

**Master of Science in Family and Consumer Sciences Degree Program  
Eastern Illinois University**

**Request for a Full Review as a First Choice Graduate Program  
October 6, 2015**

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**Introduction to the Master of Science in Family and Consumer Sciences Degree Program**

**Program Mission Statement:** *The Master's in Family and Consumer Sciences is an applied graduate program that focuses on teaching, experiential learning, research, and theoretical application to improve our diverse, global society. Through an integrative approach, the Master's in FCS program advances critical thinking, reflective practice, knowledge, and communication skills. Graduates work in non-profit organizations, social service agencies, court advocacy, outreach programs, teaching, or go on to doctoral programs at other institutions.*

**Program requirements**

The M.S. in FCS is an applied graduate program that prepares its graduates for a variety of careers. Students are allowed a great deal of flexibility in how they construct their schedules as only four courses are required and classes can be taken at any time and in any order. All classes are offered in the evening, on the weekends, and online. In addition, all students are required to enroll in at least three graduate course hours in one of the following signature experiences: thesis, independent study, or internship.

There are two types of Master's in FCS programs at this point in time; an on-campus, typical graduate program and a low-residency hybrid (mostly online) version of the same program. ***This report will focus primarily on the on-campus program.***

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**Core Courses:** The following courses are required for all candidates in the program:

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| ○ FCS 5450 Supervision & Administration in FCS | 3 CR |
| ○ FCS 5460 Issues and Trends in FCS            | 3 CR |
| ○ FCS 5900 Research Methods                    | 3 CR |
| ○ FCS 5901 Statistics in FCS                   | 3 CR |

Total Core Courses	12 CR
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Total Program Hours	30 CR or 32 CR* <sup>1</sup>
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<sup>1</sup> 30 credits with thesis option; 32 without thesis option

## PROGRAM REVIEW

**Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni.**

### 1.a. Enrollment Management

**1.a.i. Recruitment plan:** *The program provides a clear recruitment plan and evidence that it meets its intended application, enrollment, and diversity goals.* The program's recruitment plan is multidimensional in order to attract a high quality, diverse body of students. The plan includes four main parts: 1) standard electronic and print recruitment, 2) word-of-mouth, 3) correspondence cycle with the coordinator, and 4) special recruitment events.

#### Electronic and Print Recruitment

- Web Site: The Graduate Coordinator maintains a comprehensive web site that provides an overview of the mission of the program, access to applications and assistantship information, a list of faculty, a welcome from the coordinator, and necessary program forms. The web site is available at <http://www.eiu.edu/famscigrad/>
- Print Materials: The Coordinator maintains standard recruitment brochures for each of the programs (online and on-campus) that are provided in all communications. A copy of both brochures and other recruitment materials are provided as Appendix A.
- Graduate research poster presentations are featured in the halls of Klehm so that undergraduate students can see how important research is, what kinds of activities graduate students engage in, and the myriad of ways that research is conducted within the FCS discipline. The posters generate questions by students about research and about graduate school.

**Word-of-Mouth:** One of our most important recruitment strategies is advertising by our current and former MS in FCS students. Personal contact with current or former students is not only supported, it is encouraged by offering incentives<sup>2</sup> to students if they can get a non-FCS undergraduate student to make an appointment with the Graduate Coordinator. Part of the word-of-mouth process includes our involvement in Scholarly and Undergraduate Research First (SURF), which increases the number of undergraduate students becoming engaged in research and learning more about graduate research in the process. Our Honor's College program numbers have increased a great deal over the last few years, too – and many students hear about our graduate program as a result of their participation in the Honor's College.

**Correspondence Cycle:** The coordinator establishes a communication sequence with every student that expresses interest in the MS in FCS graduate program within one week of their first inquiry. The communication can take place via email, phone call, Skype, and/or a face-to-face meeting, depending on the student's desired communication style. After the initial contact is established with an inquiring student, the graduate coordinator adds the student's contact information (i.e., phone and email) to a file and follows up with anyone that does not submit an application in the next cycle.

**Special Events:** The program hosts its own special recruitment events each academic semester and participates in all EIU campus recruitment events. In addition, FCS Graduate Faculty

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<sup>2</sup> Incentives include \$5.00 gift certificates to Subway, the EIU Bookstore, or the AMC movie theater

members visit local high schools, attend professional organization meetings, and attend FCS classes and answer questions about discipline. Finally, brochures are provided in the welcome packets to the two primary state conferences within the discipline (i.e., Illinois Association of Family and Consumer Sciences and Illinois Council on Family Relations).

Recruitment goal: The program strives to admit 80-100 students a year to the on-campus program (and 15 to the low-residency online program). These numbers have been selected based upon the resources within the department that are needed to maintain and deliver high quality instruction and rigor to the program participants.

**1.a.ii. Selection criteria:** *The program documents a rationale for its admission selection decisions in order to show that it is fulfilling its expectations for candidate quality.* In the spring, 2010 semester, the FCS Graduate Faculty Committee members developed more rigorous acceptance criteria for entry into the MS in FCS graduate program. Starting in the 2011-2012 AY, applicants needed to submit a letter of intent with their career goals clearly articulated, a resume, and two letters of recommendation in addition to their graduate application (with the Graduate School) and their transcripts. This has resulted in a lower acceptance rate; however, it has improved the quality of the students that have been admitted to the program. The letter of intent is particularly important as it indicates to us whether the student is serious about graduate school, whether our program can help them achieve their long-term goals, and the student's writing skills. The resume allows us to see what kinds of experiences the student has had in addition to their academic work and the letters of recommendation provide us with support for the student's application from other mentors, instructors, or supervisors.

**1.a.iii. Acceptance rate:** *The program documents that desired applicants accept admission offers.* Table 1 (applications, admission offers, admission yield) indicates that acceptance rate for the MS in FCS program for the last five years. Only the applicants that have submitted the required documents and have exhibited the desired qualities (good communication skills, clear goals, good GPA, and a strong desire to work in an FCS discipline) are accepted into the program.

