Section 1. Introduction

The Department of Family and Consumer Sciences had a very productive year. We had the highest undergraduate enrollment in the College of Agriculture and Natural Resources and were first in extramural contracts and grants. We continued to be a campus leader in undergraduate student assessment. We are proud of our Outreach and Extension efforts and impacts. All faculty contributed to refereed journal publications, poster and paper presentations, juried design submissions, and invited presentations. The Early Care and Education Center (ECEC) successfully operated in the black.

We have continued to address the items in our 2009-2014 Academic Plan with the following key accomplishments:

- The first group of students under the new requirements for admission to the Didactic Program in Dietetics submitted their applications for admission to the program and several have been accepted.
- Our undergraduate enrollment was the highest in the College of Agriculture and Natural Resources in fall 2011.
- Our extramural funding was highest in the College of Agriculture and Natural Resources.
- Students continued to present at national meetings and successfully compete in juried design competitions.
- Work continued on use of the core competencies in our curriculum as part of our student assessment plan.
- There was a 100% pass rate for graduates taking the Registration Examination for Dietitians (n = 6).

Section 2. Academic Planning Implementation

Progress on the FCS Departmental Academic Plan is as follows.

Leadership Development:

Action Item 1: Expand the use of development dollars to include staff development opportunities, such as attending conferences or workshops. Staff members attended trainings on the following: new staff performance review system, HRMS web-based updates, HR Liaisons meetings, new time reporting system, Advance, CRIS projects, FERPA, WyoLync, Excel 2010, Sponsored Programs, and Pistol. One staff member served as a member-at-large on Staff Senate, and was secretary of the Credentials and Elections committee.

Action Item 2: Explore reduced teaching load for research/creative intensive semesters on a regular rotation for all faculty members, utilizing donor funds to pay for course coverage by adjuncts. Criteria and a potential rotation schedule for faculty research semesters were developed. A proposal for application for such research semesters within the department was developed and approved by department faculty in spring semester 2012. No faculty members have yet applied for a research semester.

Action Item 3: Encourage student applications to the Beyond the Classroom and other programs for international opportunities. One graduate student received funding from multiple sources to travel to India with the Social Justice in India course, including Beyond the Classroom, UW Foundation/Office of the President and additional funding from a community source.

Teaching:

- Undergraduate

Action Item 4b: Revise and update departmental webpage; continue to revise recruitment materials and identify outlets; explore using entry requirements for high-demand program options. Dr. Christine Wade has been working with Institutional Marketing to determine the
strengths and weaknesses of the current web site, as well as what changes may have the largest impact. Dr. Wade also attended a CMS level 1 training so that she could begin making the changes that were recommended by Institutional Marketing. These changes are almost complete and will go live in the next few months. Institutional Marketing will track the impact of the changes and make further recommendations as needed. Students continue to make application for admission to the Didactic Program in Dietetics based on the changes instituted in 2009-2010.

Action Item 5: Continue curriculum mapping and course revisions with input from an alumni survey and ePortfolio student competency assessments. Due to frustrations with the type and quality of the data produced by the e-portfolio system, and the difficulty using the data for curriculum mapping purposes, the department Assessment Committee, with the support of the department teaching faculty, redesigned the undergraduate student assessment process this year.

Action Item 6: Explore additional internship requirements, internship opportunities and internship funding for our undergraduate students. We continue to have active internship programs in Professional Child Development, Family and Community Services. Students in these program areas are required to complete internships. Human Development and Family Sciences faculty have revised criteria for determining readiness for internships and will revise the internship manual to reflect the changes in this program area. This program area continues to actively seek appropriate internship placement options that meet the needs of students including internships that may include stipends (such as the AmeriCorps program). Textiles and Merchandising faculty explored additional internship opportunities for students with former Project Runway designers such as Mondo Guerra and Fallene Wells in Denver, CO. One program graduate has recently begun an internship with designer Fallene Wells.

Action Item 7: Institute regular articulation meetings with the community colleges related to all FCS degree options and articulated coursework. The department contributes to the College of Agriculture and Natural Resources articulation meetings with the community colleges. Dr. Rhoda Schantz was an invited participant for the focus group to develop the Associate of Science in Sustainable Food Systems program at Sheridan College. Dr. Schantz has continued as an active reviewer for this proposed program.

The Wyoming Campus Early Education Coalition (WCEEC) is a group made up of campus-based early childhood centers in Wyoming. Participants include: University of Wyoming, Laramie County Community College, Western Wyoming Community College, Northwest Community College, Casper College, and Central Wyoming College. The WCEEC planned a conference for campus program directors as well as teachers from the centers for June 2012. Speakers will include representatives from the Governor’s office, Dept of Family Services, Dept of Education, Wyoming Children’s Action Alliance, Wyoming Kid’s First, Early Childhood Faculty from UW, LCCC, Western Wyoming College, and Casper College, Wyoming Early Childhood State Advisory Council, Dept of Workforce Services, UW Institutional Marketing, and UW Special Assistant to the President for External Affairs. The conference is being funded through the Ellbogen Foundation. Throughout the three day experience, campus programs will also have the opportunity to meet and address each program’s vision, mission, and goals as program administrators and teachers collaborate.

- Graduate:

Action Item 8: Examine departmental graduate programs, curriculum and explore the feasibility of distance delivery methods; market our program through webpage changes, brochures, displays, professional meetings, and travel to identified undergraduate institutions. Institutional Marketing was asked to evaluate the current Family and Consumer Sciences graduate web pages and provide recommendations for changes. These changes are almost complete and will go live in the next few months, and will include improved faculty profiles, more accurate search terms and
improved navigation. Contacts continue to be made at potential feeder institutions and recruitment materials have been sent to many of these institutions. A graduate student handbook was created in the summer of 2011 and was distributed to all graduate students and faculty mentors in the fall of 2011. The handbook is currently undergoing additional revisions and will again be distributed to incoming graduate students in the fall of 2012. At that time, all incoming FCSC graduate students will undergo a newly developed departmental orientation/mentoring program to assist them in adapting to graduate school and its expectations. Two faculty members attended the National Conference on Undergraduate Research (NCUR) in Ogden Utah in spring semester, and spent two days recruiting qualified undergraduates for the graduate programs in the departments of Family and Consumer Sciences and Psychology.

