



TEXAS TECH UNIVERSITY
Graduate School™

Graduate Program Review

2001-2006

Department of
Applied and Professional Studies
Sterling Shumway, Chair

College of
Human Sciences
Linda Hoover, Dean

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I. Program Overview

The Department

The Applied and Professional Studies (APS) Department was created in the Fall of 2004 in an effort to group together and better represent the applied disciplines within the College of Human Sciences (COHS). Three programs (e.g., Addictive Disorders and Recovery Studies, ADRS; Family and Consumer Sciences Education, FCSE; Marriage and Family Therapy, MFT) and one division (e.g., Personal Financial Planning, PFP) were brought together and formed the new APS Department. Prior to the establishment of the APS Department the FCSE, MFT, and PFP programs had a long history of academic service and success within different departments in the COHS.

In 2007 the B.S. degree in Community, Family and Addiction Services (CFAS) was approved and is jointly managed by the ADRS and MFT program faculty. This is a growing undergraduate degree that now has over 50 majors and is beginning to add a significant number of SCHs to our undergraduate pool (this will be discussed more specifically later in the document). The APS Department also oversees the Center for the Study of Financial Responsibility (imbedded within the PFP Program), the Curriculum Center (linked to the FCSE Program) and the Family Therapy Clinic (training clinic for the MFT program). The Department also has a close relationship with the Center for the Study of Addiction and Recovery and the Center for Prevention and Resiliency, though both of these Centers officially fall under the auspices of the COHS.

Given this is a graduate review, the majority of this study will focus on the FCSE and MFT programs and the PFP division, the only entities in this Department that house graduate programs/degrees. **It is important to note that throughout this self study there will be information provided from Consumer Economics and Environmental Design (CEED). This is the area from which the doctoral degree specializing in Financial Planning was previously granted. The information included in the CEED data includes a catchment area that goes beyond those students that were working on a Financial Planning Specialty and includes students who were Environmental Design doctoral students. As of 2008 the doctoral degree in Personal Financial Planning (PFP) was approved and the CEED prefix is no longer used. However, given the range in years of this self study, the CEED information includes all of the PFP Ph.D. data required for this document.**

The mission of the APS Department is to service students and the community by offering quality education in applied human services delivered by world-class faculty teaching in distinguished programs. The Vision of the Department is to provide, facilitate and encourage both financial and interpersonal resources that will help to better care for faculty and staff. This care is expected to translate into better environments where students can flourish, effective teaching occur, grant monies can be more effectively sought and meaningful research result.

The Programs/Divisions within APS

Addictive Disorders and Recovery Studies (ADRS) and Community, Family and Addiction Services (CFAS)

The Addictive Disorder and Recovery Studies (ADRS) program was initially created to offer substance abuse classes so students could fulfill the educational requirements to become Texas State Licensed Chemical Dependency Counselors (LCDC). Since its initial inception in 1985, the program has grown to offer several undergraduate courses as well as a number of graduate course offerings. Currently, ADRS undergraduate courses are offered as part of the Community, Family, and Addictive Services (CFAS) major and many of these courses are taught by MFT doctoral students. This “ADRS concentration” within the CFAS major provides students with an understanding of the physiological, psychological, familial, and societal factors contributing to addictive disorders and recovery. Non-CFAS majors may obtain an ADRS minor by taking 18 hours within the program. Beginning in the Fall of 2008, ADRS graduate courses are being taught within the Marriage and Family Therapy (MFT) Master’s degree program. MFT students who graduate with their master’s degree are required to take a minimum of four ADRS courses.

The Center for the Study of Addiction and Recovery (CSAR) and the Center for Prevention and Resiliency (CPR), though under the direction and auspices of the College of Human Sciences, both have a close relationship with the ADRS Program and the APS Department given we share faculty, graduate students and some financial resources. The CSAR was developed as part of a comprehensive Collegiate Recovery Community (CRC). This community provides a model of support and relapse prevention for college students recovering from addictive behaviors—primarily alcohol/drug addiction. The CRC model is specifically targeted for implementation in the college/university setting and has been used at TTU for 20 years. In addition, the CSAR provides the clinical management for an inpatient alcohol and drug treatment facility, the Ranch at Dove Tree (DTR).

The Center for Prevention and Resiliency (CPR) is committed to: (1) prepare children and their families to positively address the challenges of life through an educational and experiential approach that is child-centered, family-based, and community-oriented, (2) develop and implement programming that reduces the incidence of high-risk behavior in youth during difficult developmental transition period, and (3) assist at-risk adolescents in developing healthy coping behaviors and the ability to be resilient in the face of overwhelmingly difficult life circumstances. Again, both the CSAR and the CPR are closely affiliated with the APS Department though they officially fall under the auspices of the COHS.

Family and Consumer Sciences Education (FCSE)

Family and Consumer Sciences Education (formerly Home Economics Education) was one of the original academic programs offered when Texas Technological College opened its doors in

1925. The program name was changed to Family and Consumer Sciences Education (FCSE) in 1993 to reflect the name used by the profession at the national level. Masters degrees were offered as early as 1940 and the first doctoral degrees were granted in 1979. The program has been part of three administrative units: the Department of Home Economics Education until 1986, the Department of Education, Nutrition, and Restaurant/Hotel Management from 1986-2004, and since 2004, the Department of Applied and Professional Studies. Currently, Texas Tech offers the only FCSE Master's degree program in Texas and one of only two Ph.D. programs in the U.S. A distance education option for the FCSE Master's degree is offered through the Great Plains Interactive Distance Education Alliance (GPIDEA).

The purpose of M.S. program in Family and Consumer Sciences Education is to prepare individuals for professional positions in secondary schools, extension education and other educational settings. Specific student learning outcomes include:

- 1) Demonstrate effective teaching strategies for use with a variety of adolescent and adult audiences.
- 2) Develop content expertise in family and consumer sciences.
- 3) Apply theories of curriculum design to the development of family and consumer sciences curriculum.
- 4) Analyze the role of the teacher in educational leadership.
- 5) Assess current issues and trends that have implications for public education.
- 6) Develop skills for conducting research in educational settings and applying research findings to professional practice.

The purpose of the Ph.D. program in Family and Consumer Sciences Education is to prepare individuals for faculty positions in higher education and other professional leadership roles. Specific student learning outcomes include:

- 1) Plan and implement effective classroom teaching in higher education.
- 2) Develop appropriate evaluation tools to collect and interpret data to evaluate student learning
- 3) Utilize theory-based models of curriculum for application in educational and corporate settings and related areas.
- 4) Develop skills for conducting research in educational settings.
- 5) Analyze current issues and trends that impact family and consumer sciences education.
- 6) Develop skills required for professional leadership.

The FCSE graduate program is recognized as a high quality program in Texas and beyond. Program outcomes are evaluated as indicated in the Program Assessment Plans developed in 2006, using such measures as performance on comprehensive and qualifying exams, performance on the Texas Certification Exam (post-baccalaureate certification students), program completion, scholarly productivity (doctoral students), and employment of graduates in positions related to the degree. As required, the progress of each doctoral student is evaluated

annually, and for students not making adequate progress, a report is sent to the Graduate School every three years.

The Curriculum Center for Family and Consumer Sciences, supported primarily by a grant from the Texas Education Agency, contributes to the graduate program by providing employment for graduate students, funds for program support, and dissertation grants for doctoral students whose research is consistent with the Center's mission. It also links the FCSE faculty and graduate students to FCS programs and teachers throughout the state.

The mission of The Curriculum Center for Family and Consumer Sciences is to produce and disseminate instructional materials that support family and consumer sciences programs and to provide related pre-service and in-service professional development to educators and administrators within those program areas. The Center is the only curriculum center in the nation that specializes in the development of curriculum materials for family and consumer sciences content areas.

Marriage and Family Therapy (MFT)

The Marriage and Family Therapy graduate programs at TTU provide systemic clinical training to prepare students for licensure and scholarly achievement. TTU is known for its supportive and rigorous programs, and provides one of the largest groups of MFT faculty in the country (e.g., the department has 10 faculty who are licensed MFTs and teach courses in the graduate programs). Our graduates have found success in a wide variety of academic, clinical and other settings. There are two graduate programs in MFT at TTU; a doctoral and a master's program.

MFT Doctoral Program

The MFT doctoral program has a long and distinguished history of preparing students for contributions in academics, administration and clinical work. There is a strong emphasis on training in research methodology as well as theoretical and clinical sophistication. Many of TTU's doctoral graduates can be found in academic institutions around the country, and many would recognize this program as one of the top in the country. TTU students and faculty regularly present research at professional conferences, serve in leadership positions, and are often honored with awards for dissertations and presentations. This year, four TTU doctoral students won a prestigious Minority Fellowship Award that was sponsored through SAMSHA and AAMFT. The Doctoral Program has been continuously accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) since 1981. The current accreditation period is effective until January 30, 2010. The Program has always been housed in the college of Human Sciences and was part of the Human Development and Family Studies department until it joined the newly created department of Applied and Professional Studies in the fall of 2004.

The mission of the Texas Tech Marriage and Family Therapy doctoral program is to provide clinical and academic training to students who will function as marriage and family therapists at

the highest level of clinical and scholarly competence. The doctoral program is guided by the scientist-practitioner model, with an emphasis on preparing students who will be capable of making unique contributions to the field of marriage and family therapy through: a) quality research, b) clinical supervision and therapy, and c) academic instruction. This training is done in a context that is supportive of diversity, student-faculty mentoring and support, and authenticity.

Upon graduating from the TTU MFT doctoral program, students will:

1. Be qualified to conduct high-quality independent research that is accepted for national presentation and publication to peer-reviewed audiences.
2. Be able to provide clinical services and supervision with a variety of relational systems and presenting problems, and practice as a licensed Marriage and Family Therapist.
3. Have the ability to prepare curriculum and instruct students at the university level in principles and content related to Marriage and Family Therapy.

MFT Master's Program

The MFT master's program at TTU is a clinically-focused program that includes a newly-configured curriculum that includes the treatment of addictions within a relational context. The MFT faculty work in partnership with the Addictive Disorders and Recovery Studies (ADRS) faculty to provide training that prepares students for licensure as an MFT, LCDC, or for future doctoral work. The Master's Program is not currently accredited; however, it does include the specific academic and clinical requirements to meet both national accreditation standards as well as licensure requirements in the State of Texas and most other states. It is anticipated that as the Master's program grows over the next two years, that the program will submit for accreditation through COAMFTE.

The mission of the Texas Tech Marriage and Family master's program is to provide outstanding clinical and academic training. The students will receive thorough clinical training in traditional and contemporary family therapy theories and models, as well as in addiction and recovery within a systemic context. Students will not only receive excellent clinical training, but will also become competent consumers of research and clinical scholarship. This training is done in a context that is supportive of diversity, student-faculty mentoring and support, and authenticity.