Acceptance rate		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Overall	<b>72%</b>	74%	85%	80%	58%	64%

\*Part-time versus full-time: Approximately half of the MS in FCS students attend full-time.

Enrollment: Table 2 illustrates enrollment in the MS in FCS program for the last five years:

	2010	2011	2012	2013	2014
Enrollment	72	70	66	83	81

**Diversity:** Diversity goals are strongly supported by the Graduate Coordinator and the FCS Graduate Faculty. Our goals include recruiting and admitting students from various socioeconomic, racial/ethnic, gender, and country of origin backgrounds. Table 3 illustrates the racial/ethnic background of the program's students for the last three years and Table 4 shows the gender and state residency status of students in the program. To recruit students from diverse backgrounds, we rely heavily on word-of-mouth recruitment as this has been the most successful method, according to our exit survey data.

**Ethnic diversity of students:** Table 3 (including International students) for past five years

AY	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian	American Indian Alaskan native	Multiple	Inter-national	Unknown
2009-2010	91	23	3	1	1	0	1	2
2010-2011	66	26	1	2	1	0	1	2
2011-2012	32	27	3	1	1	0	1	1
2012-2013	46	30	3	1	1	0	2	0
2013-2014	47	29	3	0	1	1	0	1

**Gender and state residency of students for past five years:** Table 4 for past five years

AY	Male	Female	Illinois	Non-Illinois
2009-2010	5	117	110	12
2010-2011	11	88	86	13
2011-2012	7	76	76	7
2012-2013	7	59	64	2
2013-2014	6	77	78	5

**1.b. Assistantship/scholarship management:** Graduate Assistants are critical to the MS in FCS graduate program. We offer our best and brightest applicants assistantships and use the GA positions available to us in order to recruit the top students to our program. Most of the GAs that are offered assistantships accept them (87% acceptance rate over the past three years) and many of the students that choose not to attend the MS in FCS program have indicated that if they had been offered an assistantship they would have accepted the admission offer.

**1.b.i. Annual awards:** *The program documents that its annual allocated assistantships enhance program quality by attracting desired applicants and by showing that the teaching, research, or service experiences add value to the degree.* Graduate assistants have furthered the mission of the MS in FCS graduate program by supporting faculty teaching, research, and service and providing valuable support to the department, university, and the community. We have four assistantships to offer to graduate students. All four positions require instructional assistance as well as service. Assistantships add value to the degree by allowing students to engage in the types of experiences that appeal to potential employers, and by allowing the students to try on several types of academic roles. In fact, many of the GAs in the program have been hired back as faculty members in the department after graduation (i.e., Deborah Reifsteck, Sonja Foster, Tamera Duzan, Jillian, Hurt, Felicia Magee, and Brittany Zaring). One of our current GAs also serves as the Director of Shelter Services at the Mattoon Area PADS and many of the Unit A faculty in our department served as GAs when they attended the MS in FCS program.

**Competitive awards:** The program documents that it competitively acquires additional assistantships that further enhance quality by attracting additional desired applicants and by showing that the teaching, research, or service experiences add value to the degree. Dr. Linda Simpson was awarded a TIAA-CREF National Council on Graduate Schools grant to enhance student financial literacy and open a financial literacy center (called LIFE) on EIU's campus. As such, we were able to add another GA position in the program. The 2015-2016 academic year will be the LIFE Center's third year on campus. The first GA to serve for the LIFE center is now employed as a Crisis Intervention Case Worker for One Hope United in Charleston, IL.

In addition, the graduate coordinator has been trying to establish partnerships with local businesses and organizations so that more GA positions can be awarded. This is difficult to accomplish in a field where a great deal of the graduates work in non-profit agencies and other social service positions that do not have a lot of money in their budget; however, we remain positive and hopeful and continue trying.

**Matriculation management:** The program has a targeted graduation rate and documents that degree candidates consistently meet the program's degree completion expectations. The time it takes for MS in FCS students to matriculate varies. Over one-half of the students in a given term are registered for half time or less than half time, thus it takes them longer than the two-year expectation (when attending full-time) to successfully complete the program. This is to be expected as the MS in FCS graduate program is tailored to meet the needs of students that have full time jobs, families, or other obligations that prevent them from attending the program full time. Plus, part-time students often have to take time off to attend to other obligations. However, it makes it difficult to track that our students are matriculating in a timely manner. Table 5 shows the matriculation rates for the MS in FCS program over the last five years.

**Matriculation rates for MS in FCS students:** Table 5 for past five years

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Matriculation rates	62	42	23	19	31
Enrollment	72	70	66	83	81
% Matriculated	86%	60%	35%	23%	38%

As can be seen in Table 5, the matriculation rate has fluctuated a great deal over time (average 48.4% of candidates enrolled in a given year graduate from the program successfully). The program goals for matriculation are for at least 35% of students enrolled in a given academic year to matriculate. This is based upon matriculation rates over time and an understanding of the type of students that the program attracts. Many of the participants work full-or-part time in addition to attending graduate school full-or-part time and often students will take a semester or two off to gather financial resources for continuation of the program. We feel that a 35% matriculation rate is reasonable given these facts and expect that the low-residency hybrid cohort program will increase matriculation rates over time as students will progress together on a specific schedule.

However, in spite of the goals explained above, we would like to see the program's matriculation rates go up for the entire program. As such, the program made several changes in the 2010-2011 AY to increase matriculation. The changes included a) the development of rubrics for assessment of student performance on comprehensive exams (so that students know what to expect and the streamlining of pass/fails by the Graduate Faculty), b) the development of a clear mission statement, c) adding additional information on the MS in FCS website (so students are aware of deadlines and announcements), d) the development of a "Frequently Asked Questions" document,

and e) a more deliberate preparation of students for the comprehensive exam process. We named these collective changes the “*Toolkit for Success*” as most of the documents/changes that were generated were designed to help students successfully negotiate the comprehensive exam process and matriculate. In addition, the Graduate Coordinator establishes communication with students that take off more than one semester from the program to find out what types of resources are needed for them to return and complete the degree. Often times students report that they did not know that they could just ‘come back’ and are pleasantly surprised to find out how easy it will be to return. We will continue to tweak the program in order to increase our matriculation rates over time.