**Action Item 9: Support and participate in the Integrative Biomedical Sciences Ph.D. program.** A nutrition student with an INBRE assistantship has completed her first year in the program. A joint student between Kinesiology and FCSC has completed her second year in the program.

**Action Item 10: Explore funding for additional graduate student assistantships through development efforts, women and minority assistantship pool, and grant support dollars.** Faculty members are including assistantships in their grant proposals. The department is currently exploring the use of funds from a specific donor to support graduate student research projects.

**Research:**

**Action Item 12: Increase grant submissions, juried creative submissions and refereed journal publications. Build dollars for additional staff support or student hourly help into grant budgets.** Faculty are being encouraged to submit in all areas. Staff and hourly student help are currently being requested in submitted grant proposals.

**Action Item 14: Review departmental tenure, promotion and yearly evaluation criteria.** The Evaluation Committee chaired by Dr. Rhoda Schantz explored changes to the current department annual evaluation criteria; a new policy was developed and approved spring semester 2012.

**Action Item 15: Target new faculty hires/CPM requests to strengthen our graduate programs.** New faculty requests for 2011-2012 were not successful, but were targeted toward strengthening teaching in adult aging and textiles and merchandising/sustainability to benefit undergraduate and graduate programs. The Academic Professional request for the DPD would have also assisted with balancing the teaching/advising/university service loads in that program area.

**Outreach/Extension:**

**Action Item 16: Strengthen our relationship with 4-H, FCCLA and other youth organizations through assistance with curricula, joint meetings, and participation in fairs and conferences.** Dr. Christine Wade is working with 4-H on program evaluation. The department provided awards and displays for the State Fair, and department members participated as judges at the county and state levels. For the fourth year, the department served as the peer review group for state level 4-H/Youth Development Academic Professionals. Melissa Bardsley has teamed with 4-H on the BodyWorks program (see Action Item 20).

**Action Item 17: Continue offering nutrition education to low-income children and adults in Wyoming through the CentSible Nutrition Program.** The CentSible Nutrition Program (CNP) continues to have strong behavioral food- and nutrition-related impacts. In 2011, over 1,200 adults graduated from the CNP nutrition and cooking classes and 2,088 youth completed a series of lessons. In addition, educators taught one-time educational lessons with 5,454 adults and 4,895 youth. Total direct teaching contacts were 15,876 adult and 15,335 youth.

**Action Item 18: Enhance visibility of the CentSible Nutrition Program within Wyoming and across the United States.** CNP has an increasingly national presence. Director Dr. Mary Kay Wardlaw was elected co-chair for the EFNEP Multi-state Research Project, NC1169, to examine
nutrition methods and tools. She also serves as co-chair for the National EFNEP committee reviewing the Behavior Checklist assessment. The CNP web site provides information for clients, collaborators and the general public with an average of 3,400 visitors and 29,400 hits per month. In addition, CNP reported nearly 90,000 potential indirect contacts (some duplicate) through 320 events including health fairs, educational events, newspaper and radio. The Natrona County staff filmed a monthly spot for the local television stations which aired on the morning show with an estimated viewership of 5,000.

**Action Item 20: Strengthen programming to help Wyoming children, youth and adults achieve healthy lifestyles.** Cent$ible Nutrition Program curricula addressed and assessed key nutrition and physical activity behaviors. All program materials were revised to reflect MyPlate and the Dietary Guidelines for Americans 2010 including the adult curricula and youth curricula (Grazing with Marty Moose, Munching Through Wyoming History, and Passports to Food Adventures). The WIN the Rockies curricula available online were also revised (A New You, WIN Kids, and WIN Kids Fun Days).

In March of 2012, IRB approval was received to evaluate the BodyWorks (BW) Program. BW is a program designed to help parents and caregivers of adolescents improve family eating and activity habits. The program focuses on parents as role models and provides them with hands-on tools to make small, specific behavior changes to prevent obesity and help maintain a healthy weight. This program was piloted in Laramie in April as a cross-initiative effort between 4-H and the Nutrition and Food Safety Initiative teams. Plans are to train all ten Wyoming Nutrition and Food Safety Educators to be BW trainers who will then team up with a 4-H Youth Educator in their regions to provide one BW program that will be analyzed in 2012-2013. This BW program will also pilot the use of an evaluation template developed by North Carolina Extension that the Nutrition and Food Safety Extension educators plan to utilize for 2013 reporting to NIFA.

Dr. Enette Larson-Meyer was a coach for the She’s a Runner Girl program – a six week running program for 3rd – 6th grade girls.

**Action Item 21: Complete development of publications associated with WIN the Rockies.** WIN The Rockies publications (A New You, WIN Kids and WIN Kids Fun Days) were revised to reflect MyPlate and 2010 Dietary Guidelines for Americans.

**Action Item 22: Continue to promote success in agriculture for people with disability and their families.** AgrAbility has been funded through April 2014. The program hired a new Project Coordinator, Chelsea Hampton.

**Action Item 23: Continue the USDA/CSREES Food Safety grant through completing the training of the small rural food processors and complete the extension bulletin and research publications already begun.** BS-1200 Building Your Food Safety Plan Step by Step Hazard Analysis Critical Control Point (HACCP) Guide for Small, Non-Meat Processors was revised March 2012 and BS 1200.1 Facilitators Guide for Building Your Food Safety Plan Step by Step HACCP Guide for Small, Non-Meat Processors was published March 2012. These guides were used for Wyoming Food Safety Coalition (WFSC) trainings.