Upon graduating from the TTU MFT master's program, students will:

1. Be prepared for clinical licensure at the associate level for both the LMFT and LCDC, and be able to take and pass the national LMFT exam.
2. Be able to provide clinical services with a variety of relational systems and presenting problems, including addictive disorders.
3. Understand what quality clinical research consists of, and be able to critique and draw upon research in therapy practice.

The Family Therapy Clinic

The Family Therapy Clinic is the on-site facility where clinical services are provided by Doctoral and Master's students under the supervision of MFT faculty. The FTC serves the community by providing affordable, high quality therapeutic services to individuals, couples, and families of Lubbock and surrounding counties. The FTC is one of a very few clinical services in the region that provides family therapy on a sliding scale fee basis, which helps the program reach out to a diverse clientele. The mission of the FTC goes beyond providing high quality therapy services, and includes providing educational and support groups, as well as research. Within the clinic, research projects by students and faculty are conducted through the use of assessment instruments, interviews, and video data. This research has been used for dissertations and other student publications, as well as faculty projects.

Personal Financial Planning (PFP)

The Personal Financial Planning major evolved from the Family Finance major offered in the Department of Family Management, Housing, and Consumer Sciences. In 1985, that major became part of the Department of Merchandising, Environmental Design, and Consumer Economics, and the bachelors and masters degrees were changed to Family Financial Planning (FFP) in 1986. In early 1987, the FFP bachelors and masters programs became two of the original academic programs registered by what is now the Certified Financial Planner Board of Standards, Inc. (CFP Board). The names of the bachelor and masters degree programs were changed from Family Financial Planning to Personal Financial Planning (PFP) to correspond with how the profession has come to be known in recent years. **Once again, It is important to note that throughout this self study there will be information provided from Consumer Economics and Environmental Design (CEED). This is the area from which the Doctoral Degree specializing in Financial Planning was previously granted. The information included in the CEED data includes a catchment area that goes beyond those students that were working on a Financial Planning Specialty and includes students who were Environmental Design Doctoral Students.**

In 2002, the dual MS in PFP/JD degree was started, and the following year two dual degrees with the School of Business (MS PFP/MBA and MS PFP/MS Finance) were formed. All three degrees are CFP Board-Registered Programs. In 2001, the Financial Planning minor with the Consumer Economics and Environmental Design Ph.D. degree became the first CFP Board-Registered Ph.D. in the nation. That grew into what is now the Ph.D. in Personal Financial Planning as approved in 2008.

The PFP division focuses on educating students to the highest standards of excellence, fostering intellectual, ethical, and personal development, and generating meaningful research in the area of financial services. Students are prepared for careers in financial planning education and counseling in private practice, financial institutions, governmental and social agencies, and academic settings. The Division of Personal Financial Planning has a commitment to:

- Achieve and maintain national recognition as the premier financial planning program, attracting the highest quality students and faculty.
- Prepare students to be leaders, decision-makers, and scholars who are highly competent, articulate, ethical, principled, innovative, and confident in financial planning.
- Generate quality research thus expanding the boundaries of knowledge in financial planning.
- Promote excellence in scholarly and professional organizations through faculty service in leadership roles.

The Doctoral Program in Personal Financial Planning at Texas Tech provides a rigorous foundation in theory and research methods in individual financial decision making to prepare students to teach and conduct research in financial planning at an academic institution. Students receive comprehensive instruction in the theoretical foundations of financial planning, including investments, retirement planning, financial counseling practices, risk management and tax planning. Quality research, academic preparation, program development, and service are taught within a community-of-scholars environment that is supportive of diversity, mentoring, leadership, and excellence.

Upon graduation, TTU PFP doctoral program students will:

- Be prepared to accept academic positions in colleges and universities.
- Be skilled in teaching personal financial planning and skilled and productive in research as it applies to personal financial planning.
- Demonstrate the skills required to become competent and ethical professionals.
- Demonstrate the financial planning knowledge needed to become competent and ethical financial planning professionals.

The master's program in PFP is a professionally-focused program that includes an emphasis on the ethical practice of financial planning. Because of the successful dual-degree master's programs, students learn personal financial planning within the context of law, finance, and business management.

Upon graduation, TTU PFP master's program students will demonstrate the:

- Technological skills needed to function at a high level in the financial planning profession.
- Oral communication skills needed to communicate successfully with clients, build relationships, and advise clients on how to meet their financial goals.
- Written communication skills required to function as a successful professional in the financial planning profession.
- Financial planning knowledge needed to become competent and ethical financial planning professionals.

The PFP program at TTU is nationally and internationally recognized as one of the best programs in the world. It is the largest resident university degree program in the nation and

has the largest and best trained financial planning faculty of any university. With twelve full-time, tenure-track positions, faculty hold both the educational degrees to conduct research and train the future academics of the nation and they also hold the most prestigious professional credentials. Many of the faculty also have considerable professional experience in financial planning.

The Ph.D. in PFP is the first and only financial planning Ph.D. in the nation and the only doctoral degree registered with CFP Board of Standards. The dual PFP masters/JD degree was the first of its kind and currently one of only two in the nation. This semester, TTU registered the first 150-hour program in PFP in the nation with the Texas Coordinating Board. The Division of Personal Financial Planning continues to lead the nation in financial planning education and research.

The Center for Financial Responsibility (CFR) functions as part of the PFP Program in an outreach role. The Board of Regents of Texas Tech University established the CFR in 1995. The Center's mission is to provide education, research, and professional development in the areas of retirement planning, financial planning, and personal money management with specific emphasis on debt management and preparation for retirement. Through the CFR, the financial planning division is able to conduct applied research to meet the needs of individuals and professional and to offer educational outreach to students at TTU, the community, and professionals across the nation.

Red to Black is a partnership of the Personal Financial Planning Program and the Center for Financial Responsibility. At inception, Red to Black was one of only three known programs and the first of its kind in Texas. The purpose of Red to Black is to provide financial education to students, faculty/staff, and members of the local community in hopes that their financial situation will emerge from being “in the red” to being “in the black”. With the goal of promoting wise financial decisions, Red to Black holds educational workshops and one-on-one counseling sessions throughout the Texas Tech campus and the surrounding area.

Red to Black volunteers are personal financial planning majors (B.S., M.S. and Ph.D. levels) who work as either Outreach-Based or Client-Based volunteers, or both. Outreach-Based volunteers provide presentations and workshops on financial topics, and Client-Based volunteers meet one on one with clients offering financial planning education. Additional resources for to students, faculty and the community include a website (www.r2b.ttu.edu) and a resource library available for those who would like self-study educational materials. Due to the program's uniqueness, the Director is frequently contacted by other colleges and universities for ideas related to program replication.

II. Graduate Curricula and Degree Programs

A. Scope of programs within the department

The Department of Applied and Professional Studies supervises graduate degree programs in Marriage and Family Therapy, Family and Consumer Sciences Education, and Personal Financial Planning. Students develop their courses of study in consultation with a graduate advisory committee. During the first year of doctoral study, the graduate faculty in the major field will make a formal evaluation of the student's academic background and a program of study is developed and leveling courses recommended.

Family and Consumer Sciences Education (FCSE)

Bachelor of Science in Family and Consumer Sciences—*the Family and Consumer Sciences Program offers specializations in Family and Consumer Sciences and Family and Consumer Sciences Teacher Certification.*

- Teacher Certification Program

NOTE: *For whatever reason, the Graduate School has not provided undergraduate data for the FCSE bachelor program in this review. Though the numbers are not large, they would provide additional numbers to the program and departmental statistics in almost every category. Also, in addition to these missing numbers, the average number of undergraduate teacher certification students served by the FCSE program over a two year period is 53, including majors in FCS, HDFS, NS, and RHIM.*

Master of Science in Family and Consumer Sciences Education—*the M.S. in FCSE is designed to prepare individuals for advancement in family and consumer sciences careers. A minimum of 32 semester hours is required for the thesis option and 38 semester hours for the non-thesis option. Required coursework includes curriculum development, evaluation, administration and leadership, and research methods. Statistics is also required for the thesis option.*

- Thesis option
- Non-thesis option
- Distance education option, a collaborative effort of universities in six states through the Great Plains Interactive Distance Education Alliance (GPIDEA)

Post-baccalaureate teacher certification in Family and Consumer Sciences Education (may be combined with Master of Science Degree)—*graduate students may obtain a teaching certificate in family and consumer sciences by completing coursework that meets the Texas standards for teacher certification. Three post-baccalaureate options are available. These include:*

- A Comprehensive certificate
- A Specialized Certificate in Human Development and Family Studies

- A Specialized Certificate in Hospitality, Nutrition, and Food Sciences

Doctor of Philosophy in Family and Consumer Sciences Education—*the Ph.D. in FCSE prepares individuals for faculty positions in higher education and other professional leadership roles. A minimum of 50 semester hours beyond the master's degree is required, exclusive of dissertation. The program includes a specialization in family and consumer sciences education, a research component, and other coursework designed to meet individual professional goals.*

The time frame for completion of the Masters degree is two years for full-time students and three or four years for part-time students. Additional time is required for students who combine post-baccalaureate teacher certification with the Masters degree. Doctoral students enrolled full-time usually complete their degrees in four years or less; part-time students require six years or more. Time to completion could be reduced by providing additional financial assistance to enable the enrollment of more full-time students.

Dr. Karen Alexander, the FCSE Graduate Advisor, advises doctoral students until they select a dissertation advisor. Students select their own dissertation chair in consultation with the Graduate Advisor. Currently Dr. Alexander serves as dissertation chair for five students, Dr. Sue Couch, three, and Dr. Barbara Allison, one. Dr. Allison joined the FCSE faculty in Fall 2007, and will increase her role in chairing dissertations in the future. Adjunct graduate faculty members Dr. Phil Sizer and Dr. Leslee Taylor serve as committee members, but not chairs. Dr. Kim Davis served in an adjunct capacity from 2005-2007.

Graduate courses are offered on a regular schedule, planned three years in advance, to ensure that students can complete degrees in a timely fashion. Required courses are taught annually, other courses are taught approximately every two years. Course content is reviewed regularly by individual faculty members and by the graduate faculty periodically. All courses are evaluated, using the University student evaluation system and the College of Human Sciences peer evaluation procedures.

Students are recruited through the FCSE website and the Great Plains IDEA websites and through presentations, displays and personal contacts by faculty who participate in state and national conferences. Admission decisions are made on the basis of published admission requirements and the fit between the program and the applicant's professional goals. Doctoral applicants participate in an interview with members of the FCSE graduate faculty. Students admitted to the graduate program are not guaranteed assistantships or other types of financial support. However, to the degree possible, student's awarded assistantships upon admission retain those assistantships as continuing students. Attempts to provide competitive scholarship assistance to out-of-state students are regularly made.

Enrollment in individual graduate courses is not limited, except for online courses, currently capped at 20. Most FCSE graduate courses could accommodate additional students.

