Poplar Grove Child Dev Ctr
Dudley, Candace F	65	FCS43001	Poplar Grove Child Dev Ctr
Federick, Alisha Tache	65	FCS43001	Poplar Grove Child Dev Ctr
Federick, Alisha Tache	65	FCS63901	Poplar Grove Child Dev Ctr
Frink, Latasha N	65	FCS43001	Poplar Grove Child Dev Ctr
Fuller, Alisha D	179	FCS43001	Primrose School of Brassfield
Underdue, Deelle T	231	FCS43001	Primrose School of Brassfield
Whisnant, Santana	65	FCS43001	Primrose School of Brassfield
Bethune, Minnie M	179	FCS41801	Rankin Elementary
Carr, Tanesha D	66	FCS41801	Rankin Elementary
Chunn, Lanette	65	FCS41801	Rankin Elementary
Collins, Jessica N	65	FCS41801	Rankin Elementary
Harris, Doneika L	65	FCS41801	Rankin Elementary
Lance, Nekesha N	65	FCS41801	Sedgefield Elementary
Martin, Kanika J	247	FCS41801	Sedgefield Elementary
Mckoy, Katrina S	65	FCS31101	Southern Elementary
Mckoy, Katrina S	65	FCS41801	Southern Elementary
Naylor, Lawrence A	65	FCS41801	Southern Elementary
Richmond, Donna E	139	FCS41801	Southern Elementary
Allen, Nina L	65	FCS41801	Tic Toc Child Care
Keith, Jeannette Garre	239	FCS43001	Trangle Lake Montessori
Mayo, Erica Danielle	65	FCS43001	Trangle Lake Montessori
Mckoy, Christy R	65	FCS43001	Trangle Lake Montessori
Whitfield-Humphrey, Denise	179	FCS43001	Triad Child Development Ctr
Saulter, Victoria Hope	65	FCS41801	Vandalia Elementary
Womack, Lelia M	179	FCS41801	Vandalia Elementary
Harrell, Kentrel L	65	FCS41801	Young Minds Day Care
Harrell, Kentrel L	65	FCS63901	Young Minds Day Care
Harrell, Kentrel L	65	FCS62901	Young Minds Day Care

Table 24: Food and Nutritional Sciences Internship Placements Spring 2005

Students	Company/Agency	Location
1. Eric Wilson	Nestle	Columbus, Ohio

Spring 2004 graduating respondents and comments from the Senior Exit Survey are listed below.
(See Appendix A Senior Exit Survey).

Name	Major	Course	Assignment
Adkins, Nathaniel A	52	FCS 31101	D D's Kids Childcare Ctr
Allen, Nina	65	FCS 31101	Childcare Network, Inc #56
Bannerman, Sha'davika	80	FCS 31101	Kids R Kids Daycare Center
Bentley, Brittany N	139	FCS 31101	Chesterbrook Academy (Vandalia)
Betts, Gina Tylette	139	FCS 31101	Childcare Network, Inc #56
Blackwell, Kristen R	139	FCS 31101	Kids, Inc Lee Street Day Care Ctr
Brown, Dominique A	179	FCS 31101	Cogic Cathedral Day Care Ctr
Brown, Latasha	80	FCS 31101	Childcare Network, Inc #56
Caldwell, Kamesha K	65	FCS 31101	Chesterbrook Academy (Market)
Colquitt, Ashley R	139	FCS 31101	High Point Family Day Care Center
Corbett, Ariel	139	FCS 31101	Kids R Kids Daycare Center
Davis, Calvin	199	FCS 31101	Kids R Kids Daycare Center
Davis, Krystle Yvette	199	FCS 31101	College Hill Childcare
Dolberry, Desiree' N	157	FCS 31101	Creative World of Greensboro
Fonville, Latasha D	199	FCS 31101	Cogic Cathedral Day Care Ctr
Gonzalez, Yomara	139	FCS 31101	Chesterbrook Academy (Market)
Gregg, Jennifer R	139	FCS 31101	D D's Kids Childcare Ctr
Hart, Willie R, Jr	20	FCS 31101	College Hill Childcare
Holt, Vicky M	139	FCS 31101	Employment/Burlington
Jacobs, Angela	199	FCS 31101	Creative World of Greensboro
Jones, Lori D	179	FCS 31101	Employment
Kidd, Molita A	139	FCS 31101	Randolph County
Lance, Nekesha N	65	FCS 31101	Kids R Kids Daycare Center
Mangum, Latasha R	139	FCS 31101	Kids, Inc Lee Street Day Care Ctr
Matthews, Erica M	65	FCS 31101	Cogic Cathedral Day Care Ctr
Mccraw, Serita M	139	FCS 31101	Employment
Miles, Kellie C	65	FCS 31101	College Hill Childcare
Miller, Cathleen	282	FCS 31101	D D's Kids Childcare Ctr
Newsome, Tamara Sue	45	FCS 31101	NC A&T Child Development Lab
Noel, Carolyn Marie	65	FCS 31101	Kids, Inc Lee Street Day Care Ctr
Phifer, Kristalyn N	66	FCS 31101	Kids, Inc Lee Street Day Care Ctr
Price, Pamela Roberts	139	FCS 31101	NC A&T Child Development Lab
Purcell, Tynika M	R 0199	FCS 31101	Creative World of Greensboro
Putney, April	139	FCS 31101	Childcare Network, Inc #56
Robinson, Ashley	139	FCS 31101	Creative World of Greensboro
Rucker, Leslie M	179	FCS 31101	Cogic Cathedral Day Care Ctr
Satterfield, Deirdre C	65	FCS 31101	Cogic Cathedral Day Care Ctr
Saulter, Victoria Hope	65	FCS 31101	Chesterbrook Academy (Market)
Sherrod, Whitney	80	FCS 31101	Kids R Kids Daycare Center
Simmons, Latoya F	65	FCS 31101	High Point Family Day Care

Three Year Assessment and Program Evaluation Report for FY 2002-2005

			Center
Spencer, Sierra N	139	FCS 31101	Childcare Network, Inc #56
Staples, Shameca J	65	FCS 31101	Chesterbrook Academy (Vandalia)
Van Hagen, Marcus A	139	FCS 31101	Chesterbrook Academy (Market)
Wilkins, Gwendolyn	66	FCS 31101	Kids, Inc Lee Street Day Care Ctr
Williams, Taurean A	66	FCS 31101	College Hill Childcare
Woods, Tomiquek S	199	FCS 31101	Creative World of Greensboro
Biggs, Kimberly A	139	FCS 41801	Irene's Child Care Services
Brown, Dominique A	179	FCS 41801	Cogic Cathedral Day Care Ctr
Caldwell, Kamesha K	65	FCS 41801	Chesterbrook Academy (Market)
Davis, Calvin	199	FCS 41801	Kids R Kids Daycare Center
Edwards, Gervis D	66	FCS 41801	Hester's Creative School
Freeman, Patina L	179	FCS 41801	High Point Family Day Care Center
Fuller, Alisha D	179	FCS 41801	Konnect Kids Childcare Ctr
Hairston, Brenda	199	FCS 41801	Pleasant Garden United Meth DC
Harris, Michelle A	179	FCS 41801	Konnect Kids Childcare Ctr
Howard, Cigi D	179	FCS 41801	Irene's Child Care Services
Howard-Rogers, Chinita	R 0299	FCS 41801	Pleasant Garden United Meth DC
Howze, James L, Jr	179	FCS 41801	Irene's Child Care Services
Jacobs, Telissa V	179	FCS 41801	Hester's Creative School
Jones, Lori D	179	FCS 41801	Employment
Kinsey, Leatricea R	65	FCS 41801	Employment
Mclean, Lauren K	66	FCS 41801	Hester's Creative School
Merga, Abeba	R 0299	FCS 41801	Irene's Child Care Services
Noel, Carolyn Marie	65	FCS 41801	Kids, Inc Lee Street Day Care Ctr
Parson, Krystal D	145	FCS 41801	Irene's Child Care Services
Poole, Anita	145	FCS 41801	Grandma's House of Greensboro
Taybron, Latoya S	179	FCS 41801	Grandma's House of Greensboro
Taylor, Dana L	65	FCS 41801	Hester's Creative School
Warren, Geanna A	145	FCS 41801	Irene's Child Care Services
Willis, Nicole R	199	FCS 41801	Konnect Kids Childcare Ctr
Allen, Lonnta	179	FCS 60001	Wiley Elementary
Brown, Tameka S	65	FCS 60001	Partnership for Child
Byrd, Monique L	65	FCS 60001	Hester Child Care
Dillahunt, Lakeisha B	65	FCS 60001	Failed to Participate
Dudley, Candace F	65	FCS 60001	Guilford Child Development
Frink, Latasha N	65	FCS 60001	Guilford Child Development
Grier, Shannon V	179	FCS 60001	Child Development Lab
Harris, Doneika L	65	FCS 60001	Hester Child Care
Hunt, Erica L	65	FCS 60001	Early Childhood Center
Jessup, Trelisa D	65	FCS 60001	Child Development Lab
Johnson, Carolyn	299	FCS 60001	Konnect Kids
Johnson, Cheryl	299	FCS 60001	Ephesus Elementary
Lewis, Keyona M	179	FCS 60001	Wiley Elementary
Mayo, Erica Danielle	65	FCS 60001	Child Development Lab
Mckoy, Christy R	65	FCS 60001	Jester
Smith, Tonya R	65	FCS 60001	Hester Child Care
Thompson-Bain, Tamika	65	FCS 60001	Faulkner Elementary
Ufot, Margaret A	65	FCS 60001	Failed to Participate
Wynn, Kyshia B	179	FCS 60001	Chester Brooks

Major:	
<i>65 Child Development</i>	<i>254 Occupational Safety and Health</i>
<i>66 Nursing</i>	<i>17 Biology</i>
<i>80 Psychology</i>	<i>199 Undeclared</i>
<i>139 Elementary Education</i>	<i>179 Child Development B-K</i>

Students graduating from all major areas within the Department were asked to complete a Senior Exit Survey. A sample of the demographics of the Spring 2004 graduating respondents and comments from the Senior Exit Survey are listed below. (See Appendix A Senior Exit Survey).

Table 26: Exit Study of FCS Graduates Demographics of the respondents Spring 2004
Gender: Females: 15 (88%) Males: 2 (12%)
Race: African American: 15, White: 1, and Haitian: 1
Age: 21-25 (82%)
Marital Status: Single (94%)

The Results of the Spring 2004 Senior Exit Survey Include the Following:

- Total of 17 graduating students completed the exit survey in Spring 2004. The majority of the respondents were majors in Child Development (70.5%). Three students majored in Food and Nutritional Sciences (17.8%) and two students were Fashion Merchandising and Design majors (11.7%).
- All students anticipated graduating in Spring 2004. Nearly 30 percent (29.4%) of the students plan to attend graduate school (in different fields) Fall 2004. The majority of the student’s preference is to find/start a job in their field.
- The overall impression of the students’ experience at NC A&T State University was rated highly. The overall experience rated as Very Good by nearly one-half (47%), Good by 35%, and Excellent by 17.64% of the respondents.
- Also, the overall instructional quality, education, and social environment in the department received good ratings. The interaction of students with staff and faculty in FCS was rated as Very Good by 41%, Excellent by 35%, Good by 17.6%, and Fair by less than one percent (0.05%).
- Nearly all students (94.11%) reported that they would recommend FCS and the University to others, friends, and family members.
- A positive pattern of participation was shown concerning students’ experiential activities with 70.05% participation in student organizations, 88.24% in summer school, and 76.47% being involved in internship/coop during their undergraduate career.
- Nearly 64.71 % of the students reported that they had not registered with or used the services offered by A&T Career Services and Experiential Learning Center.

- Students' Evaluation of the FCS department in relation to their overall collegiate experiences ranked it as Excellent (29.04%) and nearly one-half ranked the department as Above Average (47.06%).
- With respect to opportunities for social, cultural, and intellectual growth and development, students showed almost the same response with nearly 50% reporting opportunities to be Above Average and 50% as Average.
- The results showed that one thing that was most liked about FCS by students during their tenure at NC A&T State University was their interaction with faculty, advisors and instructors. Almost 60% of students complemented their interaction with faculty. Another interesting outcome was students spoke well of their experience with internships and internship courses (29.4%).
- Among things that students liked least were: the old buildings, uncomfortable classrooms for a three hour class, difficulties in registration procedure, and courses not offered when needed. Few reported any dissatisfaction with the availability of financial aid.
- Collectively, students asked for more professors in the department, new disciplines and courses, and more resources.
- Eleven of the total 17 students did not have jobs at the time of completing the survey. Most of them were working part-time jobs in other fields. Ten of the 17 were satisfied with their present occupation.
- Nearly 65% of students viewed future job opportunities as GOOD and anticipated a future salary to range between \$30,000 and \$40,000.

Presented in **Table 27** are the demographic results from the senior exit survey in the Spring of 2005.

Table 27: Exit Study of FCS Graduates Demographics of the respondents Spring 2005	
GENDER:	Males: 1 (7%) Females: 11 (93%)
RACE:	African American: 12 White: 0
AGE:	21-25 (85%)
MARITAL STATUS:	Single (85%)

The results of Spring 2005 Senior Exit Survey include the following:

- Total of 12 graduating students completed the exit survey in Spring 2005. The majority of the respondents were majors in Child Development (92%). One student majored in Food and Nutritional Sciences.

- All students anticipated graduating in the Spring 2005. Over 40 percent (41.6%) of the students plan to attend graduate school in the Fall 2005. The majority of the student's preferences are to find or start a career in their major field of study.
- The overall impression of the students' experience at NC A&T State University was rated highly. The overall experience was rated Very Good by half (50%), Excellent by 33%, and Good by 16% of the respondents.
- The overall instructional quality, education, and social environment in the department received very good ratings. The interaction of students with staff and faculty in FCS was rated as Excellent by 42 %, Very Good by 42%, and Good by only 17%.
- All of the students 100% reported that they would recommend FCS and the University to others, friends, and family members.
- A positive pattern of participation was shown concerning students' experiential activities with 42% participation in student organizations, 75% in summer school, and 100% being involved in internship/co-op during their undergraduate career.
- Over 65 percent (66.6%) of the students reported that they had registered with or used the serviced offered by NC A&T Career Services and Experiential Learning Center.
- Students' evaluation of the FCS Department in relation to their opportunities for intellectual growth and development ranked by 58.3 % as Excellent and 33.3 % as Above Average.
- With respect to opportunities for social and cultural growth and development, 50% reported Excellent and over 30%, (33.3) reported Above Average for Social Development. In the areas of cultural development, 50% reported Excellent and (50%) reported Above Average.
- The results showed that one thing that was most liked about FCS by students during their tenure at NC A&T State University was their interaction with faculty, advisors, and instructors. Over 40% (41.6) complemented their interaction with faculty. Another interesting outcome that complemented their experience was internships and internship courses (34%).
- Among things that students like least were: lack of sections offered, lack of student participation in organizations, parking problems, and **class scheduling conflicts**.
- Collectively, students asked for more professors in the department, more course offerings, and more resources.
- Ten of the 12 students did not have jobs at the time of completing the survey. Most of the students were working part-time jobs in other fields. Eight of the 12 were satisfied with their present occupation.
- All of the students (100%) viewed future job opportunities as GOOD and anticipated a future salary to range between \$25,000 and \$38,000.

Comment [119]: Was this a scheduling, or other kind of conflict?

Summary of Students Honors/Scholarships/Fellowships (2002-2003 and 2004-2005)

From 2002-2005 a total of 157 students received awards, scholarship, and fellowship or honors in a variety of categories as shown in **Tables 28-30**. Notably, there were 26 honor graduates, 39 scholarship recipients, 54 students inducted into honor societies, and 3 students honored as Ronald E. McNair Scholars. Equally important, many students completed scholarly projects and won top honors in fashion merchandising and design at the Greensboro Triad Textile and Apparel Club and Gamma Sigma Delta's Undergraduate Student Research Showcase of Excellence. Finally, several students received scholarships and monetary gifts in other honoring activities within the Department.