**1.d. Graduate placement: *The program documents sustained placement achievements of graduates.*** In the past five years, four of our graduates were accepted into doctoral programs at R1 institutions (Adrienne Riegle, Jill Bowers, Theresa Lindsay, and Rachael Hawn). In 2014, an alumni survey was administered electronically to 113 MS in FCS alumni and revealed that 87% of the graduates who completed the survey were currently employed.

Placements: Our graduates are employed as secondary FCS teachers, college faculty, human service program administrators, non-profit agency directors, caseworkers, human resources managers, psychotherapists, addictions counselors, legal advocates, intake coordinators, domestic violence counselors, extension specialists, public health nutritionists, claims analysts, social workers, an assistant provost, and family life educators.

Many of our graduates also serve on the FCS Advisory Board and in other leadership positions for professional organizations within the discipline. For example, Connie Coats, Adrienne Riegle, and Christina Prestin-Latham, all recent graduates of the MS in FCS program, serve as Board Members for the Illinois Council on Family Relations.

**Criterion 2: The program documents sustained achievement in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.**

**2.a. Assessment results documented by the Center for Academic Support and Achievement:** Review of the program’s Assessment Plan by the Center for Academic Support and Achievement (CASA) documents that the program uses its assessment data to improve the program by embracing student learning, guiding improvements in curriculum, and increasing academic excellence. Copies of the Department Assessment Plans from the last three years are included as Appendix B. The Assessment Program summary responses from the CASA Director from the last three years are included as Appendix C. The improvements made to the program’s assessment plan over the last several years are a direct result of Dr. Karla Sanders and Dean Robert Augustine’s suggestions. These improvements include: the development of rubrics to assess written and oral comprehensive exams, revisions to our assessment goals to make sure that all of the graduate learning goals established by CGS were incorporated, improved rigor of program, core curriculum revisions, and adding assessment data to collect and analyze for program improvement.

During the 2009-2010 AY rubrics were developed by the MS in FCS Graduate Faculty to use in assessing students’ performance on the comprehensive exams. This was a critical addition to the program, as an assessment tool had never been used with the comprehensive exams. The rubrics assist the faculty in their evaluations of students’ comprehensive exam performance, allow

students to understand how they are evaluated, and provide a more objective assessment tool and data for our annual assessment report.

In 2010-2011, Dean Augustine indicated that the MS in FCS assessment plan did not include all of the goals established by the Council on Graduate Studies. As such, during the 2011-2012 AY new assessment goals were established for the MS in FCS graduate program that incorporated all of the learning goals created by CGS.

Dr. Karla Sanders indicated in her most recent report to the MS in FCS program that we need to “keep our expectations high.” One of the ways that the program has incorporated this feedback has been by reviewing and updating the core curriculum. The Graduate Faculty determined that statistics and supervision/administration courses were needed to better prepare graduates of the program for all types of careers in FCS. A new course was developed and incorporated into the MS in FCS core in the fall, 2010 semester (FCS 5901 Statistics in FCS). In fall 2012, the FCS 5450 Supervision and Administration was added as a core course (it was previously an elective course) since the majority of our graduates go on to work as administrators.

Finally, Dr. Karla Sanders indicated that we needed to add more assessment data to strengthen the assessment plan and report. The program exit survey is the primary method used to gather assessment data; however, previously the Graduate Coordinator had administered it verbally in the Graduate Coordinator’s office. This did not allow the students to report feedback in an anonymous manner. In 2012, an anonymous online exit survey was created that included additional items for assessment purposes. This provided the program more data to assess for program improvement and allowed students to report their feedback in a completely anonymous manner.

**2.b. Assessment results documented by the Graduate School:** The assessment feedback from the memos provided by the Dean of the Graduate School are included as Appendix D. The previous section discussed how the feedback was incorporated into program improvements.

**Criterion 3: The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry.**

**3.a. Sustained mission and planning leadership:** *The program articulates a clear mission that is aligned with current and future trends in the discipline and that states the program’s strengths.* The MS in FCS graduate program articulates a clear mission that is aligned with current and future trends in the discipline and offers unique areas of focus. The coursework and experiential requirements are aligned with Eastern Illinois University’s and the American Association of Family and Consumer Science’s mission and goals. Five years ago, the Graduate Faculty Committee developed a mission statement, as the program previously did not have one. The mission statement was designed to express the program’s purpose, objectives, and structure. After our First Choice Consultation in 2012, the mission statement was revised to include desired outcomes based on the First Choice Review Team’s feedback.

**3.b. Sustained curricular leadership by program administration and faculty:** *The program documents that its administrative structure and graduate faculty advance the curriculum.*

**3.b.i. Administrative leadership: *The program documents how its administrative structure and leadership advance the quality of its curriculum.***

The Administrative Structure of the graduate program is composed of the Dean of the College, the School Chair, the Graduate Coordinator, and Graduate Faculty Committee members. Below is a summary of how the administrative leadership advances the quality of the curriculum.