Marriage and Family Therapy (MFT)

Bachelor of Science in Community, Family and Addiction Services—*the B.S. in Community, Family, and Addiction Services (CFAS) prepares graduates to work in administrative and direct service roles in agencies serving communities and families of diverse needs and populations. This plan of study places emphasis on organizational effectiveness, program development, and service delivery. An ADRS minor is also offered for non-CFAS students.*

Master of Science in Marriage and Family Therapy—*the M.S. degree is intended to provide the academic requirements leading to licensure as a marriage and family therapist in the state of Texas. Actual licensure requires additional post-master's degree clinical experience.*

- Non-thesis option only
- Specialized emphasis in addiction and recovery

Doctor of Philosophy in Marriage and Family Therapy—*the Ph.D. degree requires a minimum of 48 credit hours beyond the master's degree plus a clinical internship and at least 12 hours of dissertation research. The Ph.D. program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. A graduate certificate in Addiction and the Family can be obtained at both the MFT Master's and Doctoral levels.*

The time frame for completing the master's degree in MFT is two years, although this may be shortened slightly for students who already have another master's degree and transfer in some classes. Due to the clinically-intensive nature of the master's program, students are enrolled full-time and complete a standard plan of study. Doctoral students usually take between 3-5 years to complete their degree (full-time), although some take longer. The delays in completion are often related to the students becoming busy with internship or other clinical employment opportunities, as many of the students are sought for local clinical positions. Traditionally, all doctoral students receive financial support through teaching or research assistantships (some through faculty grants) for their first two years. As mentioned, after that many go onto funded internship and other positions.

Students admitted to the Master's program are assigned a temporary advisor from among the MFT or ADRS faculty. When admitted to the Doctoral Program they receive a temporary MFT faculty advisor. These advisors can be switched per the student's request. All of the faculty advise multiple students, and meet with them regularly through small groups or individual mentoring.

Graduate courses are offered either every year or every other year to ensure that students are able to take them within their typical plan of study. The doctoral students often take at least some of their electives through other departments (e.g., HDFS, Psychology, Women's Studies, etc.), while the master's students have less flexibility in this regard. MFT faculty members also teach specialized seminar courses on topics related to their particular interests, and these can be taken as electives as well. The courses within the plan of study are reviewed by faculty yearly to ensure that all relevant areas are covered and to include measurable outcomes that are sought by the accreditation standards.

Students are recruited through the AAMFT national website (doctoral), as well as our website and promotional materials (both of which are currently being updated). Also, TTU has a large presence at the AAMFT conference, with a table of materials and personnel, as well as the presence of the research posters and presentations. Throughout the year the program director answers many inquiries regarding the programs, and faculty members have made recruiting trips to HBCUs and to universities with large undergraduate programs in family sciences. Students are attracted to the programs because of reputation, low cost of studies, and good financial support.

Although the doctoral program is large, we could potentially increase our number of students slightly. Also, the reconfigured master's program is set to increase over the next two years through success in recruiting new and qualified applicants. Class size is limited somewhat by the clinical ratios that must be maintained (supervisor to therapist), but most classes could accommodate an increase in student numbers.

Personal Financial Planning (PFP)

Bachelor of Science in Personal Financial Planning—*Students majoring in personal financial planning are prepared for careers in financial planning in private practice, financial institutions, and governmental and social agencies. The multidisciplinary program includes courses in business, accounting, economics, family studies, and communications in addition to personal financial planning. Students will develop a background for graduate study and for certifications as financial planners and counselors. Students studying personal financial planning must maintain a 2.8 or better GPA to enroll in upper-division classes.*

- *Minor in Personal Financial Planning—a student may minor in personal financial planning by completing a minimum of 27 hours to satisfy the education requirements set by the CFP® Board of Standards.*
- *Minor in Personal Finance Studies—a student may minor in personal finance studies by completing a minimum of 18 hours from selected courses.*

Master of Science in Personal Financial Planning—*the Master's degree in Personal Financial Planning is registered by the Certified Financial Planner Board of Standards, Inc. (CFP Board). Courses include insurance and risk management, investments and*

wealth management, tax, retirement, and estate planning, and a financial planning capstone. The MS in Personal Financial Planning does not require a Master's thesis.

- Thesis or non-thesis option
- Dual degree programs
 - MBA/M.S. in PFP
 - JD/M.S. in PFP
 - M.S. in Finance/M.S. in PFP
 - Executive MBA/M.S. in PFP

Doctor of Philosophy in Personal Financial Planning (previously Consumer Economics and Environmental Design—CEED)—*the doctoral program provides a rigorous foundation in theory and research methods in individual financial decision making to prepare students to teach and conduct research in financial planning at an academic institution. The Personal Financial Planning Ph.D. program is the first and only Ph.D. program that is registered with the CFP Board and students who complete the Ph.D. will be eligible to sit for the CFP® certification examination. For the past several years the program has required a minimum of 18 hours of theoretical collateral, 27 hours of personal financial planning collateral, 24 hours of research collateral, 9 hours of skill collateral, and 12 dissertation hours.*

The time frame for completion of the Masters degree is typically two years for full-time students and three or four years for part-time students and for dual-degree students. Doctoral students enrolled full-time usually complete their degrees in approximately four years; although doctoral students admitted with only a bachelors degree may take four to five years for completion. Traditionally, most in-residence doctoral students receive financial support through teaching or research assistantships (some through faculty grants) for their first three years.

Dr. John Gilliam is the MS Graduate Student Advisor, and he assists students with academic and related issues throughout their degree program. Professor Deena Katz is actively involved in career development and advising as it relates to future career options. Dr. Michael Finke, the Ph.D. Graduate Advisor, advises doctoral students in conjunction with their temporary mentors until they select a dissertation advisor. Ph.D. students select their own dissertation advisor and committee with the help of their mentor. All graduate faculty serve as temporary mentors and all are actively engaged as dissertation committee members and/or chairs.

Most graduate courses at the 5000 level are offered at least two times a year on a fall or spring rotation plus every other summer. However, some are offered more frequently to ensure that students can complete the program in a timely manner. Most 6000 level courses are offered every fourth semester (counting summer as a semester) so that Summer Scholars are able to complete their required courses. Course content is reviewed regularly by individual faculty members and by the graduate faculty periodically, typically every two years, and the program is reviewed by CFP Board for registration

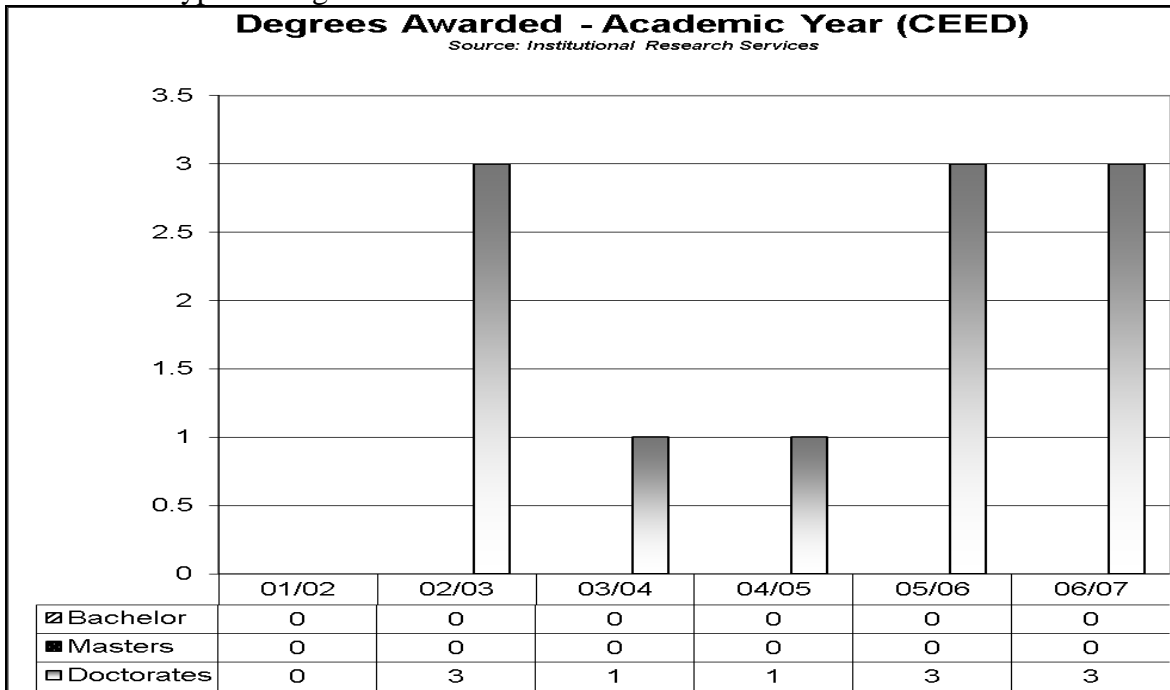
purposes periodically. All courses are evaluated, using the University student evaluation system and the College of Human Sciences peer evaluation procedures.

The national reputation of the PFP program at TTU is largely responsible for attracting graduate students to the programs. In addition, students are recruited through the PFP website and the CFP Board website and through presentations, exhibits and personal contacts by faculty and students who participate in regional and national conferences. Faculty also work with the TTU Law and Business Schools to attract students to the dual-degree programs.

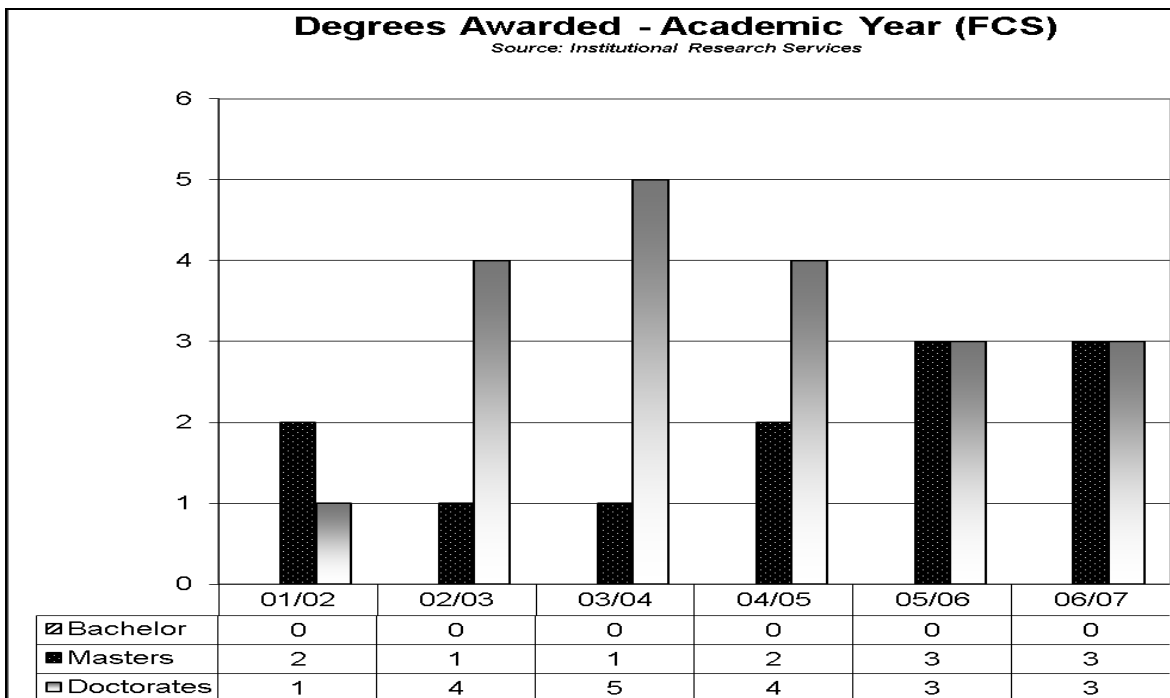
Admission decisions are made before spring, summer, and fall starts. Admission is based on published admission requirements and the fit between the program and the applicant's professional goals. Most doctoral applicants visit campus to interview with members of the PFP graduate faculty; however, some interviews are completed by phone. Currently the Ph.D. program is extremely large so admission to that program is very competitive. Additional assistantship support from the university would allow maintenance of this number of students after the CFP grant expires in 2009. Because the MS degree programs are primarily non-thesis programs, we do have the capacity to continue expanding those programs. Additional scholarship funding would help us attract students nationally and internationally, particularly students from underserved populations.