Table 28: Awards/Scholarships/Fellowships/Honors (2002-2003)

Item	Child Dev	Family & Consumer Sci Ed.	Major Fashion Merchand & Design	Food & Nutritional Sciences	DEPT. TOTAL
Honor Graduates	9	0	1	2	12
Gamma Sigma Delta	3	0	0	3	6
Gamma Sigma Delta Undergrad Showcase of Excellence	1	0	0	2	3
Kappa Omicron Nu (Honor Society)	4	0	1	1	6
Ronald E. McNair Scholar	2	0	0	0	2
N.C. Child Care Services Assoc.	2	0	0	0	2
N.C. Assoc. for the Education of Young Children Scholarship	1	0	0	0	1
Greensboro Triad Textile & Apparel Club Scholarship	0	0	2	0	2
G'boro Triad Textile & Apparel Club Design Competition (1 st & 3 rd Places)	0	0	2	0	2
SAES Scholarship	1	0	2	1	4
FUTURES Interdisci Biotech and Biodiversity Scholarship	0	0	0	1	1
IFT Product development Finalist	0	0	0	1	1
Ameri Chemical Society Summer HS Student Awards	0	0	0	2	2
Ameri Chemical Society Award	0	0	0	5	5
ARD's Grad Student Research Paper Competition (1 st Place)	0	0	0	1	1

Three Year Assessment and Program Evaluation Report for FY 2002-2005

(1st Place)

ARD's' Grad Poster Competition (2 nd Place)	0	0	0	1	1
TOTAL	23	0	8	20	51

Table 29: Awards/Scholarships/Fellowships/Honors (2003-2004)

Item	Child Dev	Family & Consumer Sci Ed.	Major Fashion Merchand & Design	Food & Nutritional Sciences	DEPT. TOTAL
Honor Graduates	6	1	2	2	11
Academic Achievement (Graduate School)	0	0	0	6	6
Gamma Sigma Delta	0	0	0	5	5
Gamma Sigma Delta Undergrad Showcase of Excellence	0	0	0	10	10
Kappa Omicron Nu (Honor Society)	2	0	2	0	4
Ronald E. McNair Scholar	1	0	0	0	1
FUTURES Biotech Award	0	0	0	6	6
Gamma Sigma Delta Book Scholarship	0	0	1	2	3
SAES Scholarship	2	0	3	1	6
Phi Kappa Phi	0	1	0	4	5
Total	11	2	8	36	57

Table 30: Awards/Scholarships/Fellowships/Honors (2004-2005)

Item	Child Dev	Family & Consumer Sci Ed.	Major Fashion Merchand & Design	Food & Nutritional Sciences	Department TOTAL
Honor Graduates	3				3
Academic Achievement (Graduate School)				3	3
Gamma Sigma Delta				1	1

Gamma Sigma Delta (Undergrad) Showcase of Excellence			1	1
Gamma Sigma Delta (Graduate) Showcase of Excellence			1	1
Kappa Omicron Nu (Honor Society)	9	13	2	24
STAR Program FUTURES Biotech Award			3 1	3 1
Ronald E. McNair Scholar			2	2
Gamma Sigma Delta Book Scholarship			1	1
FCS Freshman Scholarship	1			1
FCS Research Enhancement Scholarship		2	1	3
Greensboro FCS Alumni Scholarship		2		2
Phi Kappa Phi	1	1	1	3
Total	14	18	17	49

IV. Faculty Development and Quality

The Department of Family and Consumer Sciences over the last three years has steadily increased its commitment in teaching and learning, discovery, and engagement; thereby, enhancing the body of knowledge and skills in the profession. Faculty members have been extremely productive in terms of attending professional meetings, conference presentations, written publications, and grants. Presented later in this section is a listing of the faculty's outstanding involvement with professional organizations and attendance at international, national, state and local meetings. Funding received for both instruction and research have been exceptional during this three years timeframe. Further, membership and leadership roles in professional societies demonstrate the caliber of faculty in the Department.

A. Faculty personnel policies regarding appointment, promotion, tenure and merit salary increases on basis of:

The Department of Family and Consumer Sciences follow SAES and NCA&TSU personnel policies regarding appointment, promotion, tenure and merit increases. FCS use the philosophy that merit pay is awarded based upon the performance of meritorious service during an individual tenure at the University. In other words, meritorious service means a person has demonstrated and/or maintained a high, excellent, or superior performance during the course of the assessment and evaluation

process. At NCA&TSU, faculty members are expected to perform and meet expectations in teaching, research, and service as a part of their obligation to the University. Faculty who demonstrate valued-added to the Department, SAES, and the University in teaching, research, and service are sometimes considered for specific leadership roles.

The chair of the Department of Family and Consumer Sciences starts the process. The Dean, based upon recommendations and supportive documentation from FCS chair, makes final merit decisions based upon the availability of funds.

1. Teaching/Learning--evaluation of instructors and instruction

A sample of teaching evaluation of instructors with actual numbers with a brief summary during each academic year is presented below. In addition, professional development activities are described in this section which relate to teaching and learning, discovery, and engagement.

2002-2003 Summary of student opinion form ratings

Data in **Table 31** reflects the evaluation by students for all courses taught by FCS faculty in the Spring and Fall of 2002 in the four program areas (non-taught courses such as thesis and independent study were excluded from analysis). In general, the department’s average score was slightly lower than that for SAES and University in Spring 2002. However, the mean scores for the department were comparable to SAES and the University in Fall 2003. Based on available data, the table reveals that there were at least three courses receiving a mean ranking of 4.9 or higher for the spring and fall semesters. The great majority of courses within the department received a mean score between 3.6 and 4.8.

Deleted: university

Deleted: university

Table 31: Student Opinion of Faculty: Ranking of Courses (2002-2003)

Spring 2002 Semester			Fall 2002 Semester		
Faculty	Course	Mean of Ranking	Faculty	Course	Mean of Ranking
M. Ahmedna	FCS 643	4.7	J. Fairley	FCS 419	4.4
K. Bennett	FCS 648	3.7	S. Ibrahim	FCS 735	4.9
R. Clark	FCS 310	4.1	V. McMillan	FCS 430	4.3
R. Clark	FCS 419	4.2	V. McMillan	FCS 619	5.0
R. Clark	FCS 420	4.5	V. McMillan	FCS 639	4.4
S. Ibrahim	FCS 651	5.0	K. Pemberton	FCS 310	4.4
V. McMillan	FCS 551	5.0	K. Pemberton	FCS 417	4.8
V. McMillan	FCS 619	4.9	R. Purcell	FCS 130	4.2
K. Pemberton	FCS 311	4.6	R. Purcell	FCS 300	4.3
R. Purcell	FCS 500	4.4	R. Purcell	FCS 604	4.5
R. Purcell	FCS 634	4.2	G. Ray	FCS 489	4.7
R. Purcell	FCS 403	3.6	G. Ray	FCS 514	4.6
R. Purcell	FCS 418	3.0	J. Thompson	FCS 630	4.4
G. Ray	FCS 382	4.8	G. Shelton	FCS 601	5.0
G. Ray	FCS 483	4.1	G. Shelton	FCS 739	5.0
G. Ray	FCS 485	4.5	J. Walker	FCS 280	4.4
S. Robinson	FCS 401	4.3	J. Walker	FCS 380	4.8
L. Sanchez-Lugo	FCS 652	4.8	J. Walker	FCS 384	4.7
C. Seo	FCS 631	3.9	Y. Williams	FCS 311	4.6
C. Seo	FCS 637	4.6	L. Sanchez-Lugo	FCS 632	4.3
J. Thompson	FCS 337	3.9	L. Sanchez-Lugo	FCS 730	5.0

J. Walker	FCS 183	4.3		
J. Walker	FCS 482	4.6		
J. Walker	FCS 487	4.5		
S. Wilson	FCS 310	4.1		
Department Mean		4.2		4.3
School Mean		4.3		4.3
University Mean		4.3		4.3

2003-2004 Summary of student opinion form ratings

The data in **Table 32** represents student evaluations for all courses taught by FCS faculty in the (2003-2004) in the four program areas (non-taught courses such as thesis and independent study were excluded from analysis). This year the mean scores for the department were comparable to the School and the University’s mean scores for both semesters. The table shows that there were a total of fourteen courses that received a mean ranking of 4.8 or higher for spring and fall. The majority of courses received a mean score between 3.6 and 4.7.

Spring 2003 Semester			Fall 2003 Semester		
Faculty	Course	Mean of Ranking	Faculty	Course	Mean of Ranking
M. Ahmedna	FCS 638	4.5	M. Ahmenda	FCS 736	4.7
V. Buie-Smith	FCS 33701	3.6	V. Buie-Smith	FCS 130	3.1
V. Buie-Smith	FCS 33702	4.3	V. Buie-Smith	FCS 33701	4.2
T. Hinnant-Bernard	FCS 101	4.8	V. Buie-Smith	FCS 33702	4.0
T. Hinnant-Bernard	FCS 400	5.0	T. Guy	FCS 414	4.8
T. Hinnant-Bernard	FCS 612	5.0	T. Guy	FCS 430	3.9
S. Ibrahim	FCS 651	4.8	T. Guy	FCS 639	4.0
V. McMillan	FCS 551	4.5	J. Fairley	FCS 419	4.7
V. McMillan	FCS 619	4.9	S. Ibrahim	FCS 735	4.7
K. Pemberton	FCS 31001	4.5	V. McMillan	FCS 642	4.8
K. Pemberton	FCS 31002	4.6	L. Moore	FCS 280	3.8
K. Pemberton	FCS 311	4.3	R. Purcell	FCS 604	4.6
K. Pemberton	FCS 401	4.2	R. Purcell	FCS 612	4.1
R. Purcell	FCS 500	4.5	G. Ray	FCS 489	4.5
R. Purcell	FCS 634	2.9	G. Ray	FCS 514	4.2
R. Purcell	FCS 403	3.9	S. Robinson	FCS 31003	4.3
R. Purcell	FCS 418	4.1	C. Seo	FCS 236	4.2
G. Ray	FCS 382	4.6	C. Seo	FCS 739	
G. Ray	FCS 480	3.8	C. Seo	FCS 744	4.7
S. Robinson	FCS 600	4.4	C. Seo	FCS 999	
L. Sanchez-Lugo	FCS 652	4.1	M. Smith	FCS 281	3.9
L. Sanchez-Lugo	FCS 679	4.9	S. Scrimsher	FCS 31001	3.9
C. Seo	FCS 631	4.8	S. Scrimsher	FCS 31002	4.6
C. Seo	FCS 637	4.8	S. Scrimsher	FCS 311	
M. Smith	FCS 483	3.3	S. Scrimsher	FCS 418	4.8
J. Thompson	FCS 640	4.5	L. Sanchez-Lugo	FCS 632	5.0
J. Walker	FCS 183	4.1	L. Sanchez-Lugo	FCS 730	4.8
J. Walker	FCS 181	4.0	G. Shelton	FCS 332	
J. Walker	FCS 487	4.8	G. Shelton	FCS 344	
			H. Yang	FCS 522	4.3
Department Mean		4.3			4.3
School Mean		4.3			4.3
University Mean		4.3			4.3

2004-2005 Summary of student opinion form ratings

The data in **Table 33** represents student evaluations for all courses taught by FCS faculty in the 2004-2005 in the four program areas (non-taught courses such as thesis and independent study were excluded from analysis). This year the mean scores for the department were comparable to the School and the University's mean scores for both semesters. The table shows a total of sixteen courses received a mean ranking of 4.8 or higher for spring and fall. The majority of courses received a mean score between 3.6 and 4.7.

Spring 2004 Semester			Fall 2004 Semester		
Faculty	Course	Mean of Ranking	Faculty	Course	Mean of Ranking
M. Ahmedna	FCS 643	4.5	M. Ahmenda	FCS 736	4.8
R. Allen	FCS 553	4.9	J. Fairley	FCS 419	4.8
T. Guy	FCS 418	4.8	T. Guy	FCS 414	
T. Guy	FCS 430	4.8	T. Guy	FCS 600	
T. Guy	FCS 600	4.2	T. Guy	FCS 639	4.3
S. Ibrahim	FCS 651	4.7	S. Ibrahim	FCS 735	4.8
V. McMillan	FCS 311	4.4	P. Lynch	FCS 130	3.7
V. McMillan	FCS 551	4.6	P. Lynch	FCS 13011	3.9
V. McMillan	FCS 642	5.0	P. Lynch	FCS 280	4.5
R. Purcell	FCS 500	4.2	P. Lynch	FCS 310	4.5
R. Purcell	FCS 612	4.2	P. Lynch	FCS 33701	3.6
R. Purcell	FCS 634	4.0	P. Lynch	FCS 33702	4.1
G. Ray	FCS 382	3.4	P. Lynch	FCS 430	3.6
G. Ray	FCS 480	4.0	V. McMillan	FCS 629	4.9
S. Robinson	FCS 417	4.2	V. McMillan	FCS 64201	4.5
L. Sanchez-Lugo	FCS 648	5.0	V. McMillan	FCS 64211	
L. Sanchez-Lugo	FCS 652		G. Ray	FCS 489	3.9
C. Seo	FCS 631	4.9	G. Ray	FCS 514	3.9
C. Seo	FCS 637	4.2	L. Sanchez-Lugo	FCS 246	5.0
C. Seo	FCS 739		L. Sanchez-Lugo	FCS 632	4.4
C. Seo	FCS 999		L. Sanchez-Lugo	FCS 679	4.2
M. Smith	FCS 483	4.4	C. Seo	FCS 23601	3.8
V. Smith	FCS 332	4.3	C. Seo	FCS 23611	
V. Smith	FCS 33702	4.6	C. Seo	FCS 739	
V. Smith	FCS 544	3.3	C. Seo	FCS 744	4.8
J. Thompson	FCS 33701	4.2	C. Seo	FCS 999	
J. Thompson	FCS 33703	5.0	M. Smith	FCS 281	4.2
J. Thompson	FCS 344	4.0	J. Thompson	FCS 33703	4.1
D. Vass	FCS 183	4.4	J. Thompson	FCS 630	4.9
J. Walker	FCS 101	4.4	J. Walker	FCS 101	
J. Walker	FCS 384	4.5	J. Walker	FCS 380	4.4
J. Walker	FCS 486	4.4	J. Walker	FCS 485	4.7
J. Walker	FCS 487		M. Wheeler	FCS 31001	4.7
P. Walson	FCS 403	3.7	M. Wheeler	FCS 31003	4.0
Y. Williams	FCS 310	4.3	M. Wheeler	FCS 41801	4.6
Y. Williams	FCS 420	4.8	Y. Williams	FCS 311	4.7
			Y. Williams	FCS 420	4.9

Department Mean	****		Department Mean		4.3
School Mean	****		School Mean		4.2
University Mean	****		University Mean		4.3

****Not Available

Teaching/Learning Instruction

During the period of 2002-2005, the Department of Family and Consumer Sciences involvement in teaching activities as an “*art and science*” has consistently set the instruction agenda for the School of Agriculture and Environmental Sciences. Faculty members have focused their professional involvement on improving instructional organization, instructional feedback, monitoring of classroom behaviors, and assessment and evaluation of instruction.

A sample of faculty involvement in teaching includes serving on committees, attending and presenting at local, state, national and international levels, and awards recognitions.