- The Chair meets with the Dean and the Coordinator on a regular basis to review program status, issues, and needs. The Chair also attends Graduate Faculty Committee meetings.
- The Graduate Coordinator provides leadership for the graduate program as the following examples illustrate. The Coordinator, in conjunction with the current Chair of SFCS (Linda Simpson), developed and launched a low-residency online Master's program to be offered by EIU, in 2014. The Coordinator recently implemented the use of comprehensive exam rubrics for the assessment of student performance, developed a new core class for the graduate program (FCS 5901: Statistics in Family and Consumer Sciences), made several forms relevant to the graduate program available on the FCS faculty notebook website, oversaw the development and implementation of a mission statement, and has served on several major university committees (Council on Graduate Studies, Committee for the Assessment of Student Learning, and Faculty Senate) in order to stay current on university initiatives, issues, and policy. These are just some of the examples of how the Graduate Coordinator advances the quality of graduate study.
- The Graduate Faculty Committee members meet monthly and discuss the status of the students in the program as well as the program itself. Modifications to the program are made on a regular basis in order to improve the program and the entire body of Graduate Faculty Committee members contribute to the modification process by voting, serving on ad-hoc committees to review potential modifications, and proposing new ideas and changes for the program. In addition, the Graduate Faculty Committee members of the MS in FCS program are committed to advancing the curriculum by evaluating the rigor of the coursework and other requirements and making adjustments as needed.

**3.b.ii. Graduate faculty leadership: *The program documents the significant role of the graduate faculty with advancing curriculum through curriculum committees or appropriate curriculum processes.*** All Graduate Faculty members make up the Graduate Faculty Committee and meet on a monthly basis. Any curriculum changes have to be voted on and approved by the majority (70%) of the Graduate Faculty members in attendance at the meetings before they are sent to the FCS Curriculum Committee for review. All Graduate Faculty members serve as advisors for graduate students in the program, and as part of the advisement process, oversee the student's comprehensive exams. In addition, many of the Graduate Faculty members serve as thesis advisors and/or thesis committee members.

**3.c. Sustained curricular leadership by external review.** The MS in FCS program was reviewed by the Illinois Board of Higher Education in 2007 and is currently up for review in 2015. In addition, the American Association of Family and Consumer Sciences (AAFCS) reviews the entire FCS program and provides accreditation if the program meets the qualifications established by the AAFCS. Finally, the program meets with the FCS Advisory Board twice a year for external review of graduate programming. The FCS Advisory Board provides input about the program curriculum, initiatives, and recommends improvements. Appendix E lists the current members of the FCS Advisory Board.

**3.d. Sustained capstone leadership: *The program requires a rigorous capstone appropriate to the mission of its degree and certificate options and documents the impact of each its capstones on the quality of learning in the degree program.*** There are three capstone options or signature experiences to select from in the program. All candidates must choose to complete an

internship, an independent study, or a thesis. If candidates elect to complete a thesis, they are not required to take the comprehensive exams, but if they complete an internship or independent study they partake in the comprehensive exams (the thesis and oral defense serve as the comprehensive exam instead). Most students in the program select the internship option (70-80%). Approximately 11% of our students elect to complete a thesis. Having three capstone signature experience choices allows our students to have greater flexibility and input over their plan of study.

- **Internship capstone:** Interns select an internship site that meets their career goals and aspirations in close consultation with their academic advisor. The internship requirements include submitting weekly reports, mid-term and final self-evaluations to their academic advisor. In addition, mid-term and final site supervisor evaluations are submitted to the advisor. Students must also prepare a presentation that discusses their internship experiences and how the experience will impact their career and the discipline. The presentation can take the form of a poster, brochure, informational video, or an oral presentation.
- **Independent study capstone:** Students can elect to conduct an independent study with a faculty member of their choice (provided the faculty member agrees to serve in this capacity). The nature of the independent study project is determined by the student and the faculty member and can include things like a family policy impact evaluation, a social service program evaluation, the development of an educational video for instructional use, a peer-reviewed conference submission and presentation, or development of materials and resources for local non-profit agencies. The independent study can also serve a foundation for the thesis research. Students must prepare a presentation at the end of the study that discusses their project and how the experience will impact their career and the discipline. The presentation can take the form of a poster, brochure, informational video, or an oral presentation.
- **Thesis capstone:** Students can choose to complete a thesis on a research topic of their choice. The student's Thesis Chair is selected by the student and provides guidance and support throughout the thesis process. The student must also select two additional Graduate Faculty members to serve on their thesis committee. All candidates must have the approval of the thesis committee to continue the project after completion of the thesis proposal. Thesis candidates must pass their oral defense. We are very proud of the fact that since 2010, 41 theses have been successfully completed and defended within the MS in FCS program (the number of theses completed by students have more than doubled since 2008).

The capstones are designed to give the students a chance to synthesize, apply and integrate the concepts that they have learned in the classroom. The dissemination of the capstone experiences allow the students an opportunity to explain what they learned, how their coursework assisted them with the capstone, and general implications and conclusions. Changes to the program, including capstone experiences, are made based on assessment data as outlined in the Assessment section and have to be voted and agreed upon by the Graduate Faculty Committee members.

**3.e. Sustained student leadership:** *The program documents how it fosters the participation of its graduate candidates on the Graduate Student Advisory Committee and/or the Black Graduate Student Association to ensure that students advance the quality of graduate study and curriculum, seminars, forums, and related programs.* There has been representation on the Graduate Student Advisory Committee by MS in FCS students every year since the 2011-2012 AY. In addition, graduate students in the program have presented their research at the Graduate School's Student Expo every year since 2009-2010. Students are encouraged to join committees

during the new student orientation that they are required to attend before starting coursework in the program. In addition to serving on GSAC, the MS in FCS graduate students have served on the FCS Advisory Council, the FCS Alumni Newsletter Committee, the FCS Curriculum Committee, and the LCBAS Dean's Student Advisory Council.

**3.f. Sustained alumni leadership:** *The program documents how it fosters participation in alumni programs sponsored by the Graduate School Alumni Advisory Board to ensure that alumni advance the quality of graduate study and achievements of alumni.* Three of the MS in FCS alumni have been honored with "Outstanding Graduate Alumni Awards" in the past four years, including: Jayne Ozier, Lela Angela Propst, and Kathy Pendleton. Furthermore, all of the FCS Advisory Council members are alumni of the MS in FCS or MS in Dietetics programs with the exception of Kayla Spencer, who is still a graduate student.