Enrollment in individual graduate courses is not strictly limited, although we like to restrict most classes to no more than 25 students. This allows us to maintain a high level of quality. Because we offer the 5000 level classes two or three times a year, we are still able to accommodate additional students and have significant room for growth at the master's level.

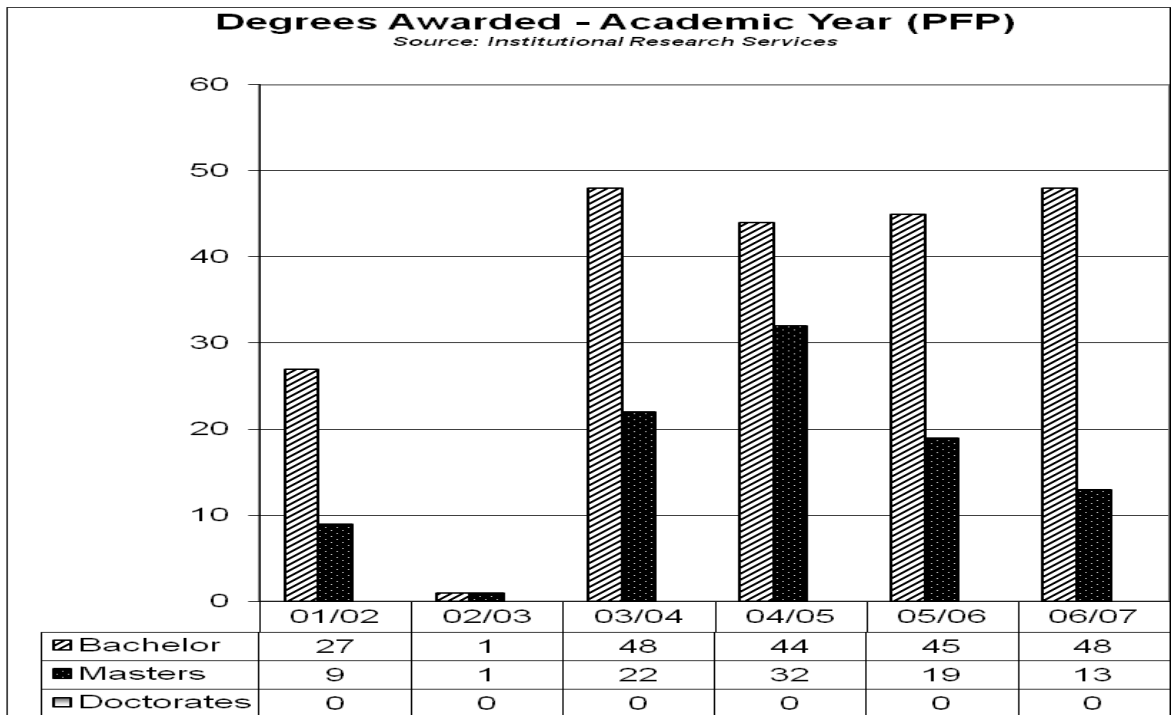
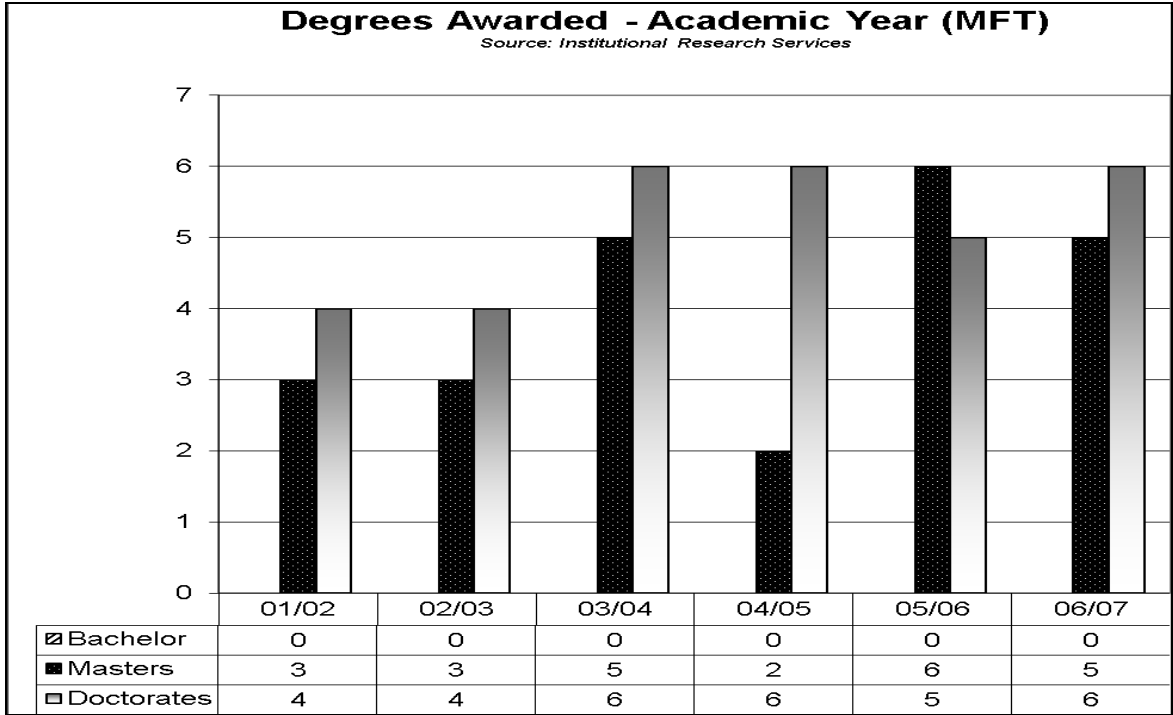
B. Number and types of degrees awarded