**Action Item 24: Continue the Consumer Issues Conference as a teaching and outreach effort.** The 2011 Consumer Conference focused on Pills, Potions and Profits; 374 individuals attended. The 2012 conference is titled Consumer Financial Protection: Who’s in Charge?

**Action Item 25: Pursue service-related grants that appropriately fit with job descriptions, yield publications or presentations, and strengthen service.** Dr. Vincenti raised $6000 for the 2011 Consumer Issues Conference, and has raised $4500 (as of May 31, 2012) to contribute to the 2012 conference.
Physical Space:

**Action Item 26:** Create a space utilization committee and undertake an in-depth analysis of current space utilization. Treva Sprout Ahrenholtz chairs the department’s space committee. Funded by student computer fees, the computer design lab in Ag. 3029 was remodeled to create a more efficient and accessible space. Ag. 3029’s former cabinets were repurposed to the back of Ag. 3028 for a better and more organized display case resource area. Faculty were surveyed to guide better space utilization for graduate students. The technological capabilities of Ag. 237 were upgraded and plans are underway to also upgrade the technological capabilities of Ag. 3028 in a similar manner before fall 2012.

**Action Item 27:** Identify funding sources based on the prioritized plan. We have identified some development dollars from our departmental endowments; no grant sources have been identified as yet.

**Action Item 28:** Develop case statements for cultivation of new donors through the departmental newsletter and the College of Agriculture and Natural Resources’ individual departmental mailing brochure that target identified needs. A donor statement is included in each year’s newsletter. The college no longer produces the individual department mailing brochure.

**Section 3. Teaching Activities**

Teaching faculty continued to meet two hours per month to address teaching, assessment, and curriculum issues. In addition, the Graduate Recruitment and Retention and Assessment committees met in between, bringing reports of progress to our all-department monthly meetings. Key accomplishments included:

- Teaching faculty spent significant time this year redesigning the department’s undergraduate assessment process. This included decisions on new and/or expanded competencies, new assessment rubrics, and new data collection processes that will be implemented in fall 2012.
- Our graduate recruitment committee (Dr. Christine Wade, Dr. Enette Larson-Meyer, Dr. Virginia Vincenti, Dr. Bruce Cameron, Dr. Christine McKibbin and Dr. Donna Brown) distributed new graduate recruiting materials to feeder schools. Committee members also attended recruiting opportunities such as the National Conference on Undergraduate Research to recruit potential graduate students. This committee revised the newly developed graduate student handbook for distribution to incoming graduate students in fall 2012. A new graduate student assessment tool was piloted spring semester 2012.
- Program units met regularly to examine curriculum, teaching loads, and undergraduate and graduate offerings. Course and curriculum changes were submitted including changes to the departmental core, all of which were in effect by fall 2011.
- Faculty members have continued to publish, present at national and international meetings, and conduct research in the scholarship of teaching and learning.
- Six students competed in the national Interior Design Educator’s Council (IDEC) annual Student Design Competition. This year’s competition required students to design a space/building, product, or idea for South Africa’s “Lost Generation”, those children orphaned by AIDS. Students were divided into two teams of three and had two weeks to research, develop, and communicate their ideas to a design panel. Both student teams designed camp/temporary living facilities to address needs of education, health, and connection to family and community.
- Faculty have attended workshops through the ECTL and the Outreach School, and utilized the department head for teaching observations.
- Faculty and staff received recognition:
  - Dr. Karen Williams was the Outreach Faculty Fellow (fall 2011) and was selected as a College of Agriculture and Natural Resources Outstanding Educator. Dr. Williams was awarded sabbatical leave for the 2012 – 2013 academic year.
Dr. Christine Wade and Dr. Donna Brown were nominated for the 2012 Mortar Board Excellence in Advising national award.

Treva Sprout Ahrenholtz was the recipient of a NACTA Teaching Award of Merit in spring 2012.


Dr. Sonya Meyer was presented with a Mortar Board Top Professor award.

Mona Gupton was presented with a Mortar Board Tip of the Cap staff award.

Dr. Enette Larson-Meyer and co-authors Dr. Brenda Alexander (Animal Science) and Jessica Schueler (MS Food Science and Human Nutrition fall 2011) had their paper *The Magic of Human Milk* selected as the second place award winner for the upcoming edition of *Reflections*.

Dr. Rhoda Schantz was nominated for the James C. Hurst Each Person a Student Award, spring 2012.

- **Graduate student recognition:**
  - Michaella Kaszuba was the recipient of the John P. Ellbogen Graduate Assistant Teaching Award for 2011 - 2012.

- **Undergraduate student recognition:**
  - Sophie Pettipiece was selected as the Outstanding Dietetics Student of the Year by the Wyoming Dietetics Association in spring 2012.
  - Kati Stoll was selected as the recipient of a National Phi Upsilon Omicron Scholarship for 2011-2012.
  - Kati Stoll’s design was selected as Undergraduate Best of Show, 2011 American Association of Family and Consumer Sciences National Conference/Textiles and Design Juried Showcase, Phoenix AZ, June 2011.
  - Ginny Kilander’s design *Dard’s Garden* was selected as a finalist for the 2011 “Quilts: A World of Beauty” exhibit at the 2011 International Quilt Festival, Houston TX.
  - Molly Janak had a design selected as a finalist for presentation at the 2011 American Association of Family and Consumer Sciences National Conference/Textiles and Design Juried Showcase, Phoenix Arizona, June 2011.
  - Catherine Schmidt was named a UW Gold finalist.
  - Elizabeth Meier was named a UW Gold semi-finalist.
  - Morgan Martin had her design recognized as the winner of the UW Condom Couture event, and Kati Stoll’s design was selected as both the second place and the People’s Choice award recipient at the same event.
  - Three Textiles and Merchandising/Apparel Design undergraduates have had designs selected as finalists for presentation at the 2012 American Association of Family and Consumer Sciences National Conference/Textiles and Design Juried Showcase, Indianapolis, IN, June 2012.
  - Jenna Hotovec has had a research poster accepted for presentation at the 2012 American Association of Family and Consumer Sciences National Conference, Indianapolis, IN, June 2012.