**3.g. Sustained external partnerships:** *The program sustains external partnerships appropriate to its mission and documents assets that partners contribute to advance the quality of the curriculum.* The MS in FCS South Africa study abroad program was named as one of the "50 Best Study Abroad Programs" by Best College Reviews in 2015 (<http://www.bestcollegereviews.org/best-study-abroad-programs/>). The program allows students to spend a semester in South Africa and take up to 15 course credit hours. Several MS in FCS graduate students have participated in the program throughout its successful history. In fact, the program was able to sustain a MS in FCS Graduate Assistantship in 2008. Several external partnerships in South Africa work with the program's coordinator (Dr. Frances Murphy) to offer graduate student internships, including Volunteer Africa 32° and Calabash Trust. In addition, Dr. Murphy works with the University of Cape Town administrators and faculty for support and other resources for the program.

The MS in FCS program has also maintained strong ties to local community social service agencies for many years by hosting directors and other personnel on campus to present classroom content to graduate level courses. In addition, external partners in the community have hosted a number of MS in FCS graduate student interns. Such long-term partners include HOPE of East Central Illinois, the Illinois Council on Community Services (ICCS), Teen Reach, Central East Alcoholism and Drug (CEAD) Council, the Department of Children and Family Services (DCFS), One Hope United, Mattoon Area PADS, and The Center for Youth and Family Solutions.

**Criterion 4: The program documents sustained achievements in research and creative activity with graduate students and faculty.**

**4.a.i. Research productivity:** *Has an annual research productivity goal and documents that its candidates meet or exceed the completion of those products.* The program engages its students in research/creative activity through the requirement of one of three signature experiences: thesis, independent study, or internship. Every student in the program has to fulfill this expectation in order to graduate, documenting that this goal is met.

- The program requires that all MS in FCS students complete research projects in both FCS 5900 (Research Methods) and FCS 5901 (Statistics in FCS), ensuring that all candidates in the program engage in original research and scholarship.
- The program's thesis option engages students in traditional research in the discipline and also prepares students for PhD study.
- Since 2010, 41 theses have been successfully completed and defended within the MS in FCS program. Most, if not all, of the students that complete a thesis present their work at state and national conferences.

**4.a.ii. Research engagement: *Graduate candidates achieve a sustained record of scholarship through presentations, performances, or exhibits.*** The program engages students in research and scholarship through the following processes:

- Thesis candidates are strongly encouraged (and mentored) to submit their projects for presentation at regional, state, or national conferences.
- Last year, the Lumpkin College of Business and Applied Sciences hosted its first Research Symposium (on April 21, 2015) and several MS in FCS graduate students had their work selected for presentation.
- Students that complete a thesis are strongly encouraged (and mentored) to submit their work to a peer-reviewed journal for consideration of publication.
- The program encourages all MS in FCS students to submit their class and/or thesis work to the EIU Graduate Expo Poster Presentation.
- The program encourages students to apply for research grants and travel awards so that they can present their work at conferences.
- The program encourages students to submit their completed thesis for the Thesis Award of Excellence.

**Research goals: Achieved**

- In 2009 Shannon Schwab received the Thesis Award of Excellence for LCBAS; in 2010 Renee Smith received the award for LCBAS; in 2011 Michelle Roberts received the award for LCBAS, in 2012 Christa Huxel received the award for LCBAS, in 2013 Theresa Lindsay received the award for LCBAS, and in 2015 Rachael Hawn received the award for the LCBAS.
- The Master's in FCS program had students from the program present their research at the Graduate Student Expo in 2009, 2010, 2011, 2012, 2013, 2014, and 2015.
- Three students had their work accepted for presentation through a blind peer-review process at the National Council on Family Relations annual conference (2009, 2010 and 2013). One student had their work accepted for presentation through a blind peer-review process at the 2014 American Council on Consumer Interests annual conference.
- Eight MS in FCS students have published with faculty (or submitted manuscripts for publication) since 2011.

**4.b. Sustained commitment to research and travel grants and graduate school programs: A record of sustained participation in the annual graduate school research and travel grants that includes both applications for awards and a record of earning awards.**

- Students are informed of the Graduate School Travel Awards and the Graduate School Research Awards through the MS in FCS website, newsletter, flyers, one-on-one advising, and in-class announcements. Students who are engaged in a research project are encouraged to apply for the available awards. Since 2010, the MS in FCS students have received seven Williams Travel Grants and three Research and Creative Activity Grants.

**4.c. Sustained commitment to showcasing scholarship/creative activity: *Showcases graduate research and scholarship through a sustained commitment to the Graduate Exposition by requiring students and faculty to participate.*** Students who are completing a thesis or mini-research project are encouraged to present at the Annual Research Fair during Graduate Exposition week. Additionally, all students enrolled in FCS 5900 Research Methods are required to showcase their work during a class poster presentation event and all students enrolled in FCS 5901 (Statistics in FCS) are required to showcase their projects with an oral presentation. Over the past five years, students have showcased their scholarly work in a number of venues,

including: Research Methods poster presentations, Statistics in FCS oral presentations, Illinois Council on Family Relations, Illinois Association of Family and Consumer Sciences, National Council on Family Relations, the EIU Foundations Dinner during Homecoming, and the Graduate School Expo.

The presentations featured in the LCBAS Research Symposium will be featured on the MS in FCS website as well as in The Keep in Booth Library. The posters that students present at local, state, and national conferences are displayed in the halls of Klehm Hall so that we can showcase student research and the myriad of ways that faculty support and mentor various topics within the FCS discipline.