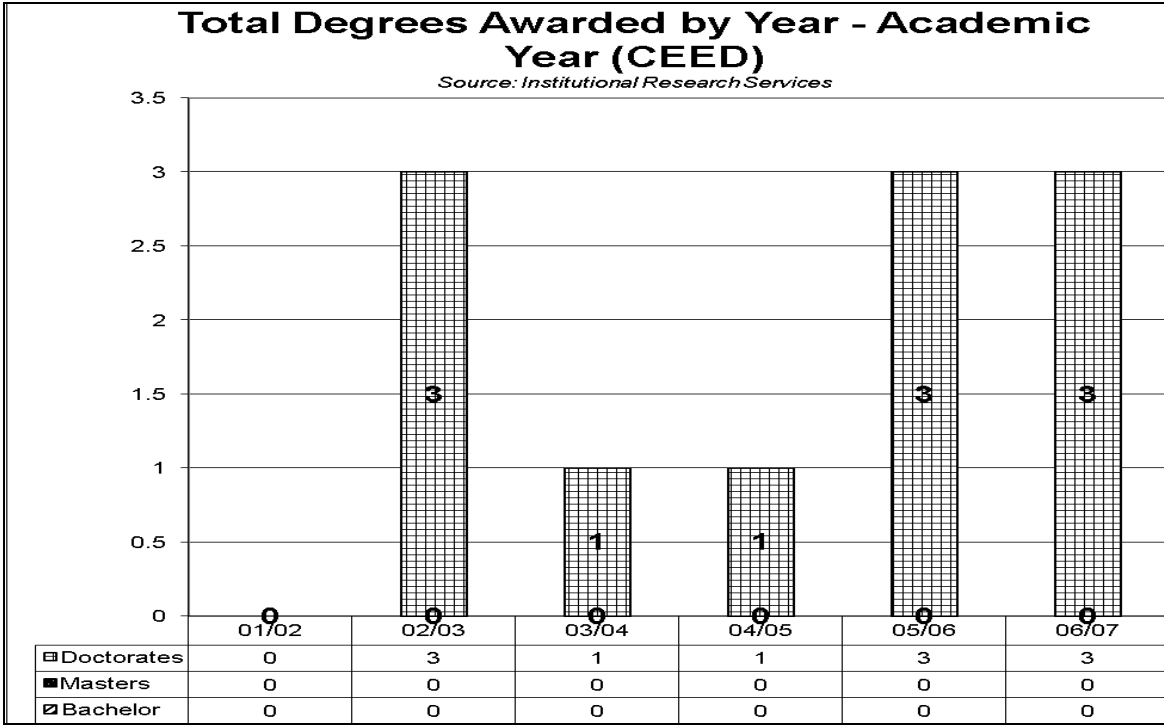


*****This is the area from which the doctoral degree specializing in Financial Planning was previously granted.**

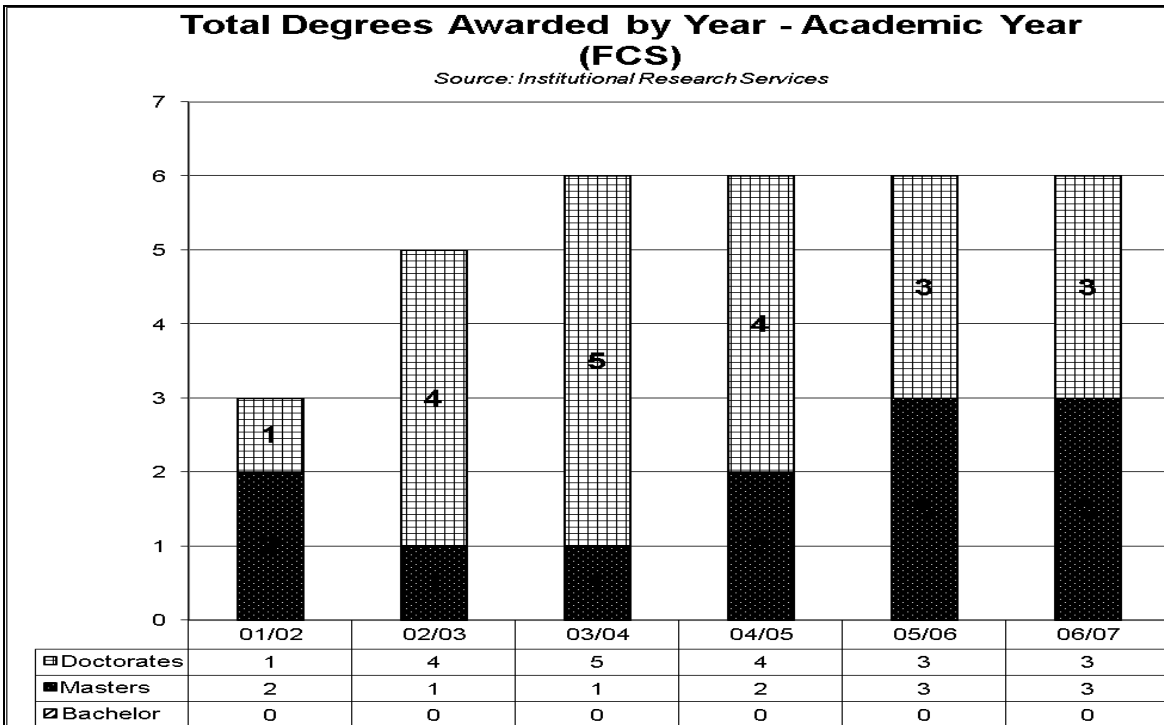


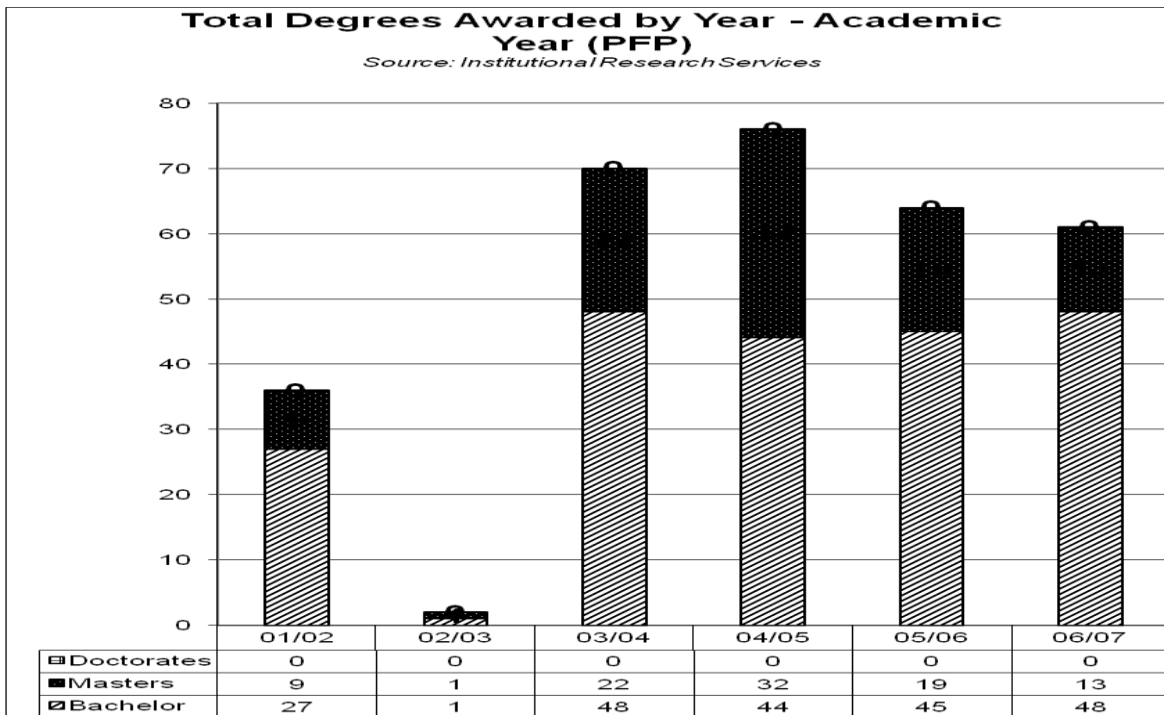
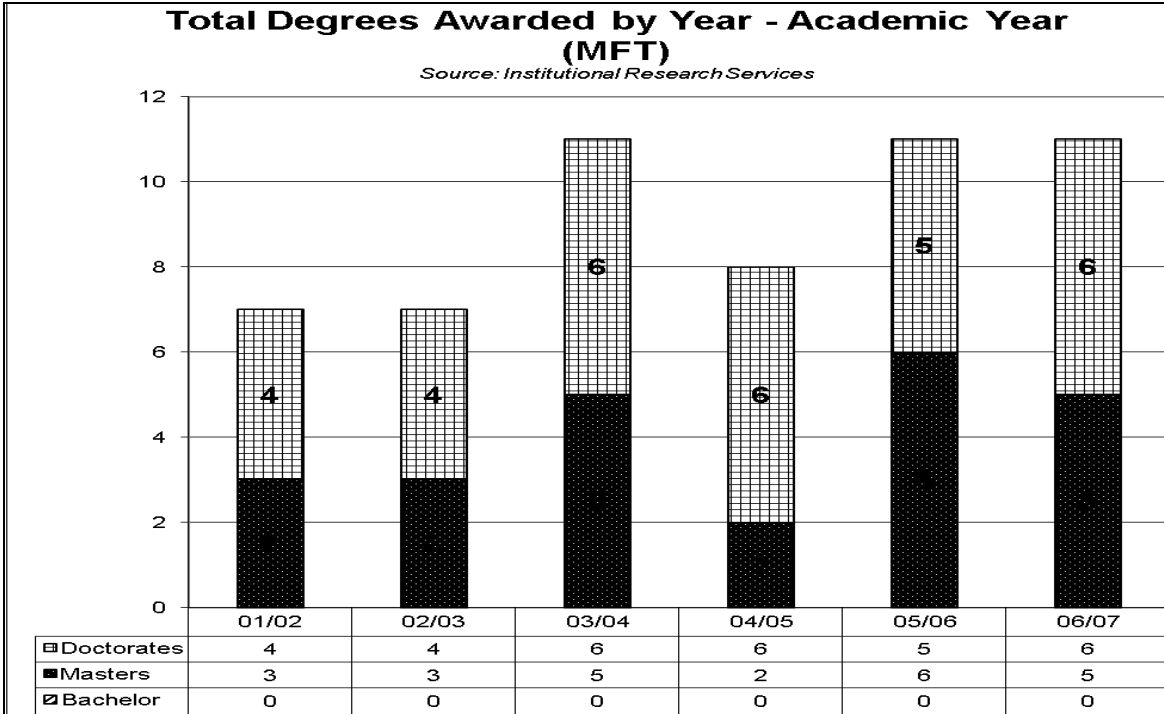
NOTE: Once again, for whatever reason, the Graduate School has not provided undergraduate data for the FCS bachelor program in this review. Though the numbers are not large, they would provide additional numbers to the program and departmental statistics in almost every category. So, given this is a graduate review, we will support the Graduate Schools choice to not include this data.



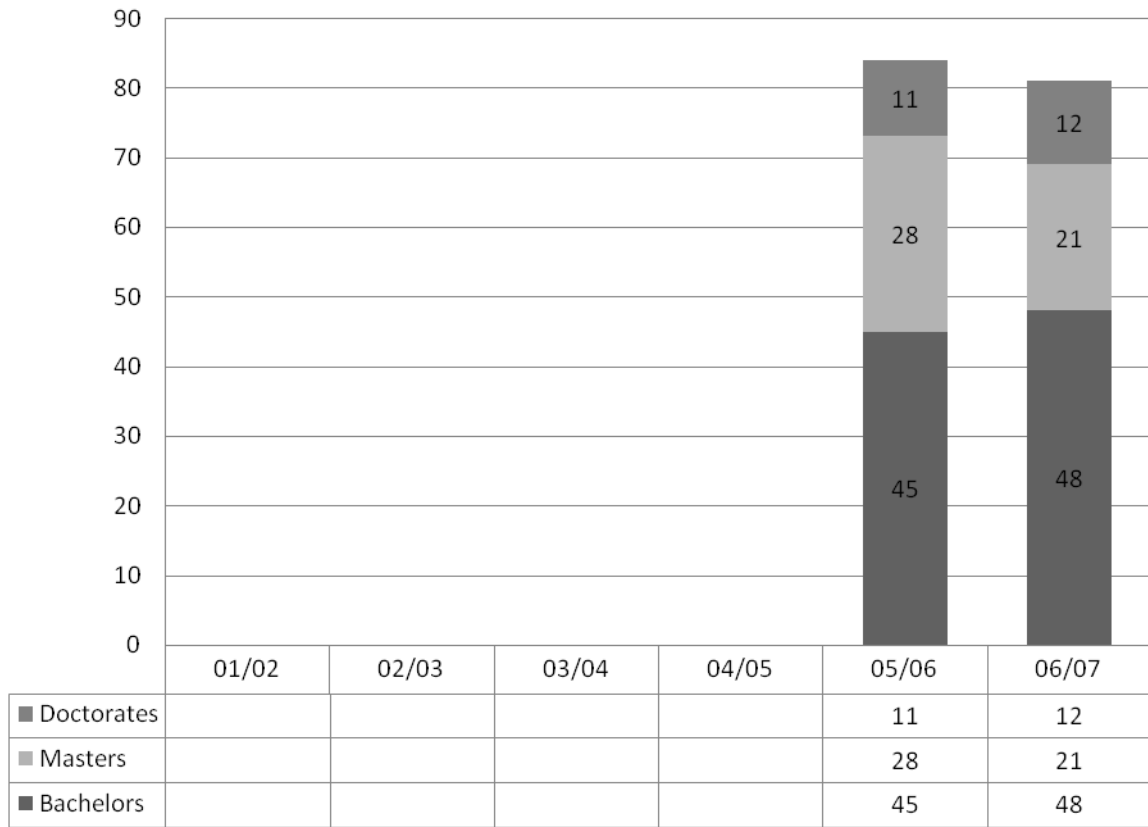


*****This is the area from which the doctoral degree specializing in Financial Planning was previously granted.**





Total Degrees Awarded by Year - Academic Year (APS Department)