**Section 4. Research and/or Creative Activities**

Family and Consumer Sciences was number one in the College of Agriculture and Natural Resources in external contracts and grants. The total from June 1, 2011 through May, 2012 was $2,480,019. This was due to another all-time high funding award to the Cent$ible Nutrition program, AgrAbility grant allocations, and research dollars to support efforts in oxalate, PYY and Ghrelin, rural
family decisions and values related to acute respiratory infections, elder financial abuse, and student online group processes.

For this report when there were multiple authors or presenters, papers and presentations were only counted once. Invited presentations were also not double counted as refereed presentations. Our research/creative endeavor productivity was as follows:

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Section 5. Service, Extension and Outreach Activities

Family and Consumer Sciences faculty contributed in many ways to key college, university, state, and national organizations. In addition to serving on departmental committees, examples of other professional service include:

- Melissa Bardsley served as the treasurer for the Wyoming Food Safety Coalition, co-chair of the Wyoming Dining with Diabetes Issue Team and served on the Wyoming Extension Nutrition and Food Safety Initiative team.
- Mark Bittner served on the Laramie Head Start Board of Directors as Secretary, served on the Advisory Council for Laramie Montessori, co-created a committee for the Wyoming Campus Early Education Coalition and co-chaired a committee for UW to establish location and policy for lactation areas on campus.
- Dr. Randy Weigel served as a resource member for the Farm and Ranch eXtension for Safety and Health (FReSH) and served on the National AgrAbility Project community of interest on behavioral health.
- Dr. Bruce Cameron served as chair of the University Course Review Committee, as a member of the College of Agriculture and Natural Resources Tenure and Promotion, Course and Curriculum and Gamma Sigma Delta Awards committees, was co-advisor for Phi Upsilon Omicron and was the Emeritus Board Member and member of the Finance and Curriculum committees for Snowy Range Academy. Dr. Cameron was also on the electoral ballot for the position of President-Elect for the National Council of Phi Upsilon Omicron (voting to be completed June 2012).
- Dr. Shane Broughton served on the College of Agriculture and Natural Resources Scholarship Committee.
- Dr. Donna Brown was a faculty advisor for the Cap and Gown chapter of Mortar Board and served on the UW Extension Competitive Grants Review Committee.
- Dr. Enette Larson-Meyer served as Chair of the American Dietetic Association, Sports, Cardiovascular and Wellness Nutritionist (SCAN) Dietetic Practice Group, as a member of the UW Radiation Safety Committee and the Women, Sport and Physical Activity Committee. She was selected to participate in the Academic Leadership Development program on the UW campus.
- Dr. Michael Liebman served as co-advisor for Phi Upsilon Omicron, as a member of the University Studies Committee and the UW Biomedical Sciences Steering Committee.
• Mindy Meuli chaired the Wyoming State Nutrition Action Coalition (SNAC), served as treasurer of the Wyoming Dietetic Association and was appointed by the governor to serve on the Wyoming Dietetics Licensing Board.
• Dr. Sonya Meyer was Chair of the International Textile & Apparel Association’s Culture and Industry Learning Tour Committee and served on the UW Faculty Dispute Resolution Panel.
• Dr. Kari Morgan served as a member of the Child Care Task Force, was Chair of the UW Student Interaction Committee and a member of the Advisory Board for the ECTL Critical Thinking Symposium.
• Dr. Rhoda Schantz continued to serve as the Director of the Didactic Program in Dietetics and was the faculty advisor for the Student Dietetics Association. She prepared and submitted the five-year accreditation report (Program Assessment Report [PAR]) for the Didactic Program in Dietetics to the accrediting body, Accreditation Council for Education in Nutrition and Dietetics.
• Dr. Christine Wade served as liaison to 4-H, and as a faculty advisor to the Cap and Gown Chapter of Mortar Board.
• Treva Sprout Ahrenholtz served on Faculty Senate and as faculty advisor to the Baptist Collegiate Ministries.
• Dr. Virginia Vincenti served as President of the Wyoming Association of Family and Consumer Sciences and served on the UW Faculty Senate Information Technology Committee. She served as the faculty advisor to the student chapter of AAFCS.
• Dr. Karen Williams served as the Director of the Bachelor of Applied Sciences Program, served as the College of Agriculture and Natural Resources representative to the Land Grant Universities (LGU) Knowledge Discovery System National Planning Initiative, served on the UW Athletic Planning Committee (and was Chair of the Academic Integrity Subcommittee), judged the 4-H State competition in several categories, and was a member of the University Studies Program Review Stage 2 Task Force.
• Dr. Mary Kay Wardlaw served on the Extension Administrative Team for the College of Agriculture and Natural Resources, the Nutrition and Food Safety Initiative team, co-chaired the National EFNEP committee to conduct research review for the Behavior Checklist assessment, and co-chaired the regional multi-state EFNEP research project.
• Graduate student Michaella Kaszuba helped organize and produce the Indian Fabric Design Challenge and Fashion Show that helped raise funds for the Keep Girls in School project and the Aarti Home in Kadapa, India. Student organizations Phi Upsilon Omicron and the American Association of Family and Consumer Sciences assisted with the event.

Over half of the department faculty taught in our distance degree program, making a significant contribution to outreach efforts. We continued to have an MOU with the Outreach School to provide the distance advisor for the FCSC programs. In addition, there were major contributions to Extension programs resulting in important impacts.