Summary of faculty development teaching/learning activities 2002-2005

Professional meetings

Mohamed Ahmedna (2002 – 2005):

- Annual Meeting of the North American Agromedicine Consortium, San Diego, CA, November, 2002
- 13th Biennial Research Symposium of the Association of Research Directors, Inc., Atlanta, GA, March 29-April 2, 2003
- 34th Annual Meeting of the American Peanut Research and Education Society, Research Triangle Park, NC
- 2002 Annual Meeting of the Institute of Food Technologists, Anaheim, CA
- 2002 Annual Meeting of the American Society of Microbiology, Salt Lake City, UT
- Annual Meeting of the American Society for Microbiology, May 2003, Washington DC
- Annual Meeting of American Peanut Research and Education Society, July 2003, Clearwater Beach, FL
- Annual Meeting of the Institute of Food Technologists, July 2003, Chicago, IL
- Annual Meeting of the American Chemical Society South Eastern Conference, November 2003, Atlanta, GA
- The 40th Scientific Symposium of the Institute Technologies Alimentaire, Dakar, Senegal, December 2003, West Africa.
- Peanut CRSP-PI meeting, January 28, 2004, Griffin, GA
- Annual Meeting of the Society of Toxicology, Baltimore, MD, March, 2004.
- Bridging the Biotech Divide Symposium, North Carolina A&T State University, Greensboro, NC, March 2004
- USDA Grantsmanship Workshop, Washington D.C. February 2005
- USDA PI Meeting, New Orleans, LA, March 28-April 2, 2005

Thessalenure Hinnant-Bernard (2004 – 2005)

- American Sociological Association, Atlanta, Georgia, August 2003.
- American Association of Family & Consumer Sciences, Washington, D.C., June 2003
- Housing Education and Research Association, Washington, D.C., June 2003

Ipek Goktepe (2002 – 2005)

- Annual meeting of the Institute of Food Technologists, July 2003, Chicago, IL
- Annual meeting of the American Society for Microbiology, May 2003, Washington, DC
- A Field Guide to GenBank and NCBI Molecular Biology Resources, North Carolina A&T State University, Greensboro, N.C., April 2003
- Computation Toxicology Environmental Protection Agency, Research Triangle Park, N.C., September 2003.
- Tools for functional Genomics. Society of toxicology, Baltimore, MD, March 2004.
- The Safety Assessment of Proteins: Applications to Agricultural

Biotechnology. Society of Toxicology, Baltimore, MD, March 2004.

- Developing & Implementing HACCP for the Meat and Poultry Industry Workshop April 5-6, 2005, Athens, GA
- 34th Annual Meeting of the American Peanut Research and Education Society Conference, Raleigh, NC
- 13th Biennial Research Symposium of the Association of Research Directors, Inc., Atlanta, GA, Atlanta, GA, March 29-April 2, 2003
- 2002 Annual Meeting of the American Society of Microbiology, Salt Lake City, UT, May19-23, 2002,
- Annual Meeting of the Institute of Food Technologists, Anaheim, CA, June 15-19, 20002.
- Sixth Annual Undergraduate Research Conference, NC-LSAMP, North Carolina State University, Raleigh, NC, April 26, 2002

Salam Ibrahim (2002 – 2005):

- American Society for Microbiology (ASM) Workshop, Salt Lake City, UT, May 18, 2002
- Institute of Food Technologists (IFT) Workshop, Anaheim, CA, July, 2002
- American Dairy Science Association (ADSA), Quebec, Canada, July 13, 2002
- American Chemical Society (ACS) Workshop, Charleston, SC, November 12, 2002
- E.coli Conference, University of Nebraska, Lincoln, NE, April 7, 2003
- Attended the Biotechnology Forum. NC Biotechnology Center. December 8, 2003.
- Real Time PCR workshop sponsored by Cepheid. February 3, 2004.
- Campbell leadership program. This workshop is sponsored by center for the creative leadership, Greensboro, fall 2003.
- Molecular biology workshop, Rush Medical Center, Chicago, IL, Oct. 2003, Dec. 2003, and March 2004.
- American Society for Microbiology
- Institute of Food Technologists, Las Vegas, July 12-16 2004
- American Chemical Society, San Diego, March 2005
- Society for Industrial Microbiology, March 2004

Lizette Sanchez-Lugo (2002 – 2005)

- American Dietetic Association Annual Meeting, Philadelphia, PA, October 17-22, 2002
- ADA Public Policy Workshop, Washington, DC, March 19-21, 2003
- Nuestra Salud-Latino Advisory Committee, Greensboro, NC, December 19, 2002
- AHEC Meeting-Insulin Pumps, February 27, 2003
- American Dietetic Association Annual Meeting, San Antonio, TX, October 25-28, 2003
- National Nutrition Research Conference, Washington, DC, March 2004
- American College of Sport Medicine Conference, Orlando, FL, April 14-17, 2004
- Adventures in Change-Be Active America Conference, Greensboro, NC, May 1, 2003
- North Carolina Dietetic Association Annual Meeting on March 6-7, 2005.
- American Dietetic Association Annual Meeting on Oct 3-6, 2004
- Dietetics Educators for Practitioners Meeting in March 2005

Valerie Jarvis McMillan (2002 – 2005):

- North Carolina Association for the Education of Young Children Conference
- North Carolina Birth-Kindergarten Higher Education Consortium
- North Carolina Interagency Coordinating Council

Rosa Purcell (2002 – 2005):

- American Association of Family and Consumer Sciences, Dallas, TX, June 2002
- National Coalition for Black Development/Leadership Development Workshop, Dallas, TX, June 2002
- Workforce Development Conference, Greensboro, NC, July 2002

- Guilford County Family and Consumer Sciences meeting, Greensboro
- North Carolina Workforce Development Teacher Educators Conference, Wilmington, NC, November 2002
- North Carolina Family and Consumer Science Teacher Educators Meeting, Meredith College, September 2002
- American Association of Family & Consumer Sciences meeting, Washington, DC, June 2003
- National Coalition for Black Development/Leadership Development Workshop, Dallas, TX, June 2003
- Career-Technical Education Conference, Greensboro, NC, July 22-25, 2003
- Guilford County Family and Consumer Sciences meeting, Greensboro, NC
- North Carolina Workforce Development Teacher Educators Conference, Wilmington, NC, November 2003
- North Carolina Association of Family and Consumer Sciences State Meeting, Hickory, NC, March 5, 2004
- American Association of Family and Consumer Sciences in San Diego, Calif, in June 2004.
- National Coalition for Black Child Development/ Leadership Development Workshop in San Diego, Calif in June 2004.
- Career- Technical Education Conference, Greensboro, NC, in July 19-23, 2004.
- Guilford County Family and Consumer Sciences meeting, Greensboro, NC.
- NC Association of Family and Consumer Sciences State Meeting- Durham, NC.
- Attended North Carolina Workforce Development Teacher Educators Conference, Wilmington, NC, in November 2004.

Geraldine H. Ray (2002 – 2005):

- North Carolina Association of Family and Consumer Sciences meeting, Ahoskie, NC, March 28, 2003
- AAFCS annual meeting, Washington, DC, June 28, 2003
- Annual meeting of the National Coalition for Black Development in Home Economics, Washington, DC, June 29, 2003
- North Carolina Association of Family and Consumer Sciences annual meeting, Hickory, NC, March 5, 2004
- Southeast District meeting of the National Association of Negro Business and Professional Women's Clubs, Inc., Memphis, TN, March 18, 2004
- American Association of Family and Consumer Sciences in San Diego, Calif, in June 2004.
- North Carolina Association of Family and Consumer Sciences Annual Meeting, Durham, North Carolina, March 10-12, 2005
- Southeast District Meeting of the National Association of Business and Professional Women's Clubs, INC., Augusta, Georgia, March 17-20, 2005
- Guilford County Association of Family and Consumer Sciences
- USDA Project Directors Conference, March 29-April 3, 2005

Gladys G. Shelton (2002 – 2005):

- Annual Meeting of the American Association of Family and Consumer Sciences, Dallas, TX, June 2002
- 1890 AAA meeting in Huntsville, Alabama, October 16-19, 2002
- NASULGC annual meeting, Chicago, IL, November 9-12, 2002
- Annual Meeting of the American Association of Family and Consumer Sciences, Washing, DC, June 2003
- NASULGC annual meeting, New Orleans, LA November 2003
- Proposal working meeting in conjunction with AFCPE in Savannah, GA, November 2003
- North Carolina Association of Family and Consumer Sciences, Hickory, NC, March 5-6, 2004
- Named to the Collaborative Assessment and Enhancement Team for USDA; attended meeting April 8 - 9, 2004, Washington, DC
- Department Chair Workshop, Chapel Hill, June 2004
- Department Chair Training, Alexandria, VA, June 2004
- Annual Meeting of the American Association of Family and Consumer Sciences in San Diego, Calif, in June 2004.
- NASLCU annual meeting, San Diego, CA, November 2004.
- Planning and working meeting of the 1890 Family Financial Planning Certificate Program, San Diego, CA, November 2004.
- Joint meeting of CAFCS/BoHS Joint Conference, Washington D.C., February 16-19, 2005.

- CSREES Project Director's Conference Enhancing Partnership and Integration of Food and Agricultural Sciences, New Orleans, LA, March 30- April 1, 2005
- Planning and working meeting of the 1890 Family Financial Planning Certificate Program, New Orleans, April 1-2, 2005.
- CSREES Administrative Conference, Greensboro, NC April 24-28
- "Building Bridges to Connect Communities" 87th Annual Conference, Durham NC, March 10-12, 2005

Chung W. Seo (2002 – 2005)

- 13th ARD biannual symposium, Atlanta, GA, March 29-April 2, 2003
- IFT Annual Meeting, June 15-19, 2002
- American Dairy Science Association 2002 annual meeting
- NC IFT Meeting, Greensboro, NC, September 26, 2002
- 54th Southeast Regional Meeting of the American Chemical Society, Charleston, SC
- 102nd General Meeting of the American Society for Microbiology, Salt Lake City, UT
- Received "Award of Honor" for Long-Term Contributions to the 1890 Land-Grant Mission of Teaching, Research and Service at the 60th Professional Agricultural Workers Conference held at Tuskegee University on December 10, 2002
- Institute of Food Technologists (IFT) Annual Meeting in Chicago, IL on July 2003.
- ASAE Meeting in Las Vegas, NV on July 27-30,2003

Jane T. Walker (2002 – 2005)

- Meeting of the International Textile and Apparel Association, New York, NY, August 2002
- Meeting of the North Carolina Association of Family & Consumer Sciences, Ahoskie, NC, March 2003
- Served as chaperone for the New York Inside/Out, Inc. Fashion Study Tour of New York, March 10-15, 2003
- International Textile and Apparel Association meeting, Savannah, GA, November 2003
- North Carolina Association of Family & Consumer Sciences meeting, Hickory, NC, March 2004
- International Textile and Apparel Association Conference, Savannah, GA
- North Carolina Association of Family and Consumer Sciences, Durham, N.C. March 2005
- Director of Programs, Fashion Group International Board Member of Carolinas Chapter, 2003-2004
- Elected Regional Director, Fashion Group International Board Member of Carolinas Chapter, January 2004
- Served on the International Textiles and Apparel Association Awards Committee, 2003-2004
- Served as the International Textiles and Apparel Association "Job Fair Coordinator", 2003
- Served as the Regional Director of the Fashion Group International
- Participated in the Call A-Thon for lapsed members in NCAFCS in March
- Faculty Advisor for Kappa Omicron Nu Honor Society

Teaching/learning- serving on committees and recognitions

Mohamed Ahmedna (2002 – 2005)

- Served as Adhoc scientific reviewer on 8 research proposals for the following federal agencies: USDA Small Business Innovation Research Program, USDA National Research Initiative, CDC/NIOSH, and NSF
- Served as a scientific review panel member for the Proposal reviewer for University of Alaska's Sea Grant and John Hopkins University Center for Health disparities
- Served on a CDC review Panel on "Community Partners for Healthy Farming Intervention", July 29-31, 2003, Boston, MA
- Served as a Reviewer for NASA's education Division
- Served as an external examination faculty for Institute de Technologies Alimentaire, Dakar, Senegal and Mehran University of Engineering and Technology Jamshoro, Sindh, Pakistan.

Ipek Goktepe (2002 – 2005)

- Reviewed 25 proposals for USDA NRI Food Safety Program and SBIR Program
- Invited to be a member of the NASA Faculty Fellowship Program in Food Science

Thurman Guy (2003-2005)

- Facilitated FCS Assessment and Evaluation Peer Review Initiative
- Chair of Department Committee for review Mission, Goals and Objectives for AAFCS Accreditation Committee
- Chaired SAES Committee on “E-Agriculture Initiative”
- Member of Gender and Equity in Athletics Committee

Salam Ibrahim (2002 – 2005)

- Served as consultant for Soy proteins, whey proteins, fermentation, cheese, yogurt, and functional foods.
- Reviewed manuscripts for:
Journal of dairy Science
Journal of Agricultural and Food Chemistry
Journal of Food and Agriculture transactions of the ASAE.
Journal of Agricultural and Biological Chemistry

Thessalenure Hinnant-Bernard (2002 – 2005):

- Served on Editorial Board, Housing and Society, 2005
- Co-Editor, Refereed Abstracts for Housing Education & Research Association Annual Meeting, 2005

Lizette Sanchez-Lugo (2002 – 2005)

- Sponsored the National Nutrition Month Celebration at NCA&TSU, March 26, 2003

Valerie Jarvis McMillan (2002 – 2005)

- Invited committee member, Cultural Diversity Committee, Association of Childhood Education International, 2001-2003
- Governor Appointed Board, Smart Start Board of Directors, North Carolina Partnership for Children, 2004
- Appointed to Governor Council Member, North Carolina Interagency Coordinating Council, 2002-present
- Child Care Work Force Committee, Smart Start Board, Guilford County Partnership for Children, 2002-present
- Invited council member, Policy Council, United Child Development Services, Child Care Information Program, 2000-present
- Invited team member, Guilford County Walking the Walk Community Action Team, 2002-present
- White Rock Child Development Center Board of Directors, 2001-present
- Named 2004 Who’s Who Among America’s Teachers

Geraldine H. Ray (2002 – 2005)

- Arranged New York Inside/Out, Inc. Fashion Study Tour to New York City, March 10-15, 2003

Jane T. Walker (2002 – 2005)

- Elected representative for the Carolinas Chapter of the Fashion Group International
- Annual Meeting, New York, NY, May 16-18, 2003
- Selected by the Board of Governors to serve on the accreditation team for The Art Institute of Charlotte; Conducted site visit November 20-21, 2003
- Recipient, Gamma Sigma Delta 2005 Teaching Excellence Award

Innovations in teaching and learning 2002-2005

Innovations in pedagogy implemented during 2002-2005 included the use of various instructional technology. For example, a state-of-the-art “Smart Classroom” was established in Benbow Hall. The Smart Classroom includes interactive whiteboard, multimedia cabinet, and software that facilitated teaching and learning experiences for students and faculty. The facility expanded the range of teaching technologies in the various disciplines. Another cited example included Dr. Geraldine

Ray's success in receiving two USDA Capacity Building Grants for Instruction in advancing Technology through web-based course development. Incorporating the new technologies has expanded students' access to the latest trends in distance instruction. Equally important, funding from Dr. Seo's USDA Capacity Building grant supported renovations of the Food Processing laboratory in Benbow Hall. Additionally, USDA facilities funding has provided renovation for six faculty offices in Benbow.

2. Discovery- Research and scholarly productivity and creative activities

The extent of research in the Department continued to increase with faculty members actively involved in securing funded research. There are four research faculty appointments within the Department. Three positions are in Food Science and the other is in the area of Housing. Faculty members are recognized at the University for research innovations and securing patents.

Several faculty members in the Department of Family and Consumer Sciences received awards during the 2002-2003 year. Dr. Mohamed Ahmedna and Dr. Salam Ibrahim were celebrated by the University's Division of Research as Research Faculty Innovators. Dr. Salam Ibrahim received the 2003 Gamma Sigma Delta Award for Excellence in Research. A distinguish honor was bestowed upon Dr. Chung Seo as a recipient of the "Award of Honor" for Long-Term Contributions to the 1890 Land-Grant Mission of Teaching, Research and Service at the 60th Professional Agricultural Workers Conference held at Tuskegee University on December 10, 2002. Dr. Lizette Sanchez-Lugo was appointed by the State of North Carolina to serve on the Minority Health Advisory Council.

The following grants highlight the productive research activities in the Department of Family and Consumer Sciences over the last three years.

Selected examples of recognition and Research Funded

Mohamed Ahmedna (2002 – 2005):

Recognitions for Research

- Recipient of the 2002 NCA&TSU Outstanding Young Investigator Award
- Selected for Trading Places Program with Congressman Melvin Watt, NC 12th District, August 2002
- Featured for research efforts in numerous media outlets including A&T Today Fall 2002 and Spring 2003, News & Record, Aggie Report, SAES On the Move.
- Profiled as Researcher of the Month by the Division of Research, NCA&TSU
- Invited to and contributed to the US FDA International Mycotoxins Workshop, College Park, MD, July 20-26, 2002
- Invited to serve as the external evaluator of Dr. Khadija Qureshi, Ph.D. candidate at Mehran University of Engineering and Technology, Jamshoro-76062 Sindh, Pakistan
- Invited to present Granular Activated Carbons from Agricultural By-products: Production, Characterization and Potential Uses, NCA&T, Department of Chemical Engineering, November 11, 2002
- Invited to present Conducting Research-Understanding and Selecting Methodology, NCA&T Graduate School Seminar Series, October 23, 2002
- Recognized as faculty innovator for 2003.