Comparison of Degrees Awarded – Fall Data		01/02	02/03	03/04	04/05	05/06	06/07
University of Nebraska- Lincoln FCSE							
	Bachelor	3	3	5	7	3	6
	Master						
	Doctoral						
University of Missouri – Columbia PFP							
	Bachelor	63	64	48	42	49	32
	Master	2	1	1	1	7	2
	Doctoral	2	0	1	0	1	2
University of Georgia MFT							
	Bachelor						
	Master						
	Doctoral	2	3	1	1	2	2
Purdue University MFT							
	Bachelor						
	Master	3	2	2			
	Doctoral	4	6	6	6		4
Texas Tech							
CEED	Doctoral	0	3	1	1	3	3
FCSE	Masters	2	1	1	2	3	3
	Doctoral	1	4	5	4	3	3
MFT	Masters	3	3	5	2	6	5
	Doctoral	4	4	6	6	5	6
PFP	Bachelors	0	1	48	44	45	48
	Master	0	1	22	32	19	13
	Doctoral	0	0	0	0	0	0

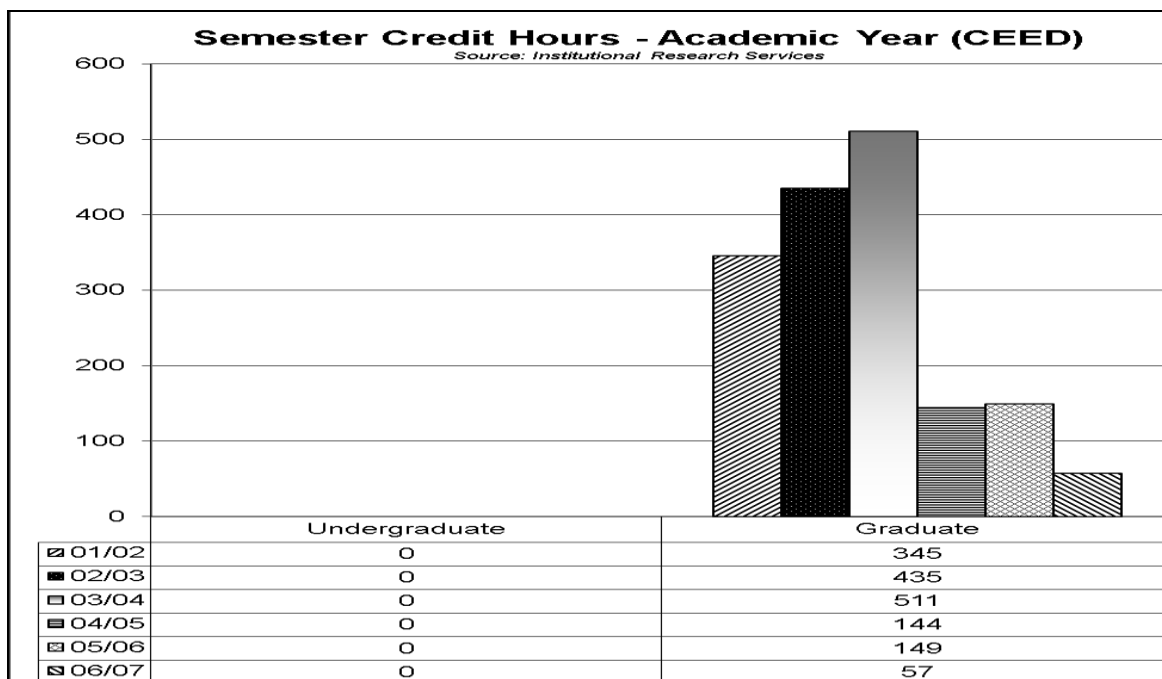
In considering how the APS Departmental Programs compare to those at peer institutions, the data above appear to offer a couple of meaningful comparisons. The FCSE data from Nebraska is all undergraduate data **and no FCS undergraduate data has been provided by the graduate school as part of this review (as described above)**. There is no FCSE peer data at the Master's and Doctoral levels to compare. Given that Texas Tech offers the only FCSE Master's degree program in the state and one of only two Ph.D. programs in the U.S., the potential for growth is significant. The other Ph.D. program at Iowa State has suspended admissions and is referring prospective students to Texas Tech. The best comparison, of the peer institution data provided for the MFT program, comes from Purdue. The Tech MFT program compares very favorably in both Doctoral and Master's degree areas. The PFP program here at Tech compares very favorably in every category with its peer institution at Missouri—Columbia. The Tech PFP Master's Program is much more productive in terms of degrees awarded and when adding in the CEED numbers at the Doctoral level the Tech PFP program compares very favorably as well.

Program Degrees Awarded – Grad Programs Only

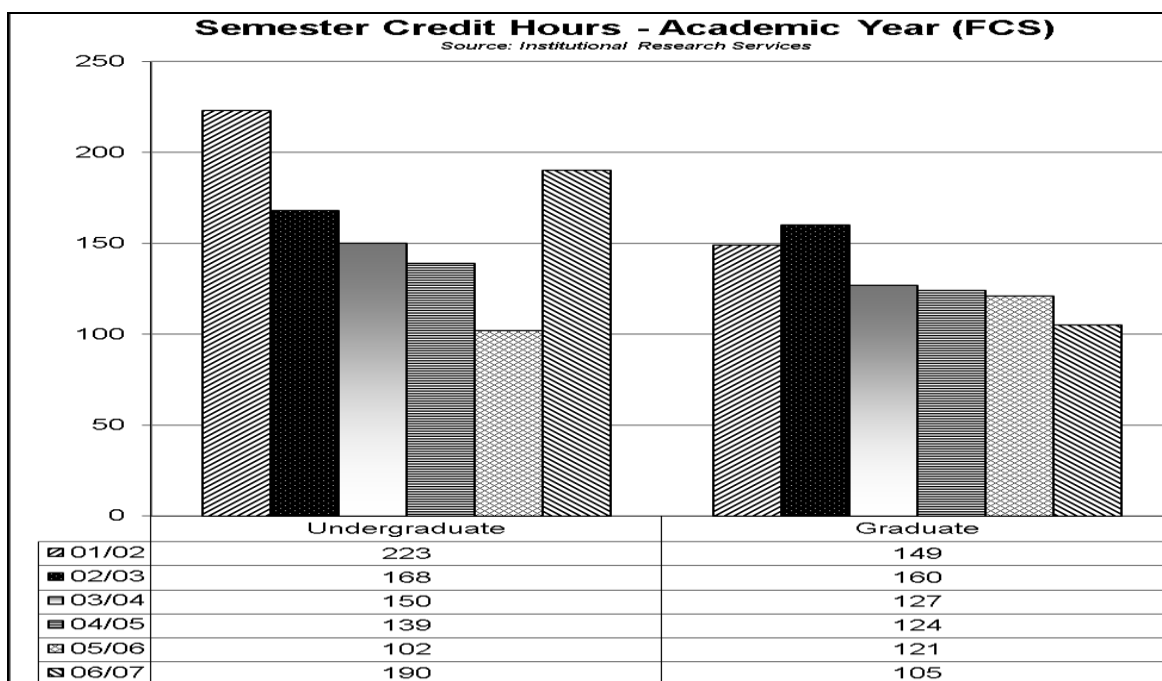
Source: Institutional Research Services

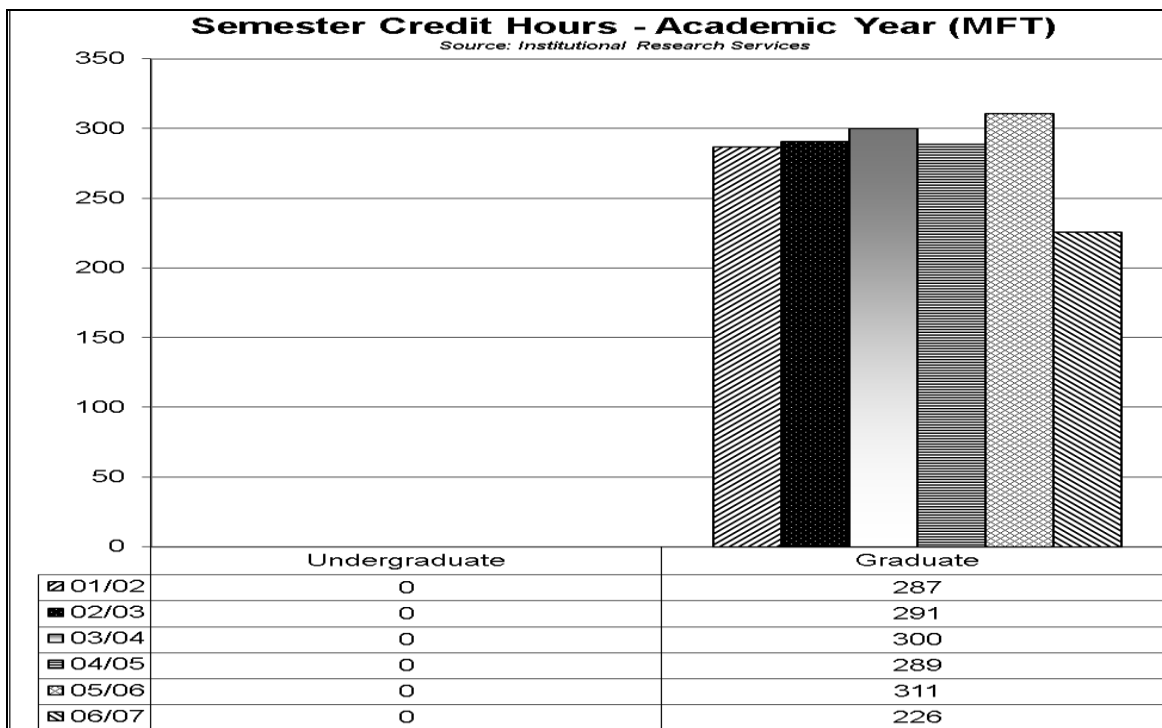
Name of Program	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
CEED	0	3	1	1	3	3
FCSE	3	5	6	6	6	6
MFT	7	7	11	8	11	11
PFP	0	1	22	32	19	13