**4.d. Sustained record of award program participation: *Demonstrates participation in the Graduate School's Distinguished Awards program with evidence of nominations, applications, and achievements.*** The Master's in FCS graduate program has a sustained record of award program participation. For example:

- The MS in FCS online-option graduate program was awarded a Graduate Education Leadership Award in spring, 2015.
- Three alumni selected for the Outstanding Graduate Alumni award in recent years: Jayne Ozier in 2012; Lela Angela Propst in 2013; Kathy Pendleton in 2014.
- Six MS in FCS graduate students received the Outstanding Thesis Awards for the LCBAS (2009: Shannon Schwab, 2010: Renee Smith, 2011: Michelle Roberts, 2012: Christa Huxel, 2013: Theresa Lindsay, and 2015: Rachael Hawn).
- Seven MS in FCS graduate students received Williams Travel Grant Awards (2010: Christine Ozier, 2012: Laura Lucas, 2013: Laura Lucas and Helen Marcotte, 2014: Molly Button, Joshua Fourman, and Brittany Poders).
- Four MS in FCS graduate students received Research and Creative Activity Grant Awards (2013: Penny Arthur, Joshua Fourman, and Laura Lucas, and 2014: Jessica Seals).
- Every year the Graduate Coordinator attends the Graduate School's Scholarship and Recognition Awards Ceremony and presents the Distinguished Graduate Student award to the MS in FCS awardee.
- Since its inception, a Graduate Faculty member and graduate student from the MS in FCS graduate program has participated in the Graduate Student Showcase and Expo video recordings and presentations. The first year the videos and panels began, the Graduate Coordinator served as the Moderator for the LCBAS and the following year had a graduate student's work selected for one of the few videos that were created that year (for Jennifer Cannon).
- Since 2010, two of our faculty members (Linda Simpson and Melanie Burns) were nominated for the Rodney S. Ranes Graduate Faculty Mentor Award.

**Criterion 5: Sustained record of opportunities for the discovery and application of knowledge; graduate faculty members reflect the University's teaching and mentoring priority and have a record of research/creative activity and professional service.**

**5.a. Sustained record of coordinator leadership: *The Coordinator has a sustained record of leadership.*** The Graduate Coordinator for the MS in FCS program has achieved a strong record of leadership in the following ways over the previous five years:

- Member of the Council on Teacher Education (COTE) 2015-present
- Member of the Making Excellence Inclusive Committee 2014-present
- Member of the Council on Graduate Studies 2007-2010

- Chair of the Council on Graduate Studies 2009-2010
- Member of the Faculty Senate 2010-2013
- Member of the Committee on the Assessment of Student Learning 2007-2010
- Member of the School of Family and Consumer Sciences' Executive Committee 2009-present
- Member of the Feminism and Family Studies Section Officers of the National Council on Family Relations (premier professional organization for family services) (2005-2013)
- Chair of the Feminism and Family Studies Section of the National Council on Family Relations (2009-2011)
- Member of the National Council on Family Relations' Program Planning Committee (2010 and 2011)
- Chair of the FCS Family Services Screening Committee (2011-2012; 2013-2014)
- Recipient of an Achievement and Contribution Awards in 2007 (research), 2010 (service), and 2013 (service)
- Member of the 2012 Achievement and Contribution Awards Committee
- Member of the IVP-ITS Screening Committee (2010-2011)
- Co-Chair of the Hamand Scholar Society Committee (2010-2012)
- Served on the Executive Committee for the HOPE of East Central Illinois' Board of Directors (2009-2012)
- Recipient of the Illinois Council on Family Relations' Faculty Mentor Award (2013)
- Recipient of the Annual Minority Affairs and TRiO Awards' Outstanding Faculty Award (2012)

**5.b. Sustained graduate faculty scholarship: Graduate faculty are active scholars in the discipline and can document a sustained record of scholarship and extramural funding.**

Fourteen members of the MS in FCS faculty have achieved multiple scholarly achievements/awards in the areas of *teaching, research, and service*.

- |                       |                      |
|-----------------------|----------------------|
| ○ Axton Betz-Hamilton | ○ Linda Simpson      |
| ○ Melanie Burns       | ○ Frances Murphy     |
| ○ Jacquelyn Frank     | ○ James Painter      |
| ○ Karla Kennedy-Hagan | ○ Jaimee Hartenstein |
| ○ Lisa Moyer          | ○ Nichole Hugo       |
| ○ Rick Wilkinson      | ○ Kathleen O'Rourke  |
| ○ Michelle Sherwood   | ○ Katherine Shaw     |

In addition, the MS in FCS faculty have documented the following research publications since 2011 (when students have co-authored, their names are underlined)<sup>3</sup>

**Dr. Axton Betz-Hamilton**

Vincenti, V., Browne, L., Betz-Hamilton, A., & Jasper, C.R. (2014). Secrecy and elder power of attorney financial exploitation within the family system. *Journal of Consumer Education*. (in press).

Tell, D., & Betz, A.E. (2012). Housing issues and solutions for the residents on the Pine Ridge Reservation, South Dakota. *Journal of Consumer Education*, 29, 70-74.

Walters, W. & Betz, A.E. (2012). Medical identity theft. *Journal of Consumer Education*, 29, 75-79.

Betz, A. (2014). Website security. In W. Reiboldt & M. Horn Mallers (Eds.), *Consumer survival: An encyclopedia of consumer rights, safety, and protection* (pp. 879-881). Santa Barbara, CA: ABC-CLIO.