Cent$ible Nutrition:
• 2,088 youth participated in a series of lessons from Grazin’ with Marty Moose, Munching Through Wyoming History, Passports to Food Adventures, or WIN Kids. 1,206 adult participants in a series of lessons reported the following outcomes through the pre- and post-assessments: 84% showed improvement in one or more food resource management practices; 53% reported planning meals ahead of time more often; 44% reported comparing prices before purchasing food more often; 42% reported shopping with a grocery list more often; families reported saving an average of $43.75 per month, or over $525 a year; 41% reported running out of food before the end of the month less often; 44% reported making food from scratch more often; 90% showed improvement in one or more nutrition practices; 97.5% reported a positive change in any food group; 50% reported thinking about healthy

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food choices more often when deciding what to feed their families; 61% reported using the “Nutrition Facts” labels to make food choices more often; 41% reported they or their children eat something in the morning within two hours of waking more often; 50% reported serving more than one kind of fruit to their families each day more often; mean daily cups of fruits increased from 0.8 to 1.2, or .40 cup increase; 48% reported serving more than one kind of vegetable to their families each day more often; 41% reported that when eating bread, they eat whole grain bread more often; mean daily cups from the dairy group increased from 1.9 to 2.1, or 0.2 cup increase. The Healthy Eating Index increased from 58.7 to 64.7 (perfect diet = 100). 5,454 adults and 4,895 youth participated in one-time educational lessons with 81% reporting intent to change behavior.

State Nutrition Action Coalition (SNAC):
Mindy Meuli served as Chair of the State Nutrition Action Coalition, which is a committee of agencies that receive funding from USDA. The purpose of the committee is to promote consistent nutrition and physical activity messages to the audiences served. The coalition produced 12 SNAC newsletters that highlighted seasonal fruits and vegetables. Each newsletter contained shopping and nutrition information, physical activities, and conversation starters for family meals. The newsletters were distributed to grocery stores statewide and SNAC team agencies, which include the Department of Health, WIC and Diabetes Prevention and Control Program, University of Wyoming Cent$ible Nutrition Program, Wyoming Department of Education, and Department of Family Services.

AgrAbility:
Wyoming AgrAbility was successful in obtaining continuing grant funding from NIFA to offer support to Wyoming agriculture. It addresses the National AgrAbility Project goals of education, networking and information, consultative services, and marketing. Wyoming's two independent living centers, Wyoming Independent Living Rehabilitation and Wyoming Services for Independent Living continue to partner with Wyoming AgrAbility. This provides greater state-wide presence and support for Wyoming agriculture. Wyoming Institute for Disabilities (WIND) continues to provide the leadership in assistive technology. Consultative services, including work-site assessment and technical assistance, occurs throughout the grant and focused on task evaluation, work-site modification, assistive technology acquisition, independent living case management, and continued awareness of the WIND Assistive Technology Resource (WATR) Loan Center and Wyoming Technical Access Program (WYTAP) loan program. Marketing efforts include the AgrAbility web site which has been updated to feature a blog site as well as Facebook presence. Two new fact sheets, How to Choose a Therapist and Preventing Cold-Related Illness were added to the Web page. A new bulletin in the Solutions for Living series was written on innovative devices for continued independence. Educational exhibits to inform and market AgrAbility occurred at WY Department of Health and Aging, Wyoming Stock Growers, Governor's Developmental Disability Conference, Extension Homemakers, Rocky Mountain Farmers Union, county Health Fairs, and AES field days. In partnership with UW Extension, educational news articles for farm safety and health week were distributed. A fourth edition of the Wyoming AgrAbility newspaper insert with eight articles were written and inserted into 24 Wyoming newspaper outlets with an estimated readership of 138,000 per issue.

Wyoming AgrAbility provided work-site visits to two individuals in 2011 whose injury or limitation included lifting limitations and spinal cord injury. Additionally, 19 individuals received technical assistance and information from AgrAbility staff. Research and recommendations for both work-site and technical assistance recipients included squeeze chute modifications, gate opener options, auto bump hitch, lifting solutions, assistive technology for low vision, living with Multiple Sclerosis, back support, compromised immune system alternatives, and adaptive living funding.
Wyoming Food Safety Coalition (WFSC):

Extension coordinates state-wide team activities with numerous agencies and organizations, including Wyoming Department of Ag (Consumer Health Services), Wyoming Beef Council, Wyoming Lodging and Restaurant Association, and city/county health departments throughout Wyoming. In fiscal year 2011, coalition members trained 1,304 food handlers. Based on data from an evaluation project conducted by UW Extension for WFSC, in a subset of these food handlers:

- 97% (307) made at least one change related to cleanliness, for example, washed their hands more often.
- 80% (254) made at least one change related to cooling food, for example, put food into shallow containers or cut meat into smaller pieces before putting it in the refrigerator.
- 78% (247) made at least one change related to food preparation, for example, prevented cross-contamination by keeping raw meats, cooked foods, and fresh produce separated.
- 75% (238) made at least one change related to other miscellaneous areas, for example, monitored critical control points more closely.
- 70% (222) made at least one change related to cooking food, for example, used a stove or microwave and not a steam table, to reheat food.

Improved food handling behaviors such as these increase the likelihood that food served in Wyoming is safe and, therefore, that lives have been saved, illnesses avoided, health-care costs controlled, fewer work days missed, and local businesses and institutions made stronger.

Dining with Diabetes in Wyoming:

In partnership with the Wyoming Diabetes Prevention and Control Program the Wyoming Extension Nutrition and Food Safety Educators teamed-up with local diabetes educators to conduct Dining with Diabetes (DwD) in Wyoming. Data was collected and analyzed on a total of 54 program participants during the 2011 fiscal year. The average age of a DwD participant was 61 and the majority (73%) were female. The program reached not only a white population (84%) but also Native American (3.6%) as well as those identifying themselves as Hispanic/Latino (9%). Based on completed questionnaires at pre/post-program and follow-up, the program helped people make statistically significant improvements in lifestyle attitudes and behaviors, including the following:

- Increasing the proportion of participants who eat high-fiber cereal.
- Increasing the proportion of participants who added physical activity to their usual routine.
- Feeling more strongly that — what people do can make a big difference in the control of their diabetes
- Increased proportion of participants who were able to identify which fats contain trans fats.