C. Undergraduate and graduate semester credit hours



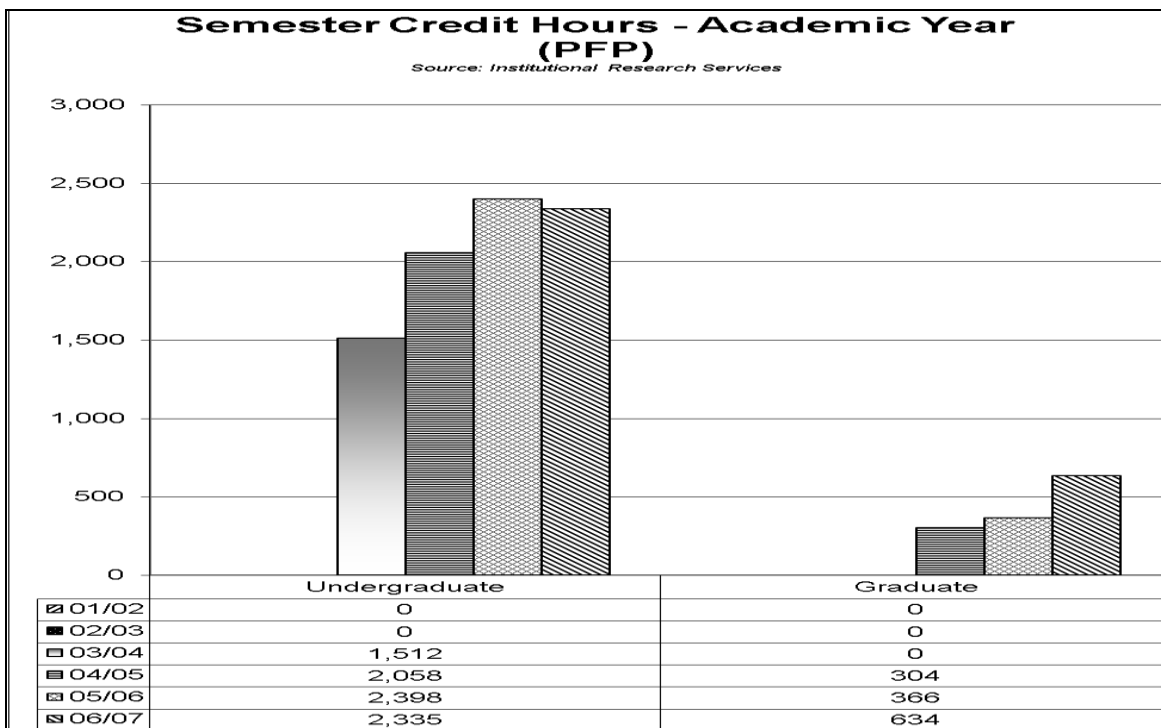
NOTE: The drop off in semester credit hours in 04/05 is a result of all of the graduate courses that were uniquely Financial Planning (as opposed to Environmental Design) being changed from CEED to PFP prefixes. This does not reflect a reduction in semester credit hours.





The MFT masters program is moving to a place where they will carry as many as 25 students at in any given academic year. This quadruples their current student numbers. They added six students 08-09, will add 12 students in 09-10, and 12 more students 10-11 to maintain approximately 24 in their program at a time. This will increase the semester credit hour count for just the Master's program to 288 in 09-10. Additionally, this increased master's student pool will become an important recruiting opportunity for the MFT doctoral program, thus increasing credit hours at that level as well.

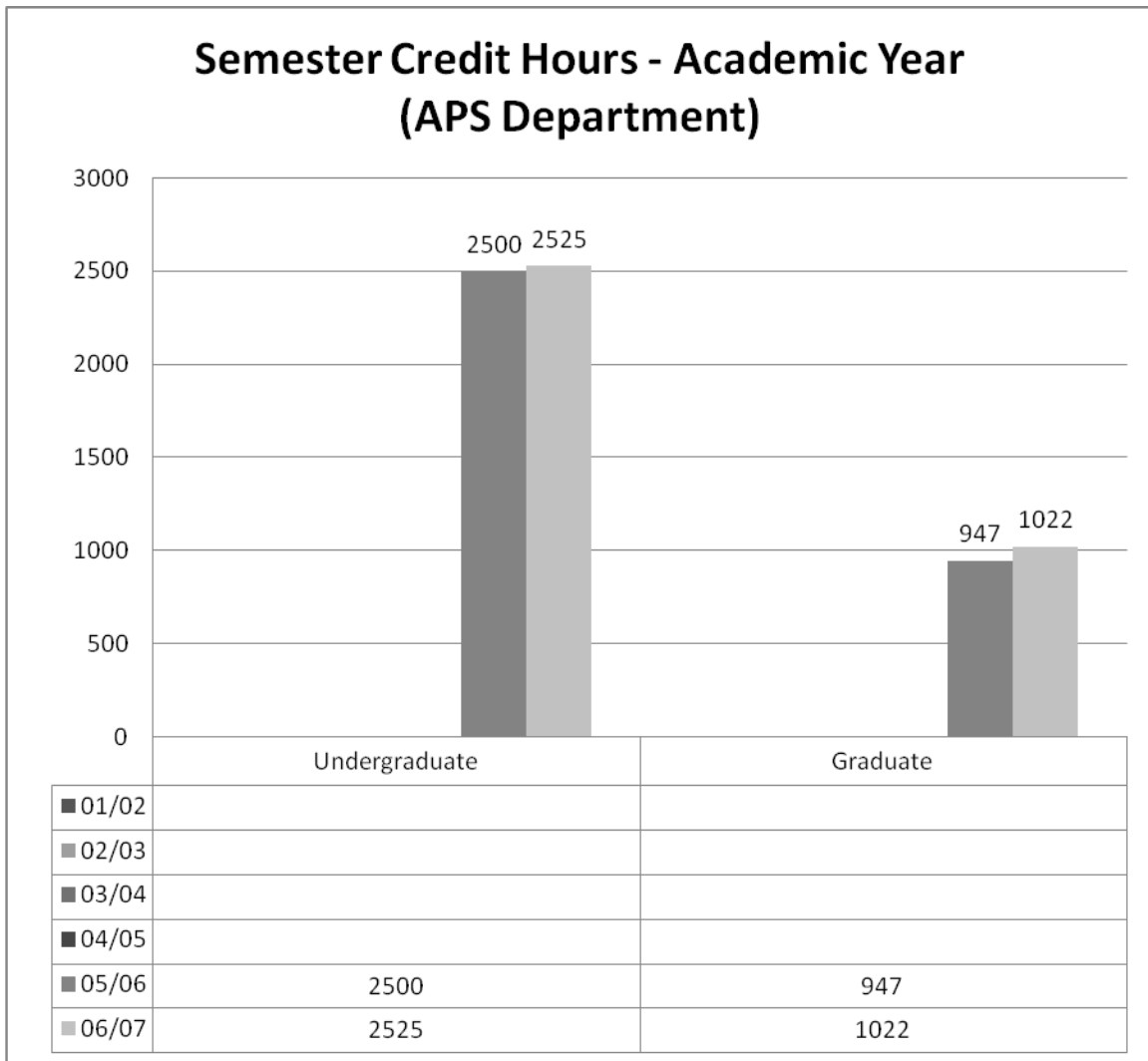
The newly approved CFAS undergraduate major currently has more than 50 majors enrolled. With the development of our mega-section classes (CFAS 2300, on the University core) it allow us to teach the maximum number of students with our best professors and will also allow us to add significant numbers of undergraduate semester credit hours. For example, in 2010 we expect to have 174 CFAS majors and be generating 3,000 semester credit hours over the two long semesters (e.g., Fall and Spring). An additional 600 semester credit hours will be generated over the Summer sessions. We are doing the same thing with our ADRS 2310 sections (i.e., creating mega-sections) and expect an increase from 3,243 semester credit hours in 2007-08 to 5286 in 2010-11 with additional numbers added over the Summer sessions.



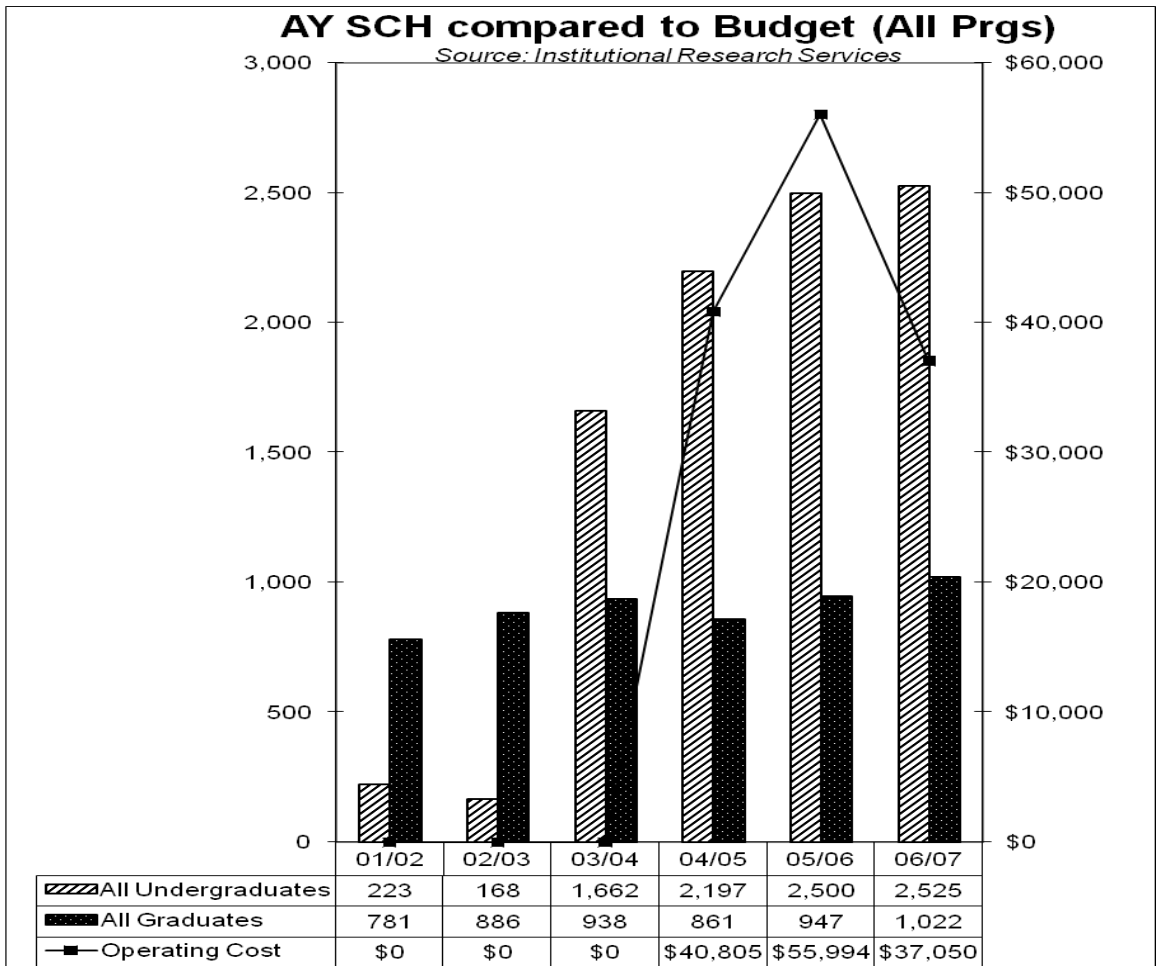
Note: The drop off in semester credit hours in 04/05 in the CEED chart above was the result of graduate courses that were uniquely Financial Planning (as opposed to Environmental Design) being changed from CEED to PFP prefixes. The PFP hours starting 04/05 in this chart demonstrate this to be accurate.