Ahmedna, M., Lugo, L., Swearingin, B., Gruber, K., Wilson, P., and Shirman, T. 2004. An Integrated System for Addressing Obesity and Weight management of African American College Students. USDA-CSREES NRI, Washington, DC. Amount: \$100,000.

Deleted: ¶
Mohamed Ahmedna

Thompson, A., Ibrahim, M.J., and **Ahmedna, M.** 2004. Assessment of Health and Safety of Black farmers in the Southern Coastal Region. National Institute of Occupational Safety and Health. Amount: \$320,000.

Ibrahim, M.J., and **Ahmedna, M.** 2004. Assessment of Minority Health and Safety in Selected Counties in North Carolina. Southern Coastal Agromedicine Center. Amount: \$12,914

Goktepe, I., **Ahmedna, M.**, Nylander-French, L., and Ibrahim M.J. 2004. "Assessment of Triazole Exposure Among Farm Workers in North Carolina." North Carolina Agromedicine Institute. Amount: \$230,301 (A&T Sub\$42,449).

Ahmedna, M. and Hanner, T., 2003. Functional Food Ingredients from Select North Carolina Agricultural By-products. USDA-CSREES, Washington D.C., October 2003-September 2006, (\$390,000).

Cope, G., Gustke, S., Bernhardt, J., **Ahmedna, M.** and Sabella, J.2003. FARM INJURIES AND ILLNESS: Furthering Agricultural Health and Safety through Clinical Surveillance, Information Dissemination and Disaster Monitoring, USDA-CSREES, Washington D.C., July 2003-June 2004, (\$216,262),

Ahmedna, M., Goktepe, I. Ilias, S., Adu-Nyako, K., and Ibrahim, M.J. 2002. "Development of Low-cost water filtration systems using nutshell-based activated carbons" USDA-CSREES, Washington D.C., September 2002-August 2005, (\$299,970).

Ahmedna, M., Goktepe, I., Willis, W., and Purcell, R. 2000. A Fiber Optic Biosensor for Rapid Detection of Pathogens in Poultry Products. USDA/1890 Capacity Building Project, September 2000-August 2004, (\$269,858).

Ahmedna, M., Goktepe, I., and Kane, A., 2001. Development of Value-Added Products from Peanut and Aflatoxin Detoxification. USAID/Peanut Collaborative Research Support Program, May 2001-June 2006, (\$350,000).

Gregory Cope, Wondwossen Gabreyes, Susan Gustke, Byron Burlingham, **Mohamed Ahmedna** and John Paul Owens. FARM INJURIES AND ILLNESS, USDA-CSREES, Washington D.C., July 2002-June 2003 (\$260,030), Funded.

Ahmedna, M., Goktepe, I. Ilias, S., Adu-Nyako, K., and Ibrahim, M.J. 2002. "Development of Low-cost water filtration systems using nutshell-based activated carbons" USDA-CSREES, Washington D.C., September 2002-August 2005, (\$299,970). Funded.

Ahmedna, M. Chemical and Physical Quality of Reduced- and Altered-fat Table Spreads," USDA Evans Allen Project, October 2000-September 2003, (About \$300,000)

Ahmedna, M., Goktepe, I., Willis, W., and Purcell, R. A Fiber Optic Biosensor for Rapid Detection of Pathogens in Poultry Products. USDA/1890 Capacity Building Project, September 2000-August 2003, (\$269,858).

Ahmedna, M., Goktepe, I., and Kane, A., Development of Value-Added Products from Peanut and Aflatoxin Detoxification. USAID/Peanut Collaborative Research Support Program, May 2001-June 2006, (\$350,000).

Ahmedna, M. and Hanner, T., 2003. Functional Food Ingredients from Select North Carolina Agricultural By-products. USDA-CSREES, Washington D.C., October 2003-September 2006, (\$390,000). Funded.

Sankar, J., Lou, J., Kumar, S., **Ahmedna, M.**, Kelkar, A., Narayan, J., Gillespie, J., Wood, G., Hui, D., and Vasishtha, N. 2003. Nanoscience and Nanomaterials: Materials Center For Homeland Security. US Army Research Lab, October 2003-September 2004 (\$1.895 million) Funded.

Ilias, S. and **Ahmedna, M.**, 2003. Equipment support for development of water filtration systems/materials from nutshells. North Carolina A&T Futures Venture Funds, June July 2003-June 2004, (\$15,000). Funded

Cope, G., Gustke, S., Bernhardt, J., **Mohamed Ahmedna** and John Sabella.2003. FARM INJURIES AND ILLNESS: Furthering Agricultural Health and Safety through Clinical Surveillance, Information Dissemination and Disaster Monitoring, USDA-CSREES, Washington D.C., July 2003-June 2004, (\$216,262), Funded

Ahmedna, M., Goktepe, I. Ilias, S., Adu-Nyako, K., and Ibrahim, M.J. 2002. "Development of Low-cost water filtration systems using nutshell-based activated carbons" USDA-CSREES, Washington D.C., September 2002-August 2005, (\$299,970). Funded.

Ipek Goktepe (2002 – 2005)

Recognitions for Research

- Selected to represent the ASM Food Microbiology Division at the 2002 Annual Meeting of ASM Press Conference for outstanding work
- Recipient of the 2004 Gamma Sigma Delta Award of Excellence in Research.
- Recipient, Outstanding Young Investigator Award, School of Agriculture and Environmental Sciences
- Recipient, Outstanding Young Investigator Award, North Carolina A&T State University

Selected examples of Research Funded

Goktepe, I., Worku, M., and Willis, W. 2003 "Development of New Cell Culture-Based methods for Detection of *Campylobacter jejuni* in Foods" USDA-CSREES, Washington D.C. Amount: \$295,069 (pending, 3 years).

Goktepe, I., Owens, J.P., and Adewuyi, Y. 2003 "Environmental Education Teacher Training for Limited Resource Counties" EPA, Washington D.C. Amount: \$13,333 (pending, 1 year).

Kumar, V.K., Goktepe, I., and Isikhuemhen, O. 2002. Isolation of anti-carcinogenic compounds from three species of mushrooms" College of Arts and Sciences Mini Grant Application, NC A&T State University, Greensboro, NC. Amount: \$6,500 (funded, 1 year).

Ahmedna, M., Goktepe, I., Ilias, S., Adu-Nyako, K., and Ibrahim, M.J. 2002. Development of Low-cost water filtration systems using nutshell-based activated carbons. USDA-CSREES, Washington D.C. Amount: \$299,923.

Goktepe, I., Nylander-French, L., and Ibrahim M.J. 2004. "Assessment of Triazole Exposure Among Farm Workers in North Carolina." North Carolina Agromedicine Institute. Amount: \$42,449.

Goktepe, I., Nylander-French, L., and Ibrahim M.J. 2004. "Assessment of Triazole Exposure Among Farm Workers in North Carolina." North Carolina Agromedicine Institute. Amount: \$24,980.

Goktepe, I., Willis, W., Ibrahim, M.J. 2003. "Evaluation of Select Plant Extracts as Potential Food Preservatives and Anticarcinogens." USDA/CSREES. Washington DC. Amount: \$252,000.

Willis, W., Goktepe, I., and Ibrahim, M.J. 2003. "Food Safety Outreach Training for North Carolina's Small Meat and Poultry Producers" USDA-CSREES, Washington, DC. Amount: \$24,000.

Yang, G., Glass, M.H., Worku, Goktepe, I., M., Reddy, G.B., and Adu-Nyako, K. 2003. "Strengthening the Interdisciplinary Biotechnology and Biodiversity Program." USDA CSREES, Washington D.C. Amount: \$200,000.

Goktepe, I., Owens, J.P., Chung, S.Y., Williamson, R., Foushee, D. 2003 "An Interdisciplinary Initiative to Organize Workshop Series in Environmental Health and Education" NCA&T SU Futures Ventures Seed Grant, Greensboro, NC. Amount: \$11,300.

Ahmedna, M., Goktepe, I., Ilias, S., Adu-Nyako, K., and Ibrahim, M.J. 2002. Development of Low-cost water filtration systems using nutshell-based activated carbons. USDA-CSREES, Washington D.C. Amount: \$299,923.

Goktepe, I., Owens, J.P., Chung, S.Y., Williamson, R., Foushee, D. 2003 "An Interdisciplinary Initiative to Organize Workshop Series in Environmental Health and Education" NCA&T SU Futures Ventures Seed Grant, Greensboro, NC. Amount: \$11,300 (funded, 1 year).

Yang, G., Glass, M.H., Worku, Goktepe, I., Reddy, G.B., and Adu-Nyako, K. 2003. "Strengthening the Interdisciplinary Biotechnology and Biodiversity Program." USDA-CSREES, Washington D.C. Amount: \$200,000 (pending, 3 years).

Goktepe, I., Nylander-French, L., and Ibrahim M.J. 2004. "Assessment of Triazole Exposure Among Farm Workers in North Carolina." North Carolina Agromedicine Institute. Amount: \$24,980.

Goktepe, I., Willis, W., Ibrahim, M.J. 2003. "Evaluation of Select Plant Extracts as Potential Food Preservatives and Anticarcinogens." USDA/CSREES. Washington DC. Amount: \$252,000.

Willis, W., Goktepe, I., and Ibrahim, M.J. 2003. "Food Safety Outreach Training for North Carolina's Small Meat and Poultry Producers" USDA-CSREES, Washington, DC. Amount: \$24,000.

Yang, G., Glass, M.H., Worku, Goktepe, I., M., Reddy, G.B., and Adu-Nyako, K. 2003. "Strengthening the Interdisciplinary Biotechnology and Biodiversity Program." USDA CSREES, Washington D.C. Amount: \$200,000.

Goktepe, I., Owens, J.P., Chung, S.Y., Williamson, R., Foushee, D. 2003 "An Interdisciplinary Initiative to Organize Workshop Series in Environmental Health and Education" NCA&T SU Futures Ventures Seed Grant, Greensboro, NC. Amount: \$11,300.

Salam Ibrahim (2002 – 2005)

Recognitions for Research

- Recipient of the 2003-2004 University award of outstanding young investigator.

Deleted: university

Selected Samples of Research Funded

Characterization of biodegradation of agricultural derived polymers. \$300,000.00, USDA capacity building project. Co PI with agricultural engineering.

FT IR as rapid method to detect foodborne pathogens. \$300,000.00 USDA capacity building project. Co Pi with Dr. C. W. Seo.

Enhancement of microbiological quality of probiotic dietary supplements. Jarow Formulas. Los Angeles, CA. USA. (March 2004). (\$25,000.00). (3 projects will be submitted this year for a total of \$100,00.00).

Development of hands on laboratory experiment for characterization of biodegradation of agriculturally derived polymers. Funded by US Department of Agriculture, Capacity building project. (October 2003). (\$194,000.00). (Served as Co-pi).

Futures interdisciplinary biotechnology and biodiversity program. Funded by US Department of Agriculture, Capacity building project. (October 2003). (\$200,000.00). (Served as Co-pi).

Dairy product evaluation team. Foundation of dairy and food industries. (\$2500.00).

Student sponsorship for Gamma Sigma Delta. Barrington, New York (\$500.00).

Enhancement of microbiological quality of probiotic dietary supplements. Jarow Formulas. Los Angeles, CA. USA. (March 2004). (\$25,024.00). Starting April 15 2004 ends April 14 2005.

Development of hands on laboratory experiment for characterization of biodegradation of agriculturally derived polymers. Funded by US Department of Agriculture, Capacity building project. (October 2003). (\$194,000.00). 2003-2005.

Dairy product evaluation program. International association of food Industries. (\$2500.00). 9/2003- 12/2003

University of Hawaii, subcontract (\$3500.00). June 2003-Dec 2003.

Student sponsorship for Gamma Sigma Delta. Barrington, New York (\$500.00).

Graduate student sponsorship for Gamma Sigma Delta. Barrington, New York (\$500.00).

Lizette Sanchez-Lugo (2002 – 2005)

- Appointed by the Governor to serve on the Minority Health Advisory Council for the State of North Carolina until year 2004

Geraldine Ray

Lateral Entry: Strategies to Increase the Pool of Teachers Through Online Course Offerings. (In progress), Co-P.I.
“Advancing Technology Through Web-Based Course Delivery”, Capacity Grant under consideration, Co-P.I.

“Introducing High School Students to the Design World in a University Setting”, Futures Proposal, Co-P.I. with Dr. Cynthia Gillispie-Johnson.

“Advancing Technology through Web-Based Course Delivery”, Capacity Grant Funded, Co-P.I. , 2004-2006.

Fabric and Thread Art Camp. Funded by Greensboro Arts Council (\$600), United Institutional Baptist Church (\$1,000), and The Greensboro Business and Professional Women’s Clubs, Inc. (\$200) Summer 2005.

Chung W. Seo (2002 – 2005)

Recognitions for Research

- Received “Award of Honor” for Long-Term Contributions to the 1890 Land-Grant Mission of Teaching, Research and Service at the 60th Professional Agricultural Workers Conference held at Tuskegee University on December 10, 2002

Selected Samples of Research Funded

Chung Seo

Joint Proposal with Ohio State University for the Department of Homeland Security, Homeland Security Center – Food Defense Center, FT-NIR and Tandem MS/MS for chemical and microbial threats, for 3 years, \$300,000 (Drs. C. W. Seo, Salam Ibrahim and Hong Yang).

Capacity Building Program: A Strategic Alliance Between Farmers and University to Increase Farm Income,” USDA, 3 year (2001-04) \$241,841, (Funded).

Capacity Building Program: Granular Activated Carbon Made from North Carolina Agricultural By-products, USDA 3 years (2000-2004) \$270,000. (Funded)

Evans-Allen Project: Effect of Diet and Culture Conditions on the Nutritional and Microbial Quality of Fish, USDA. (Funded).

3. Engagement-Service Activities

FCS faculty was involved in service activities at multiple levels at the University, SAES, and the Department. The Department takes pride in being part of a responsive teaching and learning environment. FCS faculty actively involve themselves in current trends, issues, and practices that look at different challenges to effectively build a stronger learning community. Therefore, faculty are engaged in activities that include serving or coordinating, committees, task forces, and other arrangements for addressing the existing community environment. Below, are selected examples of faculty service to the profession and leadership positions held.

