TO: Clifford Fedler, Associate Dean

FROM: Vickie L. Hampton, Chair

THROUGH: Linda Hoover, Dean  
Lynn Huffman, Executive Associate Dean

DATE: December 17, 2010

SUBJECT: Post Graduate Program Review—Dept. of Applied and Professional Studies

The following details the progress the graduate programs housed in the Department of Applied and Professional Studies (APS) have made since the Graduate Program Review completed last year. Focus will be on the recommendations in our report but include additional relevant items of interest.

Marriage and Family Therapy Program (MFT)
This is the report on the two action items specific to MFT for the Graduate Program Review.

The first is the goal of recruiting more graduate students. We have been doing several things to do this, and the results have been good. For starters we reconfigured our Master’s program two years ago and have been trying to grow and improve the quality and quantity of our applicants for it. With the Graduate School funds we hired a graduate student to be a recruitment specialist. This GA has done several things with me, including:

- Updating of the website material and the brochures that promote the programs.
- Emails have been sent to other universities in Texas for distribution to undergraduate listserves to raise awareness of our programs.
- Guest lectures have been given in senior level or capstone classes to those who may be looking for graduate options.
- Coordination of the interviews and recruitment visits for new applicants that occurred in February. This made a substantial difference in the quality of this process, and many of our interviewees commented on how welcoming and helpful we were.
- Networking at conferences and dissemination of promotional materials at these conferences. This also included the creation of a PowerPoint presentation that showed an overview of the faculty, the program, Texas Tech and Lubbock.

The results of this help have been significant. The following chart shows the increase in numbers of applicants in 2010 as compared to past years.
GRADUATE APPLICANTS FOR THE PAST 4 YEARS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL APPLICANTS</th>
<th>Ph.D.</th>
<th>M.S</th>
<th>TOTAL ADMITTED</th>
<th>Ph.D.</th>
<th>M.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>43</td>
<td>26</td>
<td>17</td>
<td>6</td>
<td>5</td>
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<tr>
<td>2008</td>
<td>40</td>
<td>17</td>
<td>23</td>
<td>9</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>46</td>
<td>16</td>
<td>30</td>
<td>13</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2010</td>
<td>74</td>
<td>23</td>
<td>51</td>
<td>22</td>
<td>9</td>
<td>13</td>
</tr>
</tbody>
</table>

The second item is the accreditation of the MFT programs. This last year we went through the long process of creating and submitting a self study to our accreditation body (the Commission on Accreditation for Marriage and Family Therapy Education – COAMFTE). Our self study was accepted and we underwent a site visit in October of 2010. The reports from this visit were positive, and we anticipate being reaccredited next year. Also, in preparation of accrediting our Master’s program, we have begun the process for that, and have started to compose a self study and contact the staff at AAMFT to let them know of our intentions. This will take place over the next couple of years.

Family and Consumer Sciences Education (FCSE)

Given the current budget short-fall and the expectation of more cuts to come, there is little likelihood that the review committee’s recommendation for the addition of a new tenure-track position for the FCSE program will be implemented in the foreseeable future. However, Dr. Letitia Killman, FCSE Instructor, has been approved as an adjunct member of the graduate faculty, making her eligible to teach graduate courses and serve on graduate committees, and Dr. Marsha Rehm, Associate Professor of FCSE at Florida State University, serves as an occasional Visiting Professor for online courses.

Although current faculty resources restrict our ability to offer more 6000-level courses for doctoral students, we have formalized a new non-credit doctoral seminar which meets 3-4 times per semester and gives doctoral students an opportunity to interact with faculty and fellow graduate students, explore current research in the field, and share their own research activities.

For the first time this fall, an FCSE doctoral student has been employed as a Teaching Assistant in the Community, Family and Addiction Studies (CFAS) program. CFAS has no graduate program and FCSE has few courses that could be assigned to a TA, making this a mutually beneficial collaboration which we hope will continue. In addition, we have conducted a review of scholarship criteria and contacted scholarship donors to ensure that both full-time and part-time graduate students receive the maximum amount of scholarship support for which they are eligible.

Collecting and reporting information on thesis and dissertation research for inclusion in the annual FCSRI report is a College rather than a departmental function. This has been discussed with the Executive Associate Dean of the College of Human Sciences and we hope to have Texas Tech programs represented in future reports.
Personal Financial Planning (PFP)

The following addresses the recommendations listed for PFP in the APS Graduate Program Review Committee Report:

1. The size of the doctoral program needs to be assessed to ensure that faculty resources are not stretched too thin so that graduate quality can continue to improve. Issues dealing with concentration of dissertation chairs among a few faculty and the type of training needed for graduates planning business school careers should be integrated into the plan.

Size of the doctoral program—in our graduate review, the committee expressed some concern about the large size of the doctoral program. While it is a few students smaller than a year ago, the doctoral program is still 34 students. Given the size of the MS degree programs (~125) and the BS degree programs (~135), we feel 30-35 doctoral students is all a faculty of 12 can handle. The faculty does realize the formula funding weighting for these students is very high; however, the program is dedicated to producing high-quality graduates who will take positions in personal financial planning programs across the country. Given the composition of the PFP faculty (5 tenured and 7 untenured), we feel that the doctoral program is near capacity.

On a related note, the Graduate Certificate in Charitable Financial Planning has now been approved. This new on-line offering at the masters’ level will continue to increase graduate student enrollment in the PFP Division. The faculty is also committed to offering an executive delivery financial planning program at the masters’ level; however, approval of that program is forthcoming.