WIN the Rockies:

Although funding officially ended in 2004, project activities continue, e.g.

- WIN The Rockies publications (A New You, WIN Kids and WIN Kids Fun Days) were revised to reflect MyPlate and 2010 Dietary Guidelines for Americans.
- The project continues to provide resources via the website for many other educators.

Consumer Issues Conference:

This year’s Consumer Conference (co-chaired by Dr. Virginia Vincenti and Dr. Dee Pridgen), Pills, Potions and Profits, was the eleventh annual. Plenary sessions included Comfortably Numb: How Psychiatry Medicated a Nation by Charles Barber and the film Big Bucks, Big Pharma: Marketing Disease and Pushing Drugs. Information on the 2012 conference can be accessed at http://www.uwyo.edu/consumerconference.
Section 6. Student Recruitment and Retention Activities and Enrollment Trends

Family and Consumer Sciences had the highest number of undergraduate majors in the College of Agriculture and Natural Resources for 2011 - 2012. Total declared minors within Family and Consumer Sciences (department majors and outside department majors) was also the highest recorded for the college for 2011 – 2012. A five year review of enrollment trends indicates that total enrollment numbers within the department have remained consistent, with no significant variation since 2007. Using our departmental advising report, our distribution for 2011 – 2012 was as follows:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus Undergraduates</td>
<td>140</td>
<td>159</td>
</tr>
<tr>
<td>Active Distance Undergraduates</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Dual degree – FCSC second</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Masters Students</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Doctoral Students</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Awarded Master’s Degrees</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Awarded Bachelor’s Degrees</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Undergraduate Minors from Outside Depts.</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>Total Undergraduate Majors</td>
<td>165</td>
<td>187</td>
</tr>
<tr>
<td>Total Students Advised by FCSC Faculty</td>
<td>219</td>
<td>237</td>
</tr>
</tbody>
</table>

Recruitment and retention of undergraduate and graduate students continued to be a high priority, and something that included participation by the faculty, academic professionals, staff, extension personnel and many current and former students. Activities included exam week “goody bags” for each department major and snacks in the student lounge area during finals weeks; a booth and department tour at all Discovery Days and Freshman/Transfer Orientation events; a booth at the Women in Science event; a booth at the National Conference on Undergraduate Research in Ogden, Utah; web page updates; Coat Couture XIV displayed in the Loggia of the American Heritage Center; fashion shows/exhibits of student design projects from Flat Pattern Design and the Drafting and Draping courses open to the public; a joint fashion show production with the UW Bookstore showing 90 years of fashions on campus to commemorate the Bookstore’s 90 years in operation at UW; co-chairing the Consumer Issues Conference; hosting tours for high school and junior high students; conducting tours of the Early Care and Education Center; delivery of graduate recruiting materials to identified ‘feeder schools’; meeting with all prospective and incoming students (freshmen, transfer students and change-of-majors); answering email requests for information; and attending statewide articulation meetings.

Section 7. Development Activities

We are fortunate to have generous donors. Development dollars were used for such purposes as to assist with summer graduate student stipends, fund student travel to professional meetings, provide support for student banquet and other recognition events, student scholarships, supplement sabbatical leave travel and research needs, maintain equipment, and to provide tuition reduction for single parents whose children attend the Early Care and Education Center.

We continue to include a donor section in our annual newsletter as a way to recognize gifts made to the department to honor individuals and to recognize those donors who have donated at the endowment/matching funds level. The department head met with current and potential donors, wrote personal notes for any monetary or equipment donations, wrote personal notes in holiday cards and attended sessions related to stewardship.
Section 8. Classified and Professional Staffing

No one in the department is under a professional staff category. Classified staff members are integral members of our department and all contribute to our department’s success. We are currently fully staffed in our departmental offices and have had no vacancies or turnover this year. Mona Gupton was recognized by the selection for one award this year, and all staff members were nominated for awards at either the college and/or campus levels.

While the teachers at the Early Care and Education Center are temporary assistant lecturers who have year-to-year contracts, it is appropriate to discuss them in this section. We continue to have turnover in assistant and lead teachers, dietary aides, and classroom aides. We have yet to be able to fully address the full issue of compression, or the difference in the public school and the ECEC salary schedules. We are seeing a difference in the quality of our applicant pool and in the number of teachers we are able to retain, as our teacher salaries are not as competitive as they should be given our accreditation status.

Section 9. Diversity

Most of our minority graduate student recruitment has come through email inquiries and unsolicited applications initiated by the students after they have visited our web page. Of our twelve graduate students, all were female; one student was from Nepal, one from Indonesia, one from Ethiopia, and one was Native American.

Section 10. Assessment of Student Learning

Undergraduate

Tier 1 and Tier 2 Programs – Assessment Report

Department or program name: Family and Consumer Sciences
Degree/program assessed: Undergraduate Degree; Family & Consumer Sciences
Submitted by: Kari Morgan & Donna Brown
Date submitted: June 15, 2012

What is your research question about student learning?

Our department takes assessment of student learning seriously, and over the years we have devoted significant time and energy into development of our assessment process. This year, the focus of our assessment of undergraduate student learning was answering a very basic question: "Is our current assessment process producing meaningful data regarding undergraduate student learning outcomes in a timely manner? And, if not, what changes need to be made?"

What program or department-level student learning outcomes were assessed by this project?

Our entire assessment process was evaluated and redesigned. All learning outcomes were considered as part of this process.

Provide relevant data to answer your research question.