Membership/Leadership Activities in Professional Organizations

Mohamed Ahmedna (2002 – 2005):

- Phi Kappa Phi Honor Society
- Gamma Sigma Delta Honor Society
- Kappa Omicron Nu Honor Society

- Institute of Food Technologists
- American Peanut Research and Education Society
- North Carolina Agro Medicine Institute
- American Statistical Association
- Phi Tau Sigma Honor Society
- American Oil Chemist Society
- American Association of Family and Consumer Sciences

Thessalenure Hinnant-Bernard (2004– 2005)

- American Association of Family and Consumer Sciences
- Housing Education and Research Association
- Director, Housing Education & Research Association 2005

Ipek Goktepe (2002 – 2005)

- Institute of Food Technologists
- Institute of Food Technologists Dogwood Section
- American Society for Microbiology
- Nominated for the Chair-elect position in American Society for Microbiology, Food Microbiology Division for the 2002-2003
- Society of Environmental Toxicology and Chemistry
- Phi Kappa Phi Honor Society
- Gamma Sigma Delta Honor Society
- Phi Tau Sigma Honorary Society
- Kappa Omicron Nu Honor Society
- North Carolina Agro Medicine Institute

Thurman Guy (2002 – 2005)

- Association for Social and Behavioral Scientists
- Gamma Sigma Delta Honor Society
- National Black Child Development Institute

Salam Ibrahim (2002 – 2005)

- American Dairy Science Association
- American Society for Microbiology, Institute of Food Technologists Dogwood Section
- Institute of Food Technologists Dogwood Section
- Institute of Food Technologists
- International Association of Food Protection
- American Chemical Society, Agricultural and Food Chemistry
- Gamma Sigma Delta Honor Society
- Phi Tau Sigma Honor Society
- Scientific Research Society
- Phi Kappa Phi Honor Society

Lizette Sanchez-Lugo (2002 – 2005)

- American Dietetic Association
- Diabetes Care and Education
- Dietitians in Business and Communications
- Sports Cardiovascular and Wellness Nutritionists
- American College of Sport Medicine
- Kappa Omicron Nu Honor Society
- Gamma Sigma Delta Honor Society
- North Carolina Health and Health Disparities Advisory Council

Patricia A. Lynch (2002 – 2005)

- Nutritional Biochemistry Course Development Committee
- Kappa Omicron Nu Honor Society of Family and Consumer Sciences
- Human Environment Family & Consumer Science Alumni Club
- NC A&T Alumni Association
- American Dietetic Association
- American Public Health Association

Valerie Jarvis McMillan (2002 – 2005)

- North Carolina Partnership for Children Board (Smart Start Board), Raleigh, North Carolina
- Planning and Oversight Committee, North Carolina Partnership for Children Board (Smart Start Board), Raleigh, North Carolina.
- Executive Committee, North Carolina Interagency Coordinating Council, Raleigh, North Carolina
- Preschool Standard Task Force, North Carolina Department of Public Instruction, Raleigh, North Carolina
- North Carolina Interagency Coordinating Council, Raleigh, North Carolina
- North Carolina Birth-Kindergarten Higher Education Consortium, State of North Carolina

Rosa Purcell (2002 – 2005)

- American Association of Family and Consumer Sciences
- North Carolina Association of Family and Consumer Sciences
- Gamma Sigma Delta Honor Society
- Vice President, Coalition for Black Development in Home Economics
- North Carolina Association for Career and Technical Educator
- Black Child Development
- North Carolina Association of Family and Consumer Sciences-Historian and Research Committee
- National Association of Teacher Education for Vocation Family and Consumer Sciences
- Served as Treasurer, North Carolina Council of Career and Technical Teacher Educators
- Served as an AAFCS Accreditation Site Visitor
- Served on NCAFCS Program Committee for State Meeting
- Served on the United Child Development Board
- Democratic Women of Guilford County
- Guilford Technical Community College Advisory Committee-Culinary Technology
- Guilford County Family and Consumer Sciences Club
- Greensboro Senior Club of National Association of Negro Business and Professional Women Club
- United Day Care Advisory Board
- State Coordinator, NANBPW

Geraldine H. Ray (2002 – 2005)

- International Textile and Apparel Association
- American Association of Family and Consumer Sciences
- North Carolina Association of Family and Consumer Sciences
- National Association of Business and Professional Women's Clubs, Inc.
- Greensboro Senior Club of NANBPWC
- National Coalition for Black Development in Home Economics
- Kappa Omicron Nu Honor Society
- Gamma Sigma Delta Honor Society
- Guilford County Association of Family and Consumer Sciences
- National Girl Scout Council
- Fashion Group International of the Carolinas
- Secretary, Guilford County Association of Family and Consumer Sciences

Sheryl Scrimsher (2003 – 2004)

- American Association of Family & Consumer Sciences
- NCAeac
- Kappa Omicron Nu Honor Society, 2003

Gladys G. Shelton (2002 – 2005)

- American Association of Family and Consumer Sciences
- Housing Education and Research Association
- Gamma Sigma Delta Honor Society
- North Carolina Association of Family and Consumer Sciences
- National Coalition for Black Development in Family and Consumer Sciences
- Kappa Omicron Nu Honor Society of Family and Consumer Sciences
- American Association of University Women
- Chair-elect, Colleges and University Section of North Carolina Association of Family and Consumer Sciences
- Council of Administrators for Family and Consumer Sciences
- Elected, 1890 Representative to the Board of Directors, CAFCS 2005-2007
- Board of Human Sciences, 2005, Elected, 2nd Vice President for the Board of Human Sciences

Chung W. Seo (2002 – 2005)

- American Association of Family and Consumer Sciences
- Research Committee, NC Association and Family and Consumer Sciences
- Certified Family and Consumer Sciences
- Institute of Food Technologies (IFT)
- North Carolina IFT
- American Oil Chemist Society
- American Dietetic Association
- Carolina Fruit and Vegetable Safety Group

Jane T. Walker (2002 – 2005)

- American Association of Family and Consumer Sciences
- North Carolina Association of Family and Consumer Sciences
- International Association of Textiles and Apparel
- Elected as Colleges and Universities Section Chairperson, North Carolina Family and Consumer Sciences Association
- Served on the International Textiles and Apparel Association Awards Committee
- Served as the International Textiles and Apparel Association Job Fair Coordinator
- Director of Programs, Fashion Group International Board Member of Carolinas Chapter
- Served on the Curriculum Development Committee, International Textile and Apparel Association, 2003-2004

Meeshay Williams-Wheeler (2004 – 2005)

- National Council on Family Relations 2005
- American Association of Family and Consumer Sciences 2005

B. Faculty profile- distributed by:

Department of Family and Consumer Sciences

1. Highest degree earned

Table 34 shows the highest degree earned and rank for faculty in the Department of Family and Consumer Sciences from 2004-2005. (Information secured from Departments file)

Highest Degree Earned	Professor	Associate Professor	Assistant Professor	Adjunct Research Professor	Total
Ph. D.	1	3	3	4	11
Ed. D.		1			1
Masters			2		2

2. Rank and tenure

Table 35 shows the rank and tenure of faculty in Family and Consumer Sciences. (Information secured from Departments file)

Rank and Tenure	Professor	Associate Professor	Assistant Professor	Adjunct Research Professor
2002 – 2003				
CDFS		*1	1	
FCS ED		*2		1
FMD		*1	1	
FNS	*1		1	3
2003 – 2004				
CDFS		*1		
FCS ED		*2	1	
FMD		*1	1	3
FNS	*1		1	
2004 - 2005				
CDFS		*1	2	
FCS ED		*2	1	
FMD		*1	1	
FNS	*1		2	3

*Tenured

3. Age ranges (do not include faculty names)

Table 36 shows the age ranges of faculty (do not include faculty names) for the Department of Family and Consumer Sciences from 2002 -2003. The faculty age range for 2002-2003 was 33 to 68 years. (Information secured from Departments file)

Age Range	Professor	Associate Professor	Assistant Professor	Adjunct Research Professor	Total
33 – 40	0	0	1	2	3
41 – 50	0	1	1	1	3
51 – 60	0	3	2	0	5
61 – 70	1	0	0	0	1
Total	1	4	4	3	12

Table 37 shows the age ranges of faculty (do not include faculty names) for the Department of Family and Consumer Sciences form 2003– 2004. The faculty age range for 2003-2004 was 31 to 69 years. (Information secured from Departments file)

Age Range	Professor	Associate Professor	Assistant Professor	Adjunct Research Professor	Total
31 – 40	0	0	2	3	5
41 – 50	0	1	1	1	3
51 – 60	0	3	2	0	4
61 – 70	1	0	0	0	1
Total	1	4	5	4	14

Table 38 shows the age ranges of faculty (do not include faculty names) for the Department of Family and Consumer Sciences from 2004 – 2005. The faculty age range for 2004-2005 was 32 to 70 years. (Information secured from Departments file)

Age Range	Professor	Associate Professor	Assistant Professor	Adjunct Research Professor	Total
32 – 40	0	0	2	3	5
41 – 50	0	1	1	1	3
51 – 60	0	3	2	0	5
61 – 70	1	0	0	0	1
Total	1	4	5	4	14

4. Sex

Table 39 shows the gender from 2002–2005 for the Department of Family and Consumer Sciences. The results show more female than male faculty from 2002-2005. It must be noted, that the profession at the national level of Family and Consumer Sciences continues to be heavily populated with females. (Information secured from Department file)

Term	Males	Females	Total
2002 – 2003	4	8	12
2003 – 2004	4	10	14
2004 – 2005	4	10	14

Table 40 shows the sex and rank of the faculty members from 2002–2005 for the Department of Family and Consumer Sciences. (Information secured from Department file)

Academic Year	2002 – 2003	2003 – 2004	2004 – 2005
Sex	Female/Male	Female/Male	Female/Male
Professor	0/1	0/1	0/1
Associate Professor	3/1	3/1	3/1
Assistant Professor	4/0	5/0	5/0
Adjunct Research Professor	1/2	2/2	2/2
Total	8/4	10/4	10/4

5. Race

Table 41 shows the racial mix of faculty in the Department of Family and Consumer Sciences. (Information secured from Department file)

Academic Year	2002 – 2003	2003 – 2004	2004 – 2005
Race	Female/Male	Female/Male	Female/Male
African	0/1	0/1	0/1
Asian	0/1	0/1	0/1
Black	4/1	5/1	7/1
Hispanic	1/0	1/0	1/0
Jordanian	0/1	0/1	0/1
Turkish	1/0	1/0	1/0
White	1/0	2/0	1/0
Total	7/4	9/4	10/4

V. Progress Toward University’s Mission

The Department of Family and Consumer Sciences is committed to the University’s mission and the School of Agriculture and Environmental Sciences mission. The Department strives to recruit a diverse student population and conduct high quality instruction in meeting student’s professional and personal goals. Furthermore, the faculty is accessible and interacts with undergraduate and graduate students at a high level. For example, faculty provided advising, mentoring, instructional and scholarly experiences in a responsive learning environment.

A. Access (past three to five years)

1. Enrollment patterns and trends- undergraduate and graduate students, where applicable (age, sex, race)

Table 42 shows the enrollment patterns and trends for the Department of Family and Consumer Sciences majors admitted from 2002-2005. Since data were not available that classified students by age and race, this data is not presented.

Based on department figures shown in **Table 42** the overall departmental enrollment has shown only minor fluctuations during the three-year period. The undergraduate enrollment continues to steadily increase while graduate numbers have for (PBS) students and shows a negative decline; which reflects the percent change across the years. In addition, during the post “911” enrollment period, the significant drop was a possible effect on the numbers.

Comment [120]: Spell out.

In general, students enrolled in Child Development and Family Studies has steadily increased. The percent change in enrollment by program areas show child development program changed by 1.0 percent; fashion merchandising and design increased by 9.0 percent; food and nutritional sciences remained the same and family and consumer sciences education changed by 2.00 percent. The enrollment reflected for the graduate program in Food and Nutritional Sciences is no longer inclusive of the Post Baccalaureate Student.

Table 42: Family and Consumer Sciences Total Student Enrollment 2001-2005			
Semester/Year	Undergraduate	Graduate	Total
Spring 2005	252	13	265
Fall 2004	243	52	295
Spring 2004	250	17	267
Fall 2003	177	18	195
Spring 2003	183	15	198
Fall 2002	195	32	227
Spring 2002	168	14	182
Fall 2001	160	28	188
Spring 2001	97	22	119
Fall 2000	146	27	173
TOTAL	1871	238	2109

2. *Enrollment of undergraduate transfers*

The Department of Family and Consumer Sciences from 2000-2002 enrolled 17 first-time transfer students. See **Table 4** for the distribution of first-time transfer students. Data from 2003-2005 was not available for undergraduate transfers.

3. *Enrollment in degree-credit distance learning*

Students in the various program areas in FCS have not aggressively enrolled in taking a variety of degree-credit distance learning experiences internally or externally over the years. See **Table 5** for the number of students taking degree-credit distance learning courses.

4. *Awarding of degrees (past three years) N/A*

5. *Degree by division or level*

From 2002-2005, 112 Bachelor of Science degrees were awarded in four undergraduate program areas and 23 degrees in the graduate program:

Child Development and Family Studies	71
Family and Consumer Sciences Education	02
Fashion Merchandising and Design	30
Food and Nutritional Sciences	09
Food and Nutritional Sciences (MS)	23

B. Faculty Development (description of these activities over a three-year period)

1. *Discovery (organized research)*

Faculty in the Department of Family and Consumer Sciences participated in multiple discovery or scholarly activities that support the goals and objectives of the different program areas.

Number of applications

a. *number of awards or grants and total amount*

Table 43 shows organized research and number of awards and total amount over a three-year period.

Table 43: Awards Received by Sponsor 2002-2005			
Academic Year	Project/Sponsor	Number	Amount
M. Ahmedna			
2002-2003	University of Georgia	1	\$ 65,000
	US Dept of Agriculture	1	299,780
	NC Dept of Agriculture	1	4,063
2003-2004	USDA/CSREES	2	\$ 10,475
	USDA/1890 Capacity Building Project	1	\$ 99,990
	USAID/Peanut Collaborative Research	1	\$ 89,953
	Support Program		\$ 70,000

Three Year Assessment and Program Evaluation Report for FY 2002-2005

2004-2005	USDA-CSREES/ NRI	1	\$100,000
I. Goktepe			
2002-2003	NCA&TSU FUTURES Ventures Seed Grant	1	\$ 11,300
2003-2004	NC Agromedicine Institute	1	\$ 24,980
	USDA/CSREES	1	84,000
	NCA&TSU Futures Ventures Seed Grant	1	11,300
2004-2005	NC Agromedicine Institute	1	\$ 42,449
T. Hinnant-Bernard			
2003-2004	Environmental Protection Agency	1	\$20,000
2004-2005	USDA/Evans Allen Research Program	1	\$ 350,000
	USDA/CRSEES	1	19,750
S. Ibrahim			
2003-2004	USDA/CSREES	1	\$ 136,394
	USDA/1890 Capacity Building Project	1	90,000
	Jarrow Formulas	1	25,024
	Foundation of Food Industries	1	2,500
	Barrington	1	500
2004-2005	Foundation of Dairy & Food Industries Supplies Association	1	\$ 2,500
	Jarrow Industries Technology	1	30,000
L. Lugo			
2003-2004	USDA/Evans Allen Research Project	1	\$ 96,844
G. Ray			
2002-2003	US Dept of Agriculture	1	\$ 199,999
2004-2005	USDA/CBG	1	\$ 200,000
C. Seo			
2003-2004	Homeland Security Center	1	\$ 116,650
	USDA/Capacity Building Program	2	90,000
	USDA/Evans Allen Project	1	80,614
Shelton			
2004-2005	USDA/CBG	1	\$182,320
2004-2005	University of Georgia	1	\$202,314
J. Walker			
2003-2004	USDA/Evans Allen Research Project	1	\$ 46,436
2004-2005	USDA/Evans Allen	1	\$ 214,959
Totals			
2002-2003		5	\$ 580,142
2003-2004		19	\$1,102,660
2004-2005		12	\$1,425,703
	TOTAL	34	\$2,995,191

Comment [121]: Please check these totals, I got totals of 36 and \$3,108,505, respectively.

2. Engagement (Public and community Service)

Faculty in the Department of Family and Consumer Sciences engaged in a variety of public and community service activities in the local learning community that support the goals and objectives of the different program areas.

a. Number of awards or grants and total amounts

Table 44 shows the number of grants and total amounts for the period 2002-2005. There were a total of 34 grants that received funding in the amount of \$3,197,505.

Table 44: Awards submitted and received by category from 2002-2005		
Category	Number Received	Amount Received
Instruction		
2002-2003		
2003-2004		
2004-2005	2	\$382,320
Discovery (organized Research)		
2002-2003		
2003-2004		
2004-2005	7	\$739,908
Community service activities		
2002-2003		
2003-2004		
2004-2005	2	\$101,161
Other scholarly and creative activities		
2002-2003		
2003-2004		
2004-2005	0	--
TOTAL		
2002-2003		
2003-2004		
2004-2005	11	\$1,425,703? \$1,223.389

3. Community service activities

FCS has an extraordinarily high performing faculty that engage themselves in an endless number and variety of service activities in the community. Faculty involvement activities included local and state organizations. Listed below are diverse service examples that provide insight on the department's contributions in the community.