Regarding the concentration of chairs, we continue to integrate more faculty into that role. However, we require that a faculty serve on two doctoral committees before serving as chair so it takes time for new faculty to move into the chair role. I believe we have made some progress, and that this will correct itself with time.

Regarding the training needed to teach in Business Schools vs. that needed for Colleges of Human Sciences, our goal is to educate our students to teach and conduct research in Personal Financial Planning, regardless of where the program may be housed. We do advise students that at this point in time approximately 90 percent of PFP programs are housed in Business Schools, and we note that some of those schools will want their faculty to have at least 18 graduate hours from a Business School. Therefore, many of our students who don’t come to us with MS degrees from Business do take 18 hours in the Business College here. Additionally, several new PFP programs are being started in Agricultural Economics units. We advise students interested in those programs to take more hours in economics.

2. Clearly communicate tenure standards to new faculty with a formal mentoring and review process which is aligned with the merit review process.
Regarding tenure standards, the department has developed over the last year specific standards for merit, third-year review, and promotion and tenure that are clearly aligned. These were worked on by the entire faculty, and the product of this work will clarify expectations for existing and new faculty. Copies of these can be provided upon request.

We do have a formal review process annually and for third-year. At this point we have not implemented a formal mentoring program, although we would like to do that. Faculty hired since the Graduate Program Review have all been Associate Professors so mentoring seemed less critical.

3. Develop strategies for greater diversity recruitment at the masters’ level.

The PFP Division is aggressively recruiting from Hispanic-Serving Institutions in Texas, including Angelo State University, UT Permian Basin, UT Pan American, etc. This enhances recruiting efforts at Historically Black Colleges and Universities started in 2004. Numerous students have been brought to campus for visits, and PFP faculty members have traveled to at least a dozen universities over the past few years for the purpose of attracting diverse students to the masters’ program. The recruiting program has been very successful in bringing students from these schools, especially UT Pan American, to study at TTU. We thank the Graduate School for providing GEEP funds to make this recruiting possible.

4. Consider using a committee representative of the PFP faculty to establish and administer admission standards and for the awarding of stipends, assistantships and scholarships.

The PFP faculty continues to be a committee-of-the-whole in setting policies and standards regarding all of the degree programs. PFP has an administrative structure that gives specific individuals the responsibility of applying those policies and standards to the task at hand.

Admissions:
- All faculty are involved in setting standards for both the MS and the PhD admissions.
- Dr. John Gilliam is currently the Director of MS Programs and, in that capacity, is charged with making acceptance decisions regarding all masters’ degree students. In cases where he has concern, discussions are held at monthly faculty meetings.
- Dr. Michael Finke, Co-Director of the PhD Program, has the responsibility for guiding potential PhD students through the application process. He is charged with accepting students who he feels are a good match of the PFP PhD program; however, before denying an application, he asks at least four other faculty to review the application. In that way, each application is vetted through a diverse group before anyone is denied. Typically PhD student travel to campus as part of the process and nearly all the faculty will meet and visit with them.

Stipends and Assistantships:
- Stipend amounts are set by the department and are consistent across all programs.
Assistantship decisions are the responsibility of the PFP Program Director, Dr. John Salter. The decision to offer an incoming PhD student an assistantship or not is the joint decision of the Co-Directors of PhD Program and the PFP Program Director. However, specific assignments are made by Dr. Salter after consulting with the PFP faculty and the PhD students. Faculty members are asked for their needs, preferences, and grant funds available. Students are asked their preferences. This information, combined with funding available from the Department, is used to make assignments each semester.

Scholarships:

The scholarship process is spread across a number of entities. Some scholarships are awarded through the Graduate School, some are awarded by the College of Human Sciences, and some are awarded within the Department. PFP faculty is involved in making the decisions only about those given within the Department. This is done by a committee with the PFP Scholarship Liaison, Dr. Ozzy Akay, chairing the committee. Other members include the faculty advisers for the BS, MS, and PhD programs, Dr. Mitzi Lauderdale, Dr. John Gilliam and Dr. Michael Finke.

5. Develop a formal document describing policies and practices for graduate students to include an operating policy on comprehensive exams with specifics on format, topics, grading, etc.

The Division of PFP has had a formal PhD Manual available to all graduate students via the PFP website (www.pfp.ttu.edu) for many years. It was updated in January 2010 to include a more detailed description of our operating policy regarding comprehensive exams. Additionally several changes had been made in the process that we feel will help students excel on all sections of the exam. We now have a preliminary exam covering the more technical personal financial planning topics and a separate comprehensive exam that covers research methods, theory, and statistics. These two exams are given at different times so that students no longer have to prepare for both at the same time. Nearly all faculty in the department are involved in developing questions and grading either the preliminary and/or the comprehensive exam.

In addition, this past year a Co-Director of the PhD Program has been added to provide more organization to the program and better communication to the PhD students. This has led to getting things like course rotations, suggested courses, etc. into writing and to students. It will also help us with our annual evaluations of student progress.

6. Research productivity of faculty, specifically in top-tier journals—while not coming specifically from the recommendations, there was a note about publications and journals.

As TTU aspires to become a Tier-One University, the PFP faculty has increased efforts to acquire funded research and to publish in top-tier journals. More data regarding progress since the Graduate School Review will be forthcoming with annual reports due in early January. That data can be provided by mid-January if needed.