As with the MFT program, the PFP Division will be increasing enrollment and ultimately semester credit hours by adding to the number of students in its Master's program. Also, given their many dual degree programs and the number of students across campus taking advantage of these programs, student credit hours should consistently increase, though it doesn't appear that we get credit for their enrollment numbers.

With the recent approval of their 150 hour program, a significant number of undergraduate students will begin taking graduate level courses and be classified as graduate students in their senior year. More significantly a larger number of PFP undergraduates will remain at Texas Tech as graduate students.

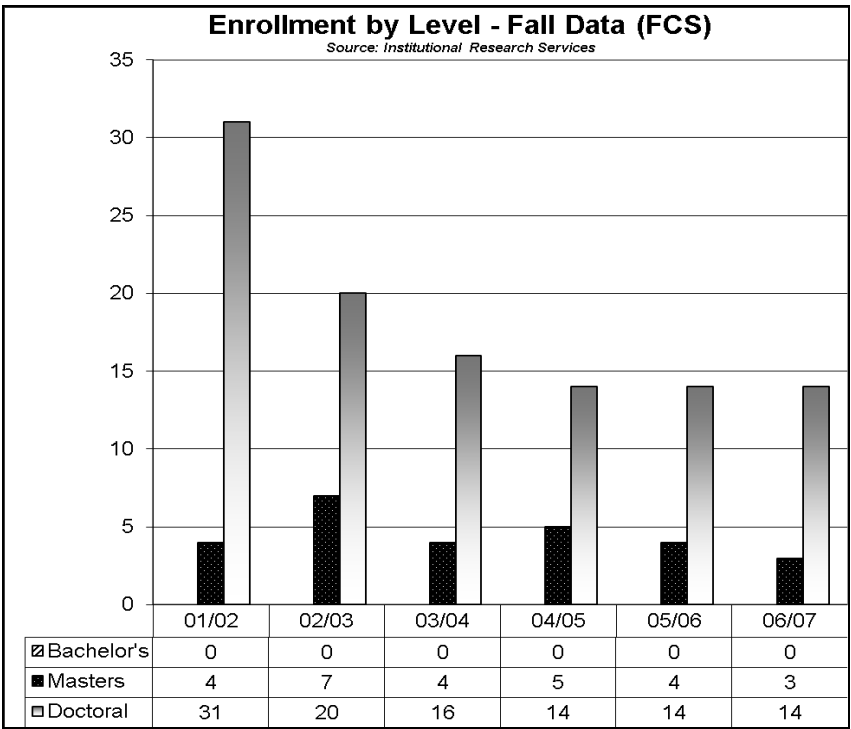
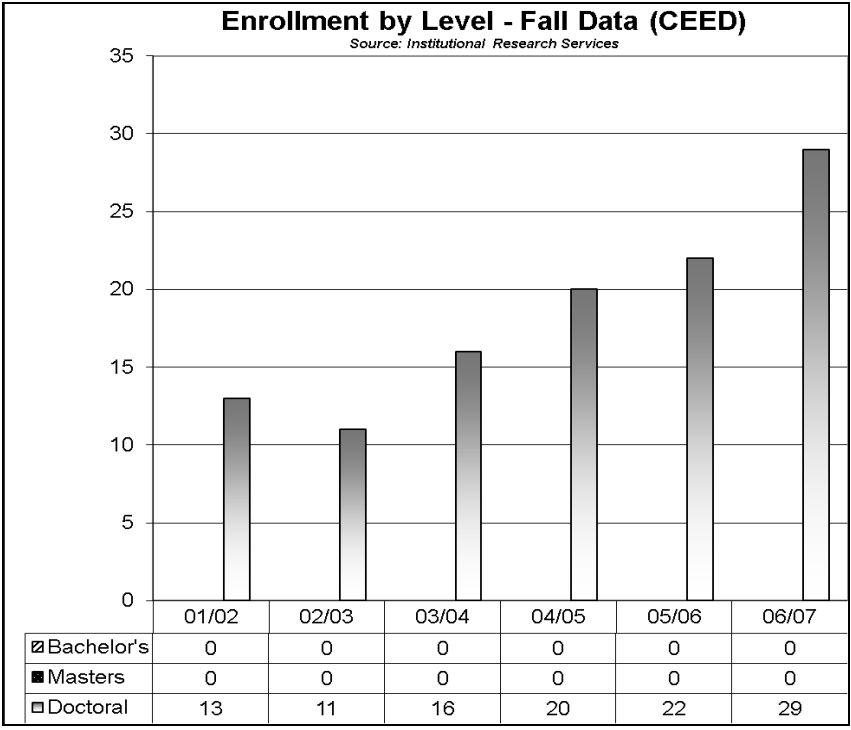


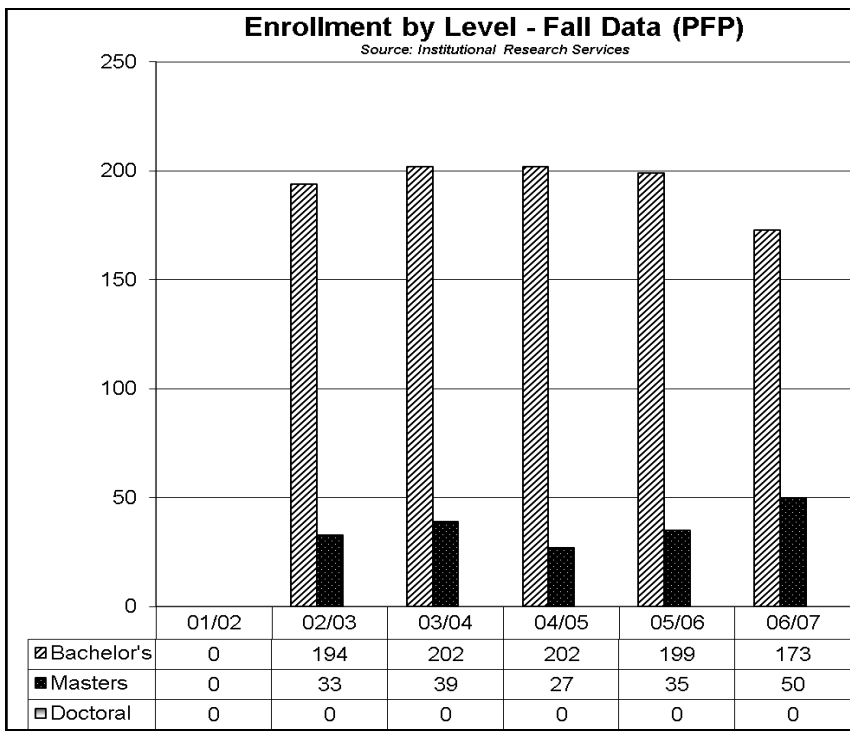
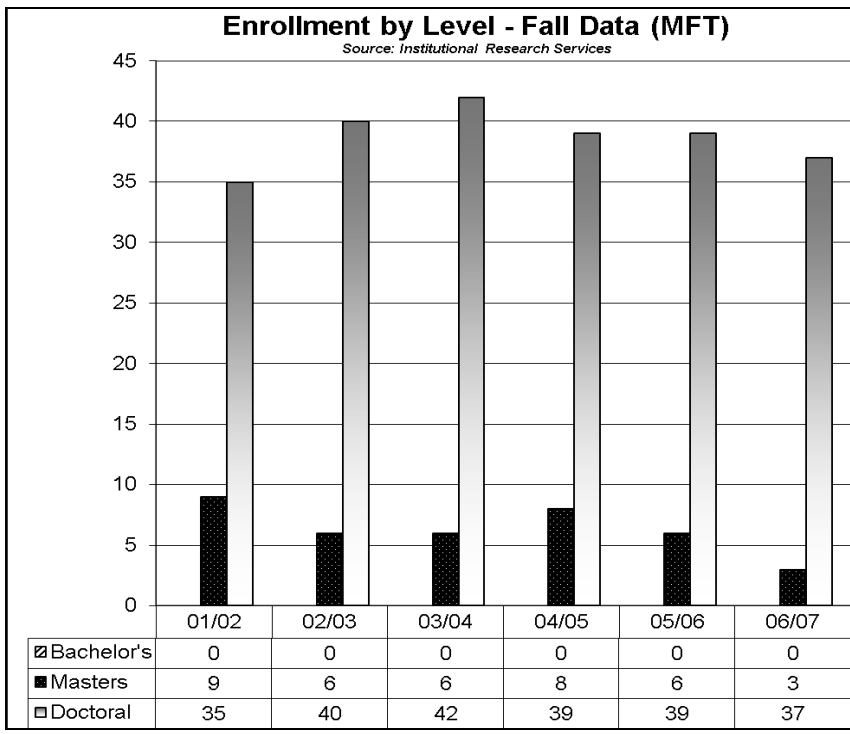
Again, given the commentary at the end of each of the program/division charts above, we expect these numbers to rise significantly over the next 3 years at both the graduate and undergraduate levels.



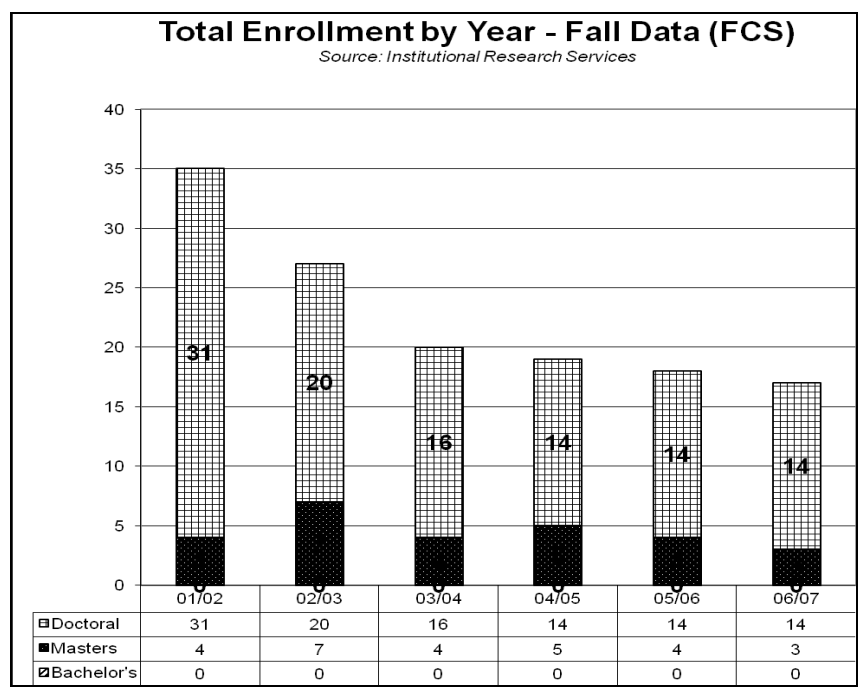