Our research question was posed to the department Assessment Committee and the department teaching faculty during several meetings over the course of the academic year (2011-2012). The answer to our question came out of these discussions.
What are the overall key findings? Describe the meaning of your results as they relate to program strengths and weaknesses.
 Based on our discussions, we decided to discontinue using e-portfolios as part of our undergraduate student learning assessment and implement new rubrics and processes to assess our departmental competencies/learning outcomes.

The new system we have designed will provide students with specific feedback from faculty members on assignments related to our departmental competencies using the value rubrics developed by the Association of American Colleges and Universities (AAC & U)*. Departmental competencies were revised to align with the AAC & U essential learning outcomes and the corresponding rubrics. Feedback on assignments will be provided throughout students' tenure in our department, and will provide meaningful, immediate feedback to students (and faculty) on specific competencies. This data will be consolidated by our Assessment Committee and presented to the faculty as a whole at our annual assessment retreat. In addition to faculty rating of student assignments, we will continue to conduct student exit interviews. We are also redesigning our introductory and capstone courses (FCSC 1010 & FCSC 4010) and plan to develop assignments and projects that can be used to assess student learning. Lastly, we are considering the use of the CAT (Critical Thinking Assessment) test.

The strength of our department assessment process has always been in our faculty's desire to have a meaningful, authentic assessment of student learning. The redesign that occurred this year reflects our desire to not only assess student learning, but do so in a way that provides our faculty with data that we can use to make changes in our curriculum as needed in a timely manner. Another strength of our department is the value we place on providing our students with opportunities for authentic learning. We believe that our new assessment process will make our learning outcomes/competencies more visible to students and allow students to more actively engage in working to improve their skills and reach their individual learning goals in each area.

In the past, we have not been able to analyze assessment data collected using the e-portfolios in a timely manner. We were also concerned about the validity of the data that was collected using the e-portfolios. Our new system will provide us with data that we believe is more valid, meaningful, and easier to analyze and report to faculty and stakeholders.

What changes to the program or curriculum have been made, are planned, or contemplated in the future as a result from this assessment project?
 As described in the previous narrative, we have made significant changes to our assessment program and are eager to review the data this new process will generate that will allow us to continue to improve our curriculum.

In addition to the changes described above, we have also designated 5% of Associate Professor Kari Morgan's time to serve as the departmental Coordinator of Assessment Practices and chair our department Assessment Committee.

*Specific competencies/learning outcomes we are assessing are: Inquiry & Analysis, Critical Thinking, Creative Thinking, Information Literacy, Problem Solving, Written Communication, Oral Communication, Professional Skills & Behavior (note: there is not a value rubric for this competency), Civic Knowledge & Competence, Ethical Reasoning, Foundations and Skills for Lifelong Learning, and Integrative and Applied Learning. Rubrics can be accessed at: http://www.aacu.org/value/rubrics/
Level of Engagement: Describe who is involved in implementing your department/program’s assessment plan.

Our department takes assessment of student learning seriously, and over the years we have devoted significant time and energy into development of our undergraduate student assessment processes. This year, the focus of our assessment of graduate student learning was answering a couple of very basic questions: “Do we wish to continue the use of the previously stated desired student learning outcomes for our graduate student programs?”, “How do we institute a more direct assessment method for assessing the stated desired student learning outcomes for our graduate programs beyond the typical integrated assessment methods?” and “How do we allow faculty more time to devote to research/scholarship to further our goal of increasing graduate student numbers?” Our research questions were posed to the Graduate Recruiting and Retention committee (the department has no committee developed at this time charged with the sole responsibility of graduate student assessment), and the department faculty during several meetings over the course of the academic year (2011-2012). The answers to our questions came out of these discussions.

Student Learning Outcomes: List your department/program’s student learning outcomes for the degree/program assessed.

The previously stated visible learning outcomes for graduate students (these are listed as part of the department’s recruitment materials). The objective of our graduate programs is to prepare students to:

- be competent in the content studied.
- be competent in oral and written communication.
- understand roles in a global and multicultural context.
- demonstrate professional behavior.
- be an independent, reflective learner.
- integrate theory, research, and practice.

Actions and Strategies: What steps has your department/program taken over the last two years to implement your assessment plan? Include specific examples such as curriculum mapping or developing tools such as rubrics, development of test questions, surveys, etc. (even if a project is not yet completed). See “Types of Assessment” link on Assessment Website for other examples.

A direct measure of student learning outcomes was developed, approved by department faculty and then piloted in spring 2012. This tool was a survey of individual graduate student performance that ALL department faculty were asked to complete on each graduate student that they had contact with in spring semester 2012, whether as an instructor, mentor, committee member, etc. (see Appendix A in separate attachment for the survey tool used). Not all faculty members completed each section of the tool – only those that were relevant to the types of contact and learning outcomes they had with each individual
These surveys were then sent to the department head, who compiled the information by individual student. These compiled surveys were then sent to each faculty advisor, who was then asked to review the results with their individual graduate students before the beginning of fall semester 2012.

As a result of the determined need to increase faculty time devoted to research/scholarship, available funds were located and criteria and a potential rotation schedule for faculty research semesters were developed (based on review of similar programs in other UW departments and colleges by Dr. Karen Williams). The proposal for application for such research semesters within the department was approved by department faculty in spring semester 2012 (see Appendix B in separate attachment). At this time, no faculty members have applied for a research semester, so no data is yet available on any possible increases in graduate student enrollment as a result of implementation of a research semester rotation schedule.

**Initial Findings/Analysis/Discussion:** What discussions have taken place with the faculty? What has your department/program discovered about student learning as a result of your assessment activities? Do you have any assessment results to share? If so, please include.