Selected community service activities:

Thessalenure Hinnant-Bernard (2003 – 2005)

- Collaborated with Greensboro Dept. of HUD and Dept. of Technology to host the Assistant Secretary of Fair Housing visit, Oct. 14, 2004.
- Judge, Senior Projects at Southwest Guilford High School 2005
- Perform 25% as Extension Housing Specialist
- Judge for the housing section of the 4-H competition 2004

Ipek Goktepe (2002 – 2005)

- Presented *Use of Cell Culture Techniques for Pesticide Toxicity Testing* at the 2003 Environmental Science Workshop, Hairston Middle School, Greensboro, North Carolina, July 10, 2003.
- Judge, State Annual Science Fair, North Carolina Public School System, March 17, 2005

Thurman Guy (2002 – 2005)

- Volunteered, Greensboro Children's Museum Playhouse Pizazz, II
- Volunteered, United Way of Greensboro African American Leadership Initiative

- Served as Broad Member, St. Matthews United Methodist Church Family Enrichment Program, 2005
- Principal Investigator, 21st Century Community Learning Centers Program Grant, St Matthews United Methodist Church, 2005
- Member, United Way of Greensboro African American Leadership Initiative

Lizette Sanchez-Lugo (2002 – 2005)

- Served as chairperson for HEFS in the “Walk to Cure Diabetes”
- Presented Healthier Eating Habits, St. Paul’s Church, Spring 2004
- Presented Reading Food Labels, St. Paul’s Church, Spring 2004

Patricia A. Lynch (2002 – 2005)

- Community Presentation to the Greensboro Sigma Shadows; Topic Type II Diabetes and Its Complications, March 2005

Rosa Purcell (2002 – 2005)

- Attended the Southwest District Meeting NANBPW.

Geraldine H. Ray (2002 – 2005)

- Career Day participant at Griffin Middle School, High Point, NC
- Judged senior projects at Dudley High School, Greensboro, NC, May 20, 2003
- Attended Reading is Fundamental Book Distribution at Washington Elementary School, Greensboro, NC, May 29, 2003
- Judged the Guilford County 4-H County Activity Day, Greensboro, NC, June 5, 2003
- Participant in the William Penn-Alfred Griffin School of the Arts Career Day, High Point, NC, November 20, 2003

3. *Other scholarly and creative activities (publications, presentations, portfolios, exhibits, performances, etc.)*

C. Interdisciplinary Activities

VI. Analysis and Summary of Data

Child Development and Family Studies (Non-Licensure)

A. Identify trends (Opportunities and Threats)

Since the mid 1960’s, the field of child development and family studies has continued to have a strong demand for early educators working with infants, toddlers, and young children from Birth to 8 years of age. As the traditional family has changed in role, structure, and responsibility, the trend is to provide a strong wrap-around support system for children and their families in a contemporary society. Therefore, many professional careers exist in the field that varies from infant stimulation consultants, family advocates for the court system, preschools/early education teachers, resource specialists, community child and family specialists, and keep family specialists. In essence, the need for employment and business expansion in child development and family studies is a field that is open for numerous professional opportunities.

#2. The field based component is assessed constantly in order to provide evaluation information for the enhancement of program quality.

B. Discuss strengths of the department/program(s)

There are several strengths of the Child Development and Family Studies program that were outstanding between 2002 and 2005. The first is the qualifications and experiences of the diverse faculty. Second, the program has an interdisciplinary curriculum designed for students to engage in multidisciplinary learning projects. The program area has an excellent field-based/internships component that provides “real-life” hands-on experiences for students in diverse settings. Specifically, the field-based internship includes individual and group learning experiences using a range of assessment tools for evaluating children and family issues. Finally, faculty has the ability to evaluate students’ performance as students develop an electronic portfolio over their course of study.

C. Discuss challenges and potential solutions

In the field of child development and family studies, there are two major program challenges that impact the overall enrollment growth and scholarship development. As student enrollment increases, faculty time constraint in providing high quality field-based experiences becomes a difficult task to manage. A solution to this challenge is to upgrade the position of the field experience coordinator from a part-time position to full-time position. Second, there is a dire need for more student scholarships.

D. Discuss your analysis of the 3-5 years enrollment trends in your department/program.

Enrollment projections for the next three to five years in child development and family studies are consistent with national trends. Annually, the child development and family studies program continues to have the highest enrollment and number of graduates from the Department. Therefore, the program continues to be promising as a career choice for students.

E. Discuss the analysis of retention trends in your department program.

The retention trend in child development and family studies is very consistent with the remaining department programs. A major plan is needed for retaining students including financial support and tutorial assistance for completing the program.

Child Development Early Education & Family Sciences (B-K) - (Teaching Licensure)

A. Identify trends (Opportunities and Threats)

Over the years, the field of Child Development Early Education and Family Studies (B-K) continues to be an excellent career choice in teacher education with diverse employment and professional studies opportunities. Numerous teaching and administrative roles as master teachers, principals, curriculum coordinators, developmental family specialists, supervisors, and public policy advocates make this field extremely attractive to students pursuing an undergraduate (B-K) degree.

B. Discuss strengths of the department/program(s)

The B-K faculty is diverse in educational and work experiences and interacts well with supportive staff and administrators in the Department. An interdisciplinary curriculum implemented in a multidisciplinary learning community that is governed by the School of Education professional standards, policies and procedures are strengths to the program. A well established B-K field-based/internship program is valued added to the organizational structure. The types of teaching and learning experiences in diverse educational settings and the types of assessment tools used including the electronic portfolio, provides for effective instruction. Finally, faculty are strong in their ability to advise, monitor, and assess students' professional career goals related to the programs' goals.

C. Discuss challenges and potential solutions

While the field is growing with endless career opportunities, maintaining a relevant curriculum for lateral entry students increases their professional careers choices as seen from a public school viewpoint. However, due to lateral entry students, many program policies and administrative changes occur too frequently at the state level that impact FCS overall program in this area. The potential solutions to this challenge might be to register lateral entry students in cohort of 30 per year and conduct research on the vital need of placing lateral entry students in a B-K classroom.

D. Discuss your analysis of the 3-5 years enrollment trends in your department/program.

Over the past few years, the initial enrollment trends in the Child Development Early Education and Family Studies (B-K) program is very good, averaging approximately 20+ students per academic year. However, there has also been a dramatic shift in the initial enrollment once students earn 56+ credit hours and/or reach the junior year. This shift is a result of students' inability to either pass PRAXIS I or obtain a 2.8 cumulative grade point average. It should be noted that most students failed all or parts of the PRAXIS I Test by only three or less points.

To address the dramatic shift in initial enrollment as described above, a FUTURES project, Teachers of Promise, was funded to provide an assessment of students' problems areas on the PRAXIS I Test and tailor individual tutorial assistance based on the assessment. Additionally, students were given funding to repeat the PRAXIS I Test following the completion of the project's activities.

E. Discuss the analysis of retention trends in your department program.

The retention trends in Child Development Early Education and Family Studies remains a major concern due to students' inability to successfully pass the PRAXIS I Test. It has been and continues to be a high priority for a stronger recruitment and retention plan to be developed and followed by all shareholders, thus, enhancing the graduation rate of students.

Once students are able to successfully pass the PRAXIS I Test, the Department will be able to generate more B-K students. Current records indicate that once B-K students pass the test, they have a 100 percent rate in completing the student teaching experience, obtaining the teaching licensure, and graduating. Finally, faculty in the B-K program is commended for their advisement and mentorship skills in working with students who do successfully complete the program of study.

Over the last decade, career choices in the B-K program have changed dramatically with diverse family roles and responsibilities. These changes roles impact infants, toddlers, and young children and their families in educational settings. Well over 80 percent of the B-K students taking the PRAXIS I Test failed and are not allowed to move forward until they pass the test. However, once students are able to successfully pass the PRAXIS I Test, the trend is that they graduate on time and have a teaching job or contract in hand upon graduations. Furthermore, the Department can generate more B-K majors if additional scholarship funds are available for students. Finally, with the current B-K student's success, FCS Department can improve the current retention trend in this field

Family and Consumer Science Education

A. Identify trends (Opportunities and Threats)

In the past, all Family and Consumer Science Education teachers across the nation were prepared through a universal, established teacher education certification-based program. The design of this program included preparation in pedagogy before completing a student teaching experience under a master teacher. Currently, application of the universal-based model has declined and an increasing number of FCS teachers are moving into the classroom through an alternative route called "lateral entry." Lateral entry is placing a prospective individual in the classroom without the desirable preparation of pedagogy. During the lateral entry period, the teacher is taking courses to address their teaching specialization related to pedagogy.

B. Discuss strengths of the department/program(s)

Currently, the Family and Consumer Science Education program at NCA&TSU serves as one of the major teacher education institution for FCS teacher licensure in the state. The program is accredited by the NCATE and SDPI. There exists a wealth of diverse instructors in each of the specialized areas of FCS. The program has continued to produce teachers throughout the nation.

C. Discuss challenges and potential solutions

The greatest challenge is to attract and prepare a large pool of students to the University who are able to successfully pass PRAXIS I Test scores by the end of their sophomore year and pass Praxis II Test before their senior year. Many unsuccessful students failed to proceed to the next level in their field of study. Therefore, one solution is to provide tuition waivers, scholarships, and fund tutorial services to further assist the students in passing PRAXIS Tests.

D. Discuss your analysis of the 3-5 year enrollment trends in your department/program.

Lateral entry teachers from the public school system will support the Departments enrollment program for the next three years. In addition, Family and Consumer Sciences Education program will be able to increase student enrollment through the new Masters of Art in Teaching program that will be implemented in Spring 2006.

E. Discuss the analysis of retention trends in your department program.

The analysis of retention trends in the program suggest that once students are able to successfully pass PRAXIS I Test, the Department will increase in the number of Family and Consumer Sciences Education majors. To provide support in generating more majors in this area, an advisement plan is being developed to address the deficiencies for retaining students.

Fashion Merchandising and Design

A. Identify trends (Opportunities and Threats)

Fashion Merchandising and Design continues to be a wide-open field for students to seek employment opportunities. Students are very successful in obtaining jobs in the merchandising and retail fields. Many students obtain management trainee positions in retail and enter into retail management positions. Employment is not as readily available in the design field due to the small but competitive specialized fields that require a high level of proficiency skills in technology. However, many students continue to express the desire to work in this area.

B. Discuss strengths of the department/program(s)

The major strength of the program is the supportive and enabling nature of faculty interacting with students in small class sizes in a responsive teaching and learning environment. Additionally, each of the Fashion and Merchandising and Design faculty members are capable of teaching courses in a number of specialty areas related to this field.

C. Discuss challenges and potential solutions

The major challenge in this field is the attainment of technology support, services, and staying abreast and upgrading current learning technologies, equipment i.e., data, video, and audio including computer software and programs in the design and visual marketing area. In addition, strong administrative financial support is needed in acquiring the different hardware and software in technology for the program.

D. Discuss your analysis of the 3-5 years enrollment trends in your department/program.

Over the past three years, enrollment has increased substantially by 10% in the area of Fashion Merchandising and Design. This increase has been so extensive that two tenure track faculty members have been allocated to the program rather than one and a half as in previous years.

E. Discuss the analysis of retention trends in your department program.

Faculty members are available for conferences with students related to professional goals, course work, advisement, and recommending special campus student services. Faculty hours are posted and students can make appointments as necessary.

Food and Nutritional Sciences (Food Science)

A. Identify trends (Opportunities and Threats)

The food industry is the largest industry in the nation and the most stable industry. There is a national need in industry to hire more qualified minority graduates in food science.

Since food science is not a traditional academic program like chemistry and biology, high school students, counselors and science teachers have limited knowledge in the food science academic area. Therefore, it is difficult to recruit highly qualified freshman and transfer students due to this problem and competition with other programs locally, and nationally.

B. Discuss strengths of the department/program(s)

One strength of the program is the diverse faculty who implement numerous extramural funded projects that expose students to a strong research learning environment. Equally important, faculty members have good contacts with food industry and government research laboratories. Students have the unique opportunity to participate in national and local professional meetings and research activities. Students are often hired as research assistants and have access to relatively well-equipped laboratories.

C. Discuss challenges and potential solutions

There is a great need to recruit and retain high caliber students in both the undergraduate and graduate programs. There is a need also for more laboratory space for research and teaching in Carver Hall. Furthermore, there is a need to increase the amount of research assistantships for graduate students. One solution that has been proposed is to develop an endowed scholarship specifically to recruit top food science students and pay their living expenses. In addition, we could provide tuition waivers for students on assistantships, conduct student workshops at department and school levels, and to recruit undecided students on campus.

D. Discuss your analysis of the 3-5 years enrollment trends in your department/program.

Undergraduate enrollment has shown a slow but steady increase each academic year to approximately 20 students in 2006. The program is becoming known among high school students through FCS recruitment activities. The enrollment figures for the graduate program have fluctuated over time when the post-baccalaureate students were removed from the total count and the 911 attack. Recently the numbers have stabilized with the implementation of new immigration policies. In the past, international students contributed significantly to the graduate numbers. In 2005, 13 graduate students were enrolled in the Food and Nutritional Sciences.

E. Discuss the analysis of retention trends in your department program.

The Food science program includes a high concentration of basic science courses. Undergraduate enrollment in food science is largely affected by factors outside the Department (e.g. passing chemistry, biochemistry, physics, and math classes). Therefore, more tutorial programs in science,

math, and supportive activities such as workshops and seminars are needed. Typically, retention is higher once the student reaches courses in their specialization in the junior and senior years. At this stage, student tend to appreciate their field of work and get involved in research and professional growth activities, thus, leading to higher retention rate.

Food and Nutritional Sciences- Dietetics

A. Identify trends (Opportunities and Threats)

As the population ages and life expectancy continues to increase, greater emphasis regarding food, nutrition, and health has become paramount to one's existence. To this end, the food and nutritional science-dietetics industry is placing more demands at the national and international levels in obtaining and maintaining qualified professionals in the field.

Dietetics is a field that is also supported by subject matters in chemistry, biology, and math. As a result, many students in middle and high school failed to enroll in courses that adequately prepare them for this area at the college level. Therefore, the competition is great for recruiting highly qualified students to enter this field at the state, regional and national levels.

B. Discuss strengths of the department/program(s)

A strength of the program is a strong interdisciplinary core of diverse faculty, small class sizes, and opportunities for students to be hired as research assistants. Students have access to state-of-the-art teaching and learning technologies equipped to expose students to a large body of knowledge and skills. Faculty members are engaged in cutting-edge research while interacting with some of the leading food industries, hospitals, and government research laboratories in the country. Finally, the program is the only program in SAES with an advisory board that offers internal professional advice, program resources, and career opportunities in diverse settings.

C. Discuss challenges and potential solutions

A major challenge is to recruit and retain high caliber students from community colleges and undecided college students with an interest that demonstrate high academic performances in chemistry, biology, and math courses. To achieve this goal, scholarships, and tuition waivers are needed to start a freshman cohort of 20 students each year over a four-year period. A marketing plan should be developed, implemented, and evaluated with the support of an advisory committee. The advisory committee should consist of University faculty members, current students enrolled in the dietetics program, chemistry or math or biology high school teachers, and industry personnel. More importantly, is to plan and conduct summer internships with interested undecided students on campus to work at the University in the food and nutritional science-dietetics field.

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D. Discuss your analysis of the 3-5 years enrollment trends in your department/program.

The enrollment numbers in the program were low during 2002-2005 periods. Contributing factors to low student enrollment included the following: program visibility, recruitment of students with high academic performance, and limited scholarship funds. In recent years, student enrollment has increased at a moderate rate. With a fully funded scholarship program, a comprehensive recruitment

plan and increased efforts of program advertisement, student enrollment is expected to increase at a higher rate. The availability of funds for assisting students may be a contributing factor for the low enrollment in the program. However, with a strong scholarship program and an established interdisciplinary recruitment plan, student enrollment is expected to increase in the coming years.

E. Discuss the analysis of retention trends in your department program.

Food and Nutritional Sciences (Dietetics) program is a science-based program. The low enrollment in the program largely affected by factors outside the Department (e.g., passing chemistry, biochemistry, physics, and math classes). Therefore, more tutorial programs in science and math are needed. Typically, the retention rate is higher once the student starts their specialization course work during the junior or senior years. At this stage, students tend to perform better academically, participate in more practical experiences, and engage in research and professional growth activities.