<sup>3</sup> See Appendix F for a list of faculty presentations since 2011

- Betz, A., & Lucas, L.B. (2014). Identity theft: Child. In W. Reiboldt & M. Horn Mallers (Eds.), *Consumer survival: An encyclopedia of consumer rights, safety, and protection* (pp. 520-522). Santa Barbara, CA: ABC-CLIO.
- Betz, A., & Walters, W. (2014). Gramm-Leach-Bliley Act. In W. Reiboldt & M. Horn Mallers (Eds.), *Consumer survival: An encyclopedia of consumer rights, safety, and protection* (pp. 489-491). Santa Barbara, CA: ABC-CLIO.
- Betz-Hamilton, A.E. Crime and families. *The Encyclopedia of Family Studies*. (Accepted).
- Betz-Hamilton, A.E. & Nagarajan, A. Economic distress. *The Encyclopedia of Family Studies*. (Accepted).
- McGuire, M. & Betz-Hamilton, A.E. Engagement. *The Encyclopedia of Family Studies*. (Accepted).
- Betz-Hamilton, A. (2014). Addressing career development and the integrative nature of family and consumer sciences: An independent study. *Proceedings of the 2014 Housing Education and Research Association Conference*.
- Betz-Hamilton, A. (2014). Identity theft and the potential impact on the housing industry. *Proceedings of the 2014 Housing Education and Research Association Conference*.
- Vincenti, V., Betz-Hamilton, A., Browne, L., Goebel, K., & Jasper, C. (2014). Elder financial exploitation via Power of Attorney abuse: An analysis of in-depth interview data from a pilot study. *Consumer Interests Annual*, 60.
- Lucas, L. & Betz-Hamilton, A.E. (2014). College students and identity theft: Do parents matter? *Consumer Interests Annual*, 60.
- Betz-Hamilton, A. (2013). Learning about housing organizations and agencies as a way to improve verbal communication. *Proceedings of the 2013 Housing Education and Research Association Conference*.
- Tell, D. & Betz-Hamilton, A.E. (2013). How does culture influence housing choices and behaviors of residents of the Pine Ridge Reservation?: Preliminary results. *Proceedings of the 2013 Housing Education and Research Association Conference*.
- Betz, A.E. & Tell, D. (2012). Making it "Real": Applying undergraduate introductory housing concepts to the real world using a final writing assignment. *Proceedings of the 2012 Housing Education and Research Association Conference*.
- Betz, A. E. & Gustafson, V.M. (2012). Instructional design to facilitate undergraduate career goals: A housing independent study in Family and Consumer Sciences teacher education. *Proceedings of the 2012 Housing Education and Research Association Conference*.
- Betz, A.E., Gudmunson, C.G., and Hong, G.S. (2012). The recovery experiences of child identity theft victims: Preliminary results. *Consumer Interests Annual*, 58.
- Dr. Lisa Brooks**
- Brooks, L., & Simpson, L. (2014). Experiential learning in higher education: Implications for improving the employability of FCS graduates. *Journal of Family and Consumer Sciences*, (106)2, 16-21.
- Brooks, L. Examining Critical Thinking Dispositions of Interns. [In-Progress]
- Dr. Melanie Burns**
- Huxel, C.R., Burns, M.T., O'Rourke, K.A., & Simpson, L.D. (2012). Comparison of Nutritive Value, Cost, Viscosity, and Acceptability among Developed Oral Nutritional Supplements and Commercially-Prepared Supplements. *Journal of the Academy of Nutrition and Dietetics*, 112(S9): A-57.
- Burns, M.T. (2012). Instructor's Manual to accompany *Community Nutrition in Action*, 6e. Cengage Publishing.
- Burns, M.T. (2012). Test bank to accompany *Community Nutrition in Action*, 6 e. Cengage Publishing.
- Burns, M.T. (2011). Testbank to accompany, *Visualizing Nutrition*, 2e, Wiley and Sons Publishing.

**Dr. Crystal Duncan-Lane**

- Meszaros, P. S., Sobrero, P., Schneider, S. B., Duncan Lane, C., Hastings, S., Vail, A., & Marek, L. (2012). Family and Consumer science professionals building community capacity in Appalachia. *International Journal of Technology, Knowledge, and Society*, 7, 91-104.
- Schneider, S.B., Brock, D.J., Duncan Lane, C., Meszaros, P.S., & Lockee, B. (2011). Using Information Technology to Forge connections in an Extension Service Project. *Journal of Extension*, 49 (6). Retrieved from <http://www.joe.org/joe/2011december/a5.php>

**Dr. Jacquelyn Frank**

- Frank, J.B., & Gill, E. (in press). The negotiated identities of long-term inmates: Breaking the chains of problematic integration. *Western Journal of Communication*.
- Frank, J.B., Omstead, J-A, Pigg, S. (2012). The missing link: service-learning as an essential tool for Correctional Education. *Journal of Correctional Education*.
- Frank, J., Malaby, M., Raidonis-Bates, L., Coulter-Kern, M., Fraser-Burgess, S., Jamison, J.R., et al. (2011). Serve at your own risk? An Indiana study of the meaning of service-learning in the promotion and tenure process. *Journal of Community Engagement and Higher Education*.

**Dr. Jaimee Hartenstein**

- Hartenstein, J. L. (2014). Tender Years Doctrine. In C. L. Shelhan (Ed.), *The Encyclopedia of Family Studies*. Hoboken, NJ: John Wiley & Sons, Inc.
- Markham, M. S., & Hartenstein, J. L. (2014). Shared custody. In L. Ganong & M. Coleman (Eds.), *Social History of American Families: An Encyclopedia* (pp. 3:1174-1175). Thousand Oaks, CA: Sage.
- Mitchell, Y. T., Hartenstein, J. L., Markham, M. S., & Bernard, D.L. (2014). Portfolios in family science: A template for integrating family life education. *Family Science Review*, 19(1), 37-55.
- Markham, M. S., Hartenstein, J. L., Mitchell, Y. L., & Aljayyousi-Khalil, G. (revise and resubmit; revision in progress). Communication among parents who share physical custody after divorce or separation. *Journal of Family Issues*.
- Markham, M. S., Mitchell, Y. T., & Hartenstein, J. L. (in press). Portfolio development for family life educators. In M.J. Walcheski & J.S. Reinke (Eds.), *Family Life Education: The Practice of Family Science*. Minneapolis, MN: National Council on Family Relations.
- Mitchell, Y. T., Hartenstein, J. L., & Markham, M. S. (2012). Incorporating portfolios into family science. *NCFR Report*, 57, F35-F36.