Based on departmental discussions, we decided to continue the use of the previously stated graduate student learning outcomes (see above). However, it was determined that the department’s vision statement for graduate learning needed to be rewritten – this project is still in process. This may result in some modifications to the student learning outcomes at a later time. As the previous learning outcomes were to be continued for 2011 - 2012, ahead of the proposed schedule a direct measure of these student learning outcomes was adapted from one previously developed for use in the Psychology department in collaboration with Dr. Christine McKibbin, who had a joint appointment in both departments and who served as a member of the FCSC Graduate Recruiting and Retention committee. As stated in last year’s assessment report, a limitation to collection of useful graduate student assessment data are low student numbers split between the various content area specialties within the department - this translates into limited and slow collection of assessment data, and subsequent curriculum adjustments/actions. Faculty all agreed that the small percentages of faculty job description time devoted to faculty research and scholarship limited recruitment of additional quality graduate students. As such, it was agreed that a means to increase faculty scholarly activity and productivity would assist with increasing graduate student numbers, and ultimately promote collection of useful graduate assessment data.

**Next Steps:** What are your department/program’s assessment plans for the next year? Include specific activities, who will be involved, and how you plan on using the results.

Plans for 2012 – 2013 are to assess the usefulness of the piloted direct assessment tool for actually assessing graduate student learning outcomes and ultimately determining necessary curriculum changes, as well as for providing graduate students with necessary feedback on how well they are meeting the desired learning outcomes and thus allowing these students to more actively engage in working to improve their skills and reach their individual learning goals in each area. It is assumed at this time that this work will be undertaken by the Graduate Recruiting and Retention Committee in conjunction with the department faculty.
FCS Graduate Student
Semester Evaluation Form

Name of Student:              Date:

Evaluation Period (semester and year):

Form Completed By:

Please rate student on each attribute as compared to other graduate students at a similar level of training:

**Academic Performance:**

Setting (describe):

- Verbal classroom performance: Not applicable
- Written classroom performance: Not applicable
- Presentation performance: Not applicable
- Overall scholarship: Not applicable

Strengths:

Areas needing improvement:

Suggestions:

**Research Stipend Position:**

Nature of research activity (describe):

- Quality of work: Not applicable
- Creativity: Not applicable
- Initiative: Not applicable
- Ability to follow through: Not applicable
- Reliability: Not applicable

Strengths:

Areas needing improvement:

Suggestions:
Teaching Stipend Position:

Nature of teaching activity (describe):

- Quality of work: Not applicable
- Creativity: Not applicable
- Initiative: Not applicable
- Ability to follow through: Not applicable
- Reliability: Not applicable
- Ability to work with students: Not applicable

Strengths:

Areas needing improvement:

Suggestions:

Research and/or Scholarship:

Nature of research and/or scholarship activity (describe):

- Ability to conceptualize area content and relevant theory: Not applicable
- Design skills: Not applicable
- Organization skills: Not applicable
- Utilization of appropriate materials/tools/statistics: Not applicable
- Writing skills: Not applicable

Strengths:

Areas needing improvement:

Suggestions:
**Interpersonal Skills:**

- Ability to relate comfortably/effectively with peers  
  Not applicable
- Ability to relate effectively with faculty  
  Not applicable
- Respect for the ideas and integrity of others  
  Not applicable
- Ability to establish good working relationships  
  Not applicable
- Facilitative/leadership ability  
  Not applicable

Strengths:

Areas needing improvement:

Suggestions:

**Professional Development:**

- Analytical ability  
  Not applicable
- Professional maturity  
  Not applicable
- Judgment  
  Not applicable
- Responsibility  
  Not applicable
- Reliability  
  Not applicable
- Motivation and initiative  
  Not applicable
- Ethical judgment  
  Not applicable
- Adherence to standards of professional conduct  
  Not applicable

Strengths:

Areas needing improvement:

Suggestions:

**General Comments:**
These release semesters (for either research or professional development) are for teaching faculty or academic professionals in either tenure track or extended-term positions, with research or professional development as a designated component of their job descriptions.

Priority will be given to junior faculty and academic professionals (i.e. pre-tenure or pre-extended-term).

Only ONE department faculty member or academic professional will be released per academic semester. If more than one request is made for a specific semester, the release semester will be awarded on a competitive basis, based on the merits of the proposed research/professional development, the benefits to the faculty member/academic professional and the discipline, department, college and/or university and the plans for coverage of the affected courses.

These releases will be a one semester only release from teaching, with a MAXIMUM of two courses released for the affected semester. It is intended that applications will be made for release in semesters when the faculty member/academic professional has a lighter teaching load, if in fact there is such in their normal load (i.e. if normal is a 2/3 load, then apply for the semester with a 2 course load).

The release is from teaching duties only; the faculty member/academic professional must continue all other aspects of the job description in the affected semester i.e. the individual must continue to perform service, advising, etc. as per their job description.

These department funds may ONLY be used to pay for the coverage of the teaching duties released by adjunct faculty; these funds are not available to provide financial support for the research or professional development – that should be supported through grants and/or the normal departmental budget allocation.

Released faculty/academic professionals will be expected to either restructure curriculum in such a way that the released courses are not taught in the affected semester; or the faculty member will be required to work with the department to locate a quality adjunct(s) to teach the released course(s) in the affected semester (before approval will be granted).

The released faculty member/academic professional should submit a brief report within four weeks of the commencement of the next academic semester following the release summarizing the scholarly accomplishments of the released semester. The recipient shall also be required to present their accomplishments during the next offering of FCSC 5103/5104 Graduate Seminar I/II upon their return.

The written request for a Research/Professional Development Release Semester should contain the following elements (a maximum of 3 pages):

1. The main focus and plans for the proposed activity.
2. Benefits/consequences of the proposed scholarly work to the faculty member/academic professional and their discipline, the department, the college and/or university. Also include the expected scholarly products of the work.
3. A defined timetable for achieving the goals and outcomes listed.
4. The proposed plan for coverage of the released course(s), including names of identified quality adjuncts and the cost of course coverage.

This proposal should be submitted to the department head no later than:

- the end of October in the academic year preceding a fall semester release
- the end of February in the academic year preceding a spring semester release.