VII. Student Learning Outcomes (Please complete each of the attached forms (A-D) for each program being reviewed.)

North Carolina A&T State University

Form A

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Child Development and Family Studies (Non-Licensure)
Assessment Period: 2003- 2005
Date Submitted: May 2006

Program-Level Student Learning Outcomes/Goals

Please use this form to list the student learning outcomes/goals for all programs in your department/school or attach a list. Use a separate sheet for each program and note that you may have fewer or more outcomes than space is allotted for here. If needed, make copies of this form.

- | |
|---|
| 1. Demonstrate critical thinking, problem solving, coping, and communication skills to facilitate effective working relationships that support the well-being of individuals, families, consumers, and communities through multiple simulated learning experiences. |
| 2. Demonstrate an understanding of assessing an individual physical, emotional, social, and cognitive developmental characteristics using appropriate principles and theories of the developmental life cycle through written assignments. |
| 3. Demonstrate an understanding that education is a lifelong process using learning experiences and leadership practices, principles, and theories as the catalyst to engage in reflective professional and personal discussions. |
| 4. Analyze and describe environmental and cultural influences of infants, toddlers, young children, and families by successfully completing written exams and reports. |
| 5. Apply assessment principles in evaluating human growth and development using appropriate learning experiences with children and their families as demonstrated through observation reports, case studies, and simulated activities. |
| 6. Demonstrate in multiple internships and/or field-based settings the application of developmental learning principles utilizing written prescribed instructional plans and other related assessment tools contained in a professional portfolio. |

North Carolina A&T State University

Form A

Program-Level Student Learning Outcomes/Goals (cont.)

Other Programs Outcome Goals such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."

<u>To increase the FCS course offerings</u>

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North Carolina A&T State University

Form B

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Child Development and Family Studies (Non-Licensure)
Assessment Period: 2003– 2005
Date Submitted: May 2006

Evaluation Methods

In each row, please list methods (measurements used); then identify those methods (measurements) that will be used within the next year or so.

Commercially Available Tests/Surveys	
There are no commercial tests and/or surveys given in this area of concentration.	

**North Carolina A&T State University
Form C**

II. Evaluation Methods

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Child Development and Family Studies (Non-Licensure)
Assessment Period: 2003– 2005
Date Submitted: May 2006

List methods (qualitative and/or quantitative) and whether these will be used again.

Locally Developed Methods	
<p>(Outcomes 1, 2, & 3 met) Students taking FCS 101, 310, 311, 430, 514, 553, 551, and 612 courses had over a 75% passage rate using exams, quizzes, reflective web searches, journals, observations, written and oral interviewing assignments, and applied community written activities.</p>	
<p>(Outcomes 1, 2, 4, 5, & 6 met) More than 80% of students taking FCS 430, 551, 600, 629, and 639 courses passed using quizzes, exams, case study reviews, written service activities, reflective journals, oral activities, professional and personal portfolio including multi-media data, video and audio.</p>	
<p>(Outcomes 1, 2, 3, 4, 5, & 6 are met) Students taking the capstone courses FCS 639 and 642 passed at a 90% rate over the last three years. A professional portfolio is considered the final program area artifact that the students submit in the course FCS 629. This assessment and evaluation tool has become a valuable instrument that students use in obtaining employment and seeking professional studies opportunities. In addition, a supportive team of faculty and staff conducts the annual exit interview with the graduating students. The exit interview results continue to illustrate that instruction had improved with additional course offerings.</p>	

Comment [I22]: The pass rates are reported, based on student performance. Have faculty set expected student performance standards? Given the high passage rate, it seems that the expected performance should be more challenging.

Comment [I23]: Not sure what this means. Please clarify.

North Carolina A&T State University

Form D

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Child Development and Family Studies (Non-Licensure)
Assessment Period: 2003– 2005
Date Submitted: May 2006

II. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

Please list the major findings and program improvements made as a result of assessing student learning and programs outcome goals. Describe the decision-making process and persons/groups involved. Link the findings to the method used.

As a result of the findings from the exit interviews and students overall performance, the coordinator in child development and faculty has scheduled and increased interactions to stay abreast of trends, issues, and concerns that students may have in the field. Faculty in child development reviewed the findings and discussed with the chair recommendations that additional resources be allocated to offer more FCS courses during the academic year. During 2005-2006, a sustained increase in FCS course offerings has taken place.

Students in Child Development and Family Studies are involved in diverse experiences with a large number of field-based/internships requirements that must be completed without personal liability. Each semester students shared their concerns about liability issues while in the field. With these views in mind, faculty and administrators reviewed these concerns and pursued, developed and implemented a departmental requirement for all FCS students to show on record that they have personal liability insurance coverage before they in the field.

The above do not relate to student learning outcomes (Form A). The discussion on this form should cover lessons learned from the assessment results (forms B and C). For example: The data on passage rates in courses reveal that the passage rates in FCS 101, 310, 311, 430, 514, 553, 551 and 612 are quite high, i.e., 75%, 80% and 90%. Based on these data, what could be done to make these courses more challenging, etc.?

Comment [124]: These observations are mainly related to faculty development and not student learning outcomes. The exception is the statement about increased course offering. What data on Form C led to the determination that more course offerings were needed? How many courses were added?

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Comment [125]: Liability insurance is not a student learning outcome. It's an administrative issue and could be included in the department's strategic plan.

North Carolina A&T State University

Form A

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Child Development Early Education and Family Studies
 (Birth-Kindergarten Licensure)
Assessment Period: 2003– 2005

Program-Level Student Learning Outcomes/Goals

Please use this form to list the student learning outcomes/goals for all programs in your department/school or attach a list. Use a separate sheet for each program and note that you may have fewer or more outcomes than space is allotted for here. If needed, make copies of this form.

1. Demonstrate critical thinking, problem solving, coping, and communication skills to facilitate effective working relationships that support the well-being of individuals, families, consumers, and communities through multiple simulated learning experiences.
2. Demonstrate an understanding of assessing an individual physical, emotional, social, and cognitive developmental characteristics using appropriate principles and theories of the developmental life cycle through written assignments.
3. Demonstrate an understanding that education is a lifelong process using learning experiences and leadership practices, principles, and theories as the catalyst to engage in reflective professional and personal discussions. <u>[Provide examples of specific courses and experiences.]</u>
4. Demonstrate an understanding of the educational and societal trends to meet current family and societal needs by successfully passing Praxis I Test. _____
5. Demonstrate knowledge, skills and dispositions needed for employment as professional family and consumer scientist by passing Praxis I Test. _____
6. Analyze and describe environmental and cultural influences of infants, toddlers, young children, and families by successfully completing written exams and reports. <u>[In what courses?]</u>
7. Apply assessment principles in evaluating human growth and development using appropriate learning experiences with children and their families as demonstrated through observation reports, case studies, and simulated activities.
8. Demonstrate in multiple internships and/or field-based settings the application of child development knowledge in utilizing written prescribed instructional plans and other related assessment tools.

Comment [I26]: What courses will prepare students to take Praxis I?

Comment [I27]: See above comment.

North Carolina A&T State University

Form A

Program-Level Student Learning Outcomes/Goals (cont.)

Other Programs Outcome Goals such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."

North Carolina A&T State University

Form B

II. Evaluation Methods

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Child Development Early Education and Family Studies
(Birth-Kindergarten Licensure)
Assessment Period: 2003- 2005
Date Submitted: May 2006

In each row, please list methods (measurements used); then identify those methods (measurements) that will be used within the next year or so.

Commercially Available Tests/Surveys	
Students in Child Development Early Education and Family studies take the national PRAXIS I Test. All B-K students must pass this national test to obtain their teaching license. A PRAXIS II Test for B-K is being developed. Once this test is developed, all B-K students will be required to take and pass this test to obtain their teaching licensure.	

North Carolina A&T State University

Form C

II. Evaluation Methods

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Child Development Early Education and Family Studies (Birth-Kindergarten Licensure)
Assessment Period: 2003– 2005
Date Submitted: May 2006

List methods (qualitative and/or quantitative) and whether these will be used again.

Locally Developed Methods	
<p>(Outcomes 1, 2, & 3 met) Over 95% of students taking FCS 101 310, 311, 430, 514, 553, 551, and 612 courses passed using exams, quizzes, reflective web searches, journals, observations, written and oral interviewing assignments, and applied community written activities.</p> <p>(Outcomes 1, 2, 4, 5, 6 7, & 8 met) Students taking FCS 401, 430, 551, 600, 629, 634, and 639 courses passed at a rate of 85% using quizzes, exams, case study reviews, written child/family service plan, reflective journals, oral activities, and professional and personal portfolio including multi-media data, video and audio.</p> <p>(Outcomes 1, 2, 3, 4, 5, 6, 7, & 8 are met) Students taking the capstone courses FCS 639 and CUIN 560 showed a 100% passage rate over the last three years. A professional portfolio is considered the final program area artifact that the students submit in the course CUIN 560. This assessment and evaluation tool has become a valuable instrument that students use in obtaining employment as a teacher and seeking professional studies. Equally important, an exit interview is conducted with graduating students annually by a supportive team of FCS faculty and staff. The exit interview results continue to illustrate that instruction had improved with additional need for offering more courses.</p>	

Comment [128]: Clarify.

North Carolina A&T State University

Form D

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Child Development Early Education and Family Studies
(Birth-Kindergarten Licensure)
Assessment Period: 2003– 2005
Date Submitted: May 2006

II. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

Please list the major findings and program improvements made as a result of assessing student learning and programs outcome goals. Describe the decision-making process and persons/groups involved. Link the findings to the method used.

A major concern in the program of Child Development Early Education and Family Studies (B-K) is to prepare a diverse student grounded in knowledge, skills, and dispositions as a teacher educator. As a result of faculty attending Teaching Education Council meetings in the School of Education, findings from the exit interviews, and students overall performance in classes, the results suggested that the program goals and objectives be re-examined. Therefore, the coordinator and faculty in child development have scheduled more monthly interactions to stay abreast of trends, issues and concerns in the program area. Faculty in child development reviewed the findings and held discussions with the chair in recommending additional resources be provided to offer more FCS courses during the fall, spring, and summer semesters. Currently in 2005-2006, a sustain increase in FCS course offerings have taken place. Secondly, course content in FCS 418, 419, 553, 600, 629, and 639 has been revised. These changes and the addition of two faculty members and a part-time field-based internship coordinator have enhanced the overall program. Finally, due to the variety of field experiences by students in the program, the department now requires all students to have personal liability insurance during all field experiences.

Comment [I29]: See comments on Form D, p. 72.

North Carolina A&T State University

Form A

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Family and Consumer Sciences Education
Assessment Period: 2003-2005
Date Submitted: May 2006

Program-Level Student Learning Outcomes/Goals

Please use this form to list the student learning outcomes/goals for all programs in your department/school or attach a list. Use a separate sheet for each program and note that you may have fewer or more outcomes than space is allotted for here. If needed, make copies of this form.

1. Demonstrate critical thinking, problem solving, coping, and communication skills to facilitate effective working relationships that support the well-being of individuals, families, consumers, and communities through multiple simulated learning experiences.
2. Demonstrate an understanding of assessing an individual physical, emotional, social, and cognitive developmental characteristics using appropriate principles and theories of the developmental life cycle through written assignments.
3. Demonstrate an understanding that education is a lifelong process using learning experiences and leadership practices, principles, and theories as the catalyst to engage in reflective professional and personal discussions.
4. Demonstrate an understanding of the educational societal trends to meet current family and societal needs by successfully passing Praxis I Test.
5. Use applied research methodology in analyzing food and nutritional daily requirements in completing written reports.
6. Demonstrate in simulate multiple diverse teaching and learning experiences written prescribed instructional lesson plans and other related assessment tools.
7. Demonstrate an understanding of the educational and societal trends to meet current family and societal needs by successfully passing Praxis I and II Tests.

North Carolina A&T State University

Form B

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Family and Consumer Sciences Education
Assessment Period: 2003-2005
Date Submitted: May 2006

II. Evaluation Methods

In each row, please list methods (measurements used); then identify those methods (measurements) that will be used within the next year or so.

Commercially Available Tests/Surveys	
Students in Family and Consumer Sciences Education take the national Praxis I and II Test. All teacher education students take this national test in obtaining their teaching license.	

North Carolina A&T State University

Form C

I. Evaluation Methods

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Family and Consumer Sciences Education
Assessment Period: 2003-2005
Date Submitted: May 2006

List methods (qualitative and/or quantitative) and whether these will be used again.

Locally Developed Methods	
<p>(Outcomes 1, 2, & 3 met) Students taking FCS 101 310, 514, and 612 courses passed with over 75% using exams, quizzes, reflective web searches, journals, observations, written and oral interviewing assignments, and applied community written activities.</p> <p>(Outcomes 1, 2, 4, 5, 6, & 7, met) Students taking FCS 505, 604, and CUIIN 528 courses passed with over 85% using quizzes, exams, case study reviews, written child/family service plans, reflective journals, oral activities, and professional and personal portfolio including multi-media data, video and audio.</p> <p>(Outcomes 1, 2, 3, 4, 5, 6, & 7 are met) Students taking the capstone course CUIIN 560 passed with 100% over the last five years. A professional portfolio is considered the final program area artifact that the students submit in the course CUIIN 560. This tool has become a valuable instrument that students use in obtaining employment as a teacher and seeking professional studies. Equally important, an exit interview is conducted annually with graduating students by a team of supportive FCS faculty and staff. The exit interview results continue to illustrate that instruction had improved with a need for offering more courses.</p>	

North Carolina A&T State University

Form D

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Family and Consumer Sciences Education
Assessment Period: 2003-2005
Date Submitted: May 2006

II. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

Please list the major findings and program improvements made as a result of assessing student learning and programs outcome goals. Describe the decision-making process and persons/groups involved. Link the findings to the method used.

In the field of family and consumer sciences education, preparing a diverse student with knowledge, skills, and dispositions grounded in theory and practice as a teacher educator continues to be a challenge for diverse learners. As a result of the coordinator attending the Teaching Education Council meetings in the School of Education, findings from the students exit interviews, and students overall performance in classes, it was necessary to reexamine the program goals and objectives, enrollment plan, and current accreditation agencies standards. To this end, the coordinator in family and consumer sciences education held discussions with the chair in developing strategies to strengthen student enrollment and program outcomes. A major change with enrollment in Family and Consumer Sciences Education is the ongoing interest by child development and family studies majors that are taking electives in this area. Using this as an indicator for interest, faculty are reviewing plans to further investigate the feasibility of a dual major with the two program areas or a generalized degree in Family and Consumer Sciences Education.

North Carolina A&T State University

Form A

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Family and Consumer Sciences (Fashion Merchandising and Design)
Assessment Period: 2003-2005
Date Submitted: May 2006

Program-Level Student Learning Outcomes/Goals

Please use this form to list the student learning outcomes/goals for all programs in your department/school or attach a list. Use a separate sheet for each program and note that you may have fewer or more outcomes than space is allotted for here. If needed, make copies of this form.

- | |
|---|
| 1. Demonstrate critical thinking, problem solving, coping, and communication skills to facilitate effective working relationships that support the well-being of individuals, families, consumers, and communities through multiple simulated learning experiences. |
| 2. Demonstrate an understanding of assessing an individual physical, emotional, social, and cognitive developmental characteristics using appropriate principles and theories of the developmental life cycle through written assignments. |
| 3. Demonstrate an understanding that education is a lifelong process using learning experiences and leadership practices, principles, and theories as the catalyst to engage in reflective professional and personal discussions. |
| 4. Apply assessment principles to the interrelationship between clothing and cultural diversity in analyzing and evaluating societal needs through written exams and simulated oral presentations. |
| 5. Demonstrate understanding of management and resources principles and the importance of building collaborations and partnerships in the work force and community through demonstrational research activities and internship experiences. |
| 6. Demonstrate knowledge and skills in the application of technology as it relates to design and the fashion industry. |

North Carolina A&T State University

Form A

Program-Level Student Learning Outcomes/Goals (cont.)

Other Programs Outcome Goals such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."

**North Carolina A&T State University
Form B**

II. Evaluation Methods

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Family and Consumer Sciences (Fashion Merchandising
and Design)
Assessment Period: 2003-2005
Date Submitted: May 2006

In each row, please list methods (measurements used); then identify those methods (measurements) that will be used within the next year or so.

Commercially Available Tests/Surveys	
There are no commercial tests and/or surveys given in this area of concentration.	