**Dr. Nichole Hugo**

- Hugo, N., & Lacher, R.G. (2014) Understanding the role of culture and heritage in community festivals: An importance-performance analysis. *Journal of Extension*. 52(5).
- Thomsen, J.M., Harrill, R., Hugo, N.C., Lacher, G., & Mihalik, B.J. (2014). Understanding shifts in 3s destination tourist preferences: An importance –performance analysis (ipa) of Punta Cana, Dominican Republic. *International Journal of Hospitality and Tourism*. 4(1).

**Dr. Kathleen O'Rourke**

- O'Rourke, K. & Williams, L. (2013). Analysis of course exam preparation by undergraduate Family and Consumer Sciences students. *American Association of Family and Consumer Sciences Colleges, Universities, and Research (CUR) Conference Proceedings*, Alexandria, VA: AAFCS.
- Berbaum, A., Simpson, L., O'Rourke, K., & Taylor, L. (2012). Consumer socialization: The relationship with compulsive buying behavior. *American Association of Family and Consumer Sciences Colleges, Universities, and Research (CUR) Conference Proceedings*, Alexandria, VA: AAFCS.
- Huxel, C. R., Burns, M. T., O'Rourke, K. A., & Simpson, L. D. (2012). Comparison of nutritive value, cost, viscosity and acceptability among developed oral nutritional supplements and commercially-prepared supplements. *Journal of the Academy of Nutrition and Dietetics*, 112

(9), A-57.

Simpson, L., Taylor, L., O'Rourke, K., Shaw, K., Bowers, J., & Reifsteck, D. (2012). Back in black: Observing consumers on Black Friday. *American Association of Family and Consumer Sciences Colleges, Universities, and Research (CUR) Conference Proceedings*, Alexandria, VA: AAFCS.

Lewis, S., O'Rourke, K., Taylor, L., & Meadows, M. (2012). Examination of cyber bullying and relational aggression among high school students. *American Association of Family and Consumer Sciences Colleges, Universities, and Research (CUR) Conference Proceedings*, Alexandria, VA: AAFCS.

Barnes, J. L., Kennedy-Hagan, K., Painter, J. E., & O'Rourke, K. (2011). Factors that influence compliance with the gluten-free diet for Celiac Disease individuals. *Journal of the Academy of Nutrition and Dietetics*, 111(9), A-36.

Simpson, L., Taylor, L., O'Rourke, K., & Shaw, K. (2011). An analysis of consumer behavior on Black Friday. *American International Journal of Contemporary Research*, 1(1), 1-9.

#### **Dr. Katherine Shaw**

Shaw, K. & Sullivan, P., *The Effects of Retail Place Attachment on E-tailing Patronage*.

Shaw, K. & Sullivan, P., Retail Place Attachment: A Qualitative Study of Apparel Shoppers. *Journal of Global Fashion Marketing*.

Simpson, L., Taylor, L., O'Rourke, K., & Shaw, K. (2011). An analysis of consumer behavior on Black Friday. *American International Journal of Contemporary Research*, 1(1), 1-5.

#### **Dr. Linda Simpson**

Brooks, L. & Simpson, L. (2014). Experiential learning in higher education: Implications for improving the employability of FCS graduates. *Journal of Family and Consumer Sciences*, (106)2. 16-21.

Huxel, C., Burns, M., O'Rourke, K., & Simpson, L. (2012). Comparison of Nutritive Value, Cost, Viscosity, and Acceptability among Developed Oral Nutritional Supplements and Commercially-Prepared Supplements. *Journal of the Academy of Nutrition and Dietetics*, 112(S9): A-57.

Simpson, L. Smith, R., Taylor, L., & Chad, J. (2012). College debt: An exploratory study of risk factors among college freshmen and its effect on college choice. *Journal of Student Financial Aid*, 42(1). 16-27.

Simpson, L., Taylor, L., O'Rourke, K., & Shaw, K. (2011). An analysis of consumer behavior on Black Friday. *American International Journal of Contemporary Research*. 1(1). Located at <http://www.aijcrnet.com/index.php/current>.

Simpson, L. (2012). Buyer beware: Frauds and scams. *The Encyclopedia for Consumer Safety*.

Simpson, L. (2012). Credit cards. *The Encyclopedia for Consumer Safety*.

Simpson, L., Taylor, L., O'Rourke, K., & Shaw, K. (2011). An analysis of consumer behavior on Black Friday. *American International Journal of Contemporary Research*, 1(1), 1-5.

#### **Dr. Lisa Moyer**

Czapek, C., & Moyer, L. Calm down and cope on: Coping strategies for families with a childhood cancer diagnosis. Manuscript in preparation.

Simpson, L. Smith, R., Taylor, L., & Chad, J. (2012) College debt: An exploratory study of risk factors among college freshmen and its effect on college choice. *Journal of Student Financial Aid*, 42(1). 16-27.

Simpson, L., Taylor, L., O'Rourke, K., & Shaw, K. (2011). An analysis of consumer behavior on Black Friday. *American International Journal of Contemporary Research*, 1(1), 1-5.

Taylor, L.M. (2011). Feminism and family studies section news. *National Council on Family Relations Report*, 56(1), 9.

#### **Dr. Mikki Sherwood**

Meadows, M. (2012) Pink and blue: Telling the boys from the girls in America (book review). *Journal of Family & Consumer Sciences* 104(3), 57-59.

**Dr. Richard Wilkinson**

Wilkinson, Richard F. (2012). *Keeping small hospitality programs afloat in rough waters*.

Roundtable discussion leader at the annual international conference of the Council on Hotel, Restaurant and Institutional Education (I-CHRIE), Providence RI.

Wilkinson, R. (2013, April). *How hospitality and tourism programs utilize advisory councils*.

Paper presented at the 2013 I-CHRIE Central Federation Research Symposium, Springfield, MO.

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**Conclusion**

Based on the information presented in this document, the Master's in Family and Consumer Sciences graduate program requests the designation of *A First Choice Graduate Program at Eastern Illinois University*.