North Carolina A&T State University

Form C
II. Evaluation Methods

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Family and Consumer Sciences (Fashion Merchandising and Design)
Assessment Period: 2003-2005
Date Submitted: May 2006

List methods (qualitative and/or quantitative) and whether these will be used again.

Locally Developed Methods	
<p>(Outcomes 1, 2, & 3 met) Over 75% of students taking FCS 101 310, 514 and 612 courses passed with using exams, quizzes, reflective web searches, journals, observations, written and oral interviewing assignments, and applied community written activities.</p> <p>Outcomes 4, 5, & 6 met) Over 75% of students taking FCS 181, 482, 485, 487, BUAD 422, 486, 310, 514 and 612 courses passed using exams, quizzes, reflective web searches, journals, observations, written and oral interviewing assignments, and applied community written activities.</p> <p>(Outcomes 6 met) More than 70% of students taking FCS 382, 480, 487, and 489, BUAD 422, 425, 430 and BUED 334 passed using exams, computer instruction, individual and group projects, and oral activities. Students in their interactions with faculty indicated that fashion merchandise and design program is extremely diversified in delivery of knowledge and skills. A team of supportive faculty conducts the annual exit interviews with the graduating students. The exit interview results continue to illustrate that instruction had improved with additional course offering.</p>	

**North Carolina A&T State University
Form D**

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Family and Consumer Sciences (Fashion Merchandising and Design)
Assessment Period: 2003-2005
Date Submitted: May 2006

II. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

Please list the major findings and program improvements made as a result of assessing student learning and programs outcome goals. Describe the decision-making process and persons/groups involved. Link the findings to the method used.

As Fashion Merchandising and Design program continues to expand with course content related to technology, design, and management of resources, three major valued-added changes have occurred. First, the Family and Consumer Sciences Advisory Board recommended that a business or economics course be reflected in the curriculum to expand students applied knowledge and skills. Therefore, faculty added a course with similar course content into the program. Second, faculty members have expanded the cooperative training internship program by adding FCS 486 and 487 which allows for both on-campus and an "on-site" internship experiences. The on-campus course is reflected with more theory content. While the on-site internship experience provide theory and training in business and industry settings. These two changes have enhanced the knowledge in the content area.

Finally, an increased in external funding has occurred with faculty in Family Merchandising and Design. This external funding has strengthened faculty and students' ability to engage in diverse cultural, technical and design opportunities in the fashion industry. More specifically, such funds have enhanced student exposure to skills in technology with more hands-on practical and simulated design experiences in the classroom.

**North Carolina A&T State University
Form A**

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Food and Nutritional Sciences (Dietetics)
Assessment Period: 2003-2005
Date Submitted: May 2006

Program-Level Student Learning Outcomes/Goals

Please use this form to list the student learning outcomes/goals for all programs in your department/school or attach a list. Use a separate sheet for each program and note that you may have fewer or more outcomes than space is allotted for here. If needed, make copies of this form.

1. Demonstrate critical thinking, problem solving, coping, and communication skills to facilitate effective working relationships that support the well-being of individuals, families, consumers, and communities through multiple simulated learning experiences.
2. Demonstrate an understanding of assessing an individual physical, emotional, social, and cognitive developmental characteristics using appropriate principles and theories of the developmental life cycle through written assignments.
3. Demonstrate an understanding that education is a lifelong process using learning experiences and leadership practices, principles, and theories as the catalyst to engage in reflective professional and personal discussion experiences.
4. Demonstrate the mechanisms through which food nutrients become available to bodily requirements and functions through scholarly written reports.
5. Identify the socio-economic, cultural and ethnic status determinants of food preferences and eating patterns as they relate to biological and nutritional needs during the life cycle through written exams, reports and presentations.
6. Demonstrate changes in nutrient intake, food and eating patterns in the prevention, management and treatment of complications of diseases by conducting research and completing scholarly reports.
7. Demonstrate food nutrition research as it applies to problem solving areas related to optimal health and control of disease through research and case studies reports.
8. Apply food and nutrition research in problem solving related to the process of planning, organizing, evaluating, and controlling the interrelatedness of food and nutrition in maintaining the quality of life utilizing scientific procedures by completing written summary reports.
9. Utilize food production systems in examining research data demonstrated from laboratory experiences while preparing written reports.
10. Apply and produce a recipe/formula and determine proportions and modifications for volume food production in simulated laboratory written reports.

North Carolina A&T State University
Form B

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Food and Nutritional Sciences (Dietetics)
Assessment Period: 2003-2005
Date Submitted: May 2006

II. Evaluation Methods

In each row, please list methods (measurements used); then identify those methods (measurements) that will be used within the next year or so.

Commercially Available Tests/Surveys	
There are no commercial tests and/or surveys given in this area of concentration.	

**North Carolina A&T State University
Form C**

II. Evaluation Methods

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Food and Nutritional Sciences (Dietetics)
Assessment Period: 2003-2005
Date Submitted: May 2006

List methods (qualitative and/or quantitative) and whether these will be used again.

Locally Developed Methods	
<p>(Outcomes 1, 2, & 3 met) Over 85% of the students taking FCS 101 310, and 514 courses passed using exams, quizzes, reflective web searches, journals, observations, written reports, interviewing assignments, and applied community written activities.</p> <p>(Outcomes 4, 5, 6, 7, 8, 9, & 10 met) Over 85% of students taking FCS courses and passed using quizzes, exams, case study reviews, scholarly written research and journals reports using multi-media presentations including data, video and audio to complete assignments.</p> <p>(Outcomes 1, 2, 3, 4, 5, 6, 7, 8, & 9 met) Students taking the capstone courses during their final semester FCS 544, 648 and 652 passed at an 85% rate over the last three years. A team of supportive faculty and staff conducted an exit interviews annually with graduating students. The exit interview results continue to illustrate that instruction had improved with the addition of another faculty member.</p>	

North Carolina A&T State University
Form D

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Food and Nutritional Sciences (Dietetics)
Assessment Period: 2003 – 2005
Date Submitted: May 2006

II. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

Please list the major findings and program improvements made as a result of assessing student learning and programs outcome goals. Describe the decision-making process and persons/groups involved. Link the findings to the method used.

The Dietetics Program curriculum needs to strengthen the following areas in medical terminology. Specifically, path physiology, sports nutrition and nutrigenomics are the areas that the program is weak in knowledge and skill base terminology. The faculty initiated various approaches to address this weakness in the program. For example, in the Fall 2002, the nutrition program faculty met with the Dietetic FCS Advisory Board and revised the course syllabus and identified ways to incorporate some of the identified topics within existing courses. The new curriculum, submitted to the University curriculum committee for approval, included an additional semester of the diet therapy course. Plans also included inviting guest speakers on topics such as nutrigenomics and sports nutrition to engage students in using terms from the professional field.

Another need for the program was the limited number of faculty in the Dietetic program. As a result in presenting this need to key administrators in SAES and recommendations from the last ADA accrediting visit, two full-time faculty members and one adjunct instructor currently teach courses within the major. One full-time faculty member serves as the DPD director and has a 50 percent research appointment. In addition, the program needs at least one more faculty member to reach the desired goal in the area of food service management systems.

**North Carolina A&T State University
Form A**

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Food and Nutritional Sciences (Food Science)
Assessment Period: 2003-2005
Date Submitted: May 2006

Program-Level Student Learning Outcomes/Goals

Please use this form to list the student learning outcomes/goals for all programs in your department/school or attach a list. Use a separate sheet for each program and note that you may have fewer or more outcomes than space is allotted for here. If needed, make copies of this form.

1. Demonstrate critical thinking, problem solving, coping, and communication skills to facilitate effective working relationships that support the well-being of individuals, families, consumers, and communities through multiple simulated learning experiences.
2. Demonstrate an understanding of assessing an individual physical, emotional, social, and cognitive developmental characteristics using appropriate principles and theories of the developmental life cycle through written assignments.
3. Demonstrate an understanding that education is a lifelong process using learning experiences and leadership practices, principles, and theories as the catalyst to engage in reflective professional and personal discussion experiences.
4. Apply food and nutrition research in problem solving related to the process of planning, organizing, evaluating, and controlling the interrelatedness of food and nutrition in maintaining the quality of life utilizing scientific procedures by completing written summary reports.
5. Demonstrate the nature, properties and characteristics of raw materials and food ingredients and their nutritious food through simulated research projects.
6. Apply principles of microbiology, biochemistry, engineering, nutrition and processing relative to the production of the palatable, safe and nutritious food through scholarly written reports.
7. Utilize the basic principles of processing, preserving, transporting, and marketing of food commodities in action research projects.
8. Demonstrate the importance of food industry, food laws and regulations governing the industry related to human health and family living through oral presentations.
9. Utilize current research technology to problem-solving situations in the food industry through simulated action research projects.
10. Demonstrate the impact of the family system on heritage, culture, and behavior as it relates to food habits, family consumption patterns, and need for new food development through written exams.

North Carolina A&T State University

Form A

Program-Level Student Learning Outcomes/Goals (cont.)

Other Programs Outcome Goals such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."

**North Carolina A&T State University
Form B**

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Food and Nutritional Sciences (Food Science)
Assessment Period: 2003-2005
Date Submitted: May 2006

II. Evaluation Methods

In each row, please list methods (measurements used); then identify those methods (measurements) that will be used within the next year or so.

Commercially Available Tests/Surveys	
There are no commercial tests and/or surveys given in this area of concentration.	

North Carolina A&T State University
Form C
II. Evaluation Methods

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Food and Nutritional Sciences (Food Science)
Assessment Period: 2003-2005
Date Submitted: May 2006

List methods (qualitative and/or quantitative) and whether these will be used again.

Locally Developed Methods	
<p>(Outcomes 1, 2, 3, & 10 met) Students taking FCS 101 310, and 514 courses, passed at an 85% rate using exams, quizzes, reflective web searches, journals, observations, written reports, interviewing assignments, and applied community written activities.</p> <p>(Outcomes 4, 5, 6, 7, 8, & 10 met) More than 85% of the students taking FCS courses passed using oral presentations, exams, case study reviews, scholarly written research reports, and simulated research reports incorporating multi-media presentations using data, video and audio to complete assignments.</p> <p>(Outcomes 4, 5, 6, 7, 8, & 9 met) A 90% pass rate resulted from students taking the capstone courses during their final semesters that included FCS 612, 633, and 653. A team of supportive faculty and staff conduct an exit interviews annually with graduating students. The exit interview results continue to illustrate that instruction has improved.</p>	

**North Carolina A&T State University
Form D**

College/School/Department: Department of Family and Consumer Sciences
Program/Degree Level: B.S. Food and Nutritional Sciences (Food Science)
Assessment Period: 2003 – 2005
Date Submitted: May 2006

**II. Major Findings and Changes Made to Program as a Result of Assessing
Outcomes/Goals**

Please list the major findings and program improvements made as a result of assessing student learning and programs outcome goals. Describe the decision-making process and persons/groups involved. Link the findings to the method used.

As a result of assessing student learning and reviewing program outcome goals in Food Science, the following changes were made: (1) Course syllabi were revised in content delivery areas incorporating and updating the use of technology; (2) The number and types of research activities conducted by students were increased; and (3) The food science laboratories were renovated as feasible. Faculty in food science met with the department chair and approved these changes.

Appendices

Appendix A
School of Agriculture and Environmental Sciences (SAES)
North Carolina A & T State University

Student Exit Interview

Greetings:

On behalf of the entire SAES family we would like to congratulate you on this milestone accomplishment. We are very happy you chose A & T and more so the SAES to prepare you for future careers. We wish you success as you share with the world what you have learned and experienced at this great institution.

As you leave us, we would like to ask you to share your perspective on your experiences at the University by completing the questions below. This information will not only help the SAES build its strength, but also enable us to become more conscious of needs for improvements in specific areas. Better understanding our responsibilities to students will assist us in efforts to recruit, retain and enhance the student educational experience while at NCA & TSU.

Deleted: university

We commit to holding all of your responses in strict confidence and will only use the data gathered in summary reports to study student satisfaction.

Name:

Department:

Degree (BS/MS) and Major:

Graduation Date:

Initial Enrollment date:

Overall Impression of your experience at North Carolina A & T State University

Please evaluate the overall quality of each of the following: (Circle one of the following: 5= Excellent; 4= Very Good; 3= Good; 2=Fair; 1=Poor)

I would rate my overall academic experience in the SAES as	1	2	3	4	5
The new student orientation class in my department was	1	2	3	4	5
My major curriculum was	1	2	3	4	5
The overall quality of instruction at the University was	1	2	3	4	5
The overall quality instruction in the SAES was	1	2	3	4	5
The interaction with faculty in the SAES was	1	2	3	4	5
The interaction with staff in the SAES was	1	2	3	4	5

The overall quality of my education was 1 2 3 4 5

The social environment in the department was 1 2 3 4 5

Experiential Questions

Would you recommend the University/SAES to your family and friends?

Did you actively participate in student organizations?

Did you utilize the services offered by the Office and Career Services?

Did you attend summer school during your tenure at A & T?

Did you have an internship/coop during your undergraduate career?

Substantive Questions

What are your career plans? (If you plan to start a new job or attending graduate school, please specify with the name of company, institution and starting date)

If you have accepted a position, please circle your yearly salary range:

<\$20,000 \$40,000-49,999

\$20,000-29,999 \$50,000-59,999

\$30,000-39,999 \$60,000 or >

What did you like most during your tenure at A & T about the SAES?

What did you like during your tenure at A & T about the SAES?

Additional Comments:

Please provide us with the requested information:

Permanent Address _____

Telephone Number _____

E-Mail Address _____

Appendix B

**NORTH CAROLINA AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY**

Department of Family and Consumer Sciences

EXIT STUDY OF FAMILY AND CONSUMER SCIENCES GRADUATES

SPRING 2005

INSTRUCTION: Please answer each of the following questions as they apply to you and your experiences.

1. Sex: Male Female
2. Race: African American White Other (specify) _____
3. Age: 20 and under 21-25 26-30 31-35 36-40
 41-45 46 and above
4. Marital Status: Single Married Divorced Separated Widowed
5. What is your program of study? Major Degree _____
Year _____
6. Do you plan to attend graduate school next year? Yes No
7. Have you been admitted? Yes No
8. How do you evaluate A & T's Family and Consumer Sciences Department in relation to your collegiate experiences?

Excellent (E); Above Average (AA); Average (A); Below Average (BA); Poor (P)

	(E)	(AA)	(A)	(BA)	(P)
a. Overall education experience	___	___	___	___	___
b. Opportunities for intellectual growth and development	___	___	___	___	___
c. Opportunities for social development	___	___	___	___	___
d. Opportunities for cultural development	___	___	___	___	___

9. How do you feel the Department of Family and Consumer Sciences could improve a student's undergraduate years at A & T?
10. What "climate" best described A & T? Check one:
 Intellectual or academically Collegiate socially oriented
 Vocationally or job preparatory Culturally oriented

11. Are you presently employed in the major area in which you will receive your undergraduate degree?
 Yes No
12. To what extent did A & T assist you in acquiring your first job in which you were trained?
 very helpful helpful not very helpful
13. Are you registered with the A & T Career Services and Experiential Learning Center? Yes
 No
14. Do you plan to pursue a graduate degree in the future? Yes No
15. What do you expect your annual salary to be next year (based on 12-months, full-time employment)?
 \$8,000-12,999 \$23,000-27,999 \$38,000-42,999
 \$13,000-17,999 \$28,000-32,999 \$43,000-47,999
 \$18,000-22,999 \$33,000-37,999 \$48,000 and above
16. If currently employed, what is your present occupation? _____
Describe your present duties:
17. Are you employed full-time? Yes No
If employed, do you expect to continue in this position after you receive your degree in Family and Consumer Sciences? Yes No
18. How do you view the employment opportunities in your field?
 Good Limited Poor
19. If you are presently employed, does your occupation offer you an opportunity for advancement and/or promotion? Yes No
20. What is your general level of satisfaction with your present occupation?
 Highly Satisfied Satisfied Dissatisfied
21. Please provide the following information:
Permanent mailing address
- Name: _____
Street or P.O. Box: _____
City: _____ State: _____ Zip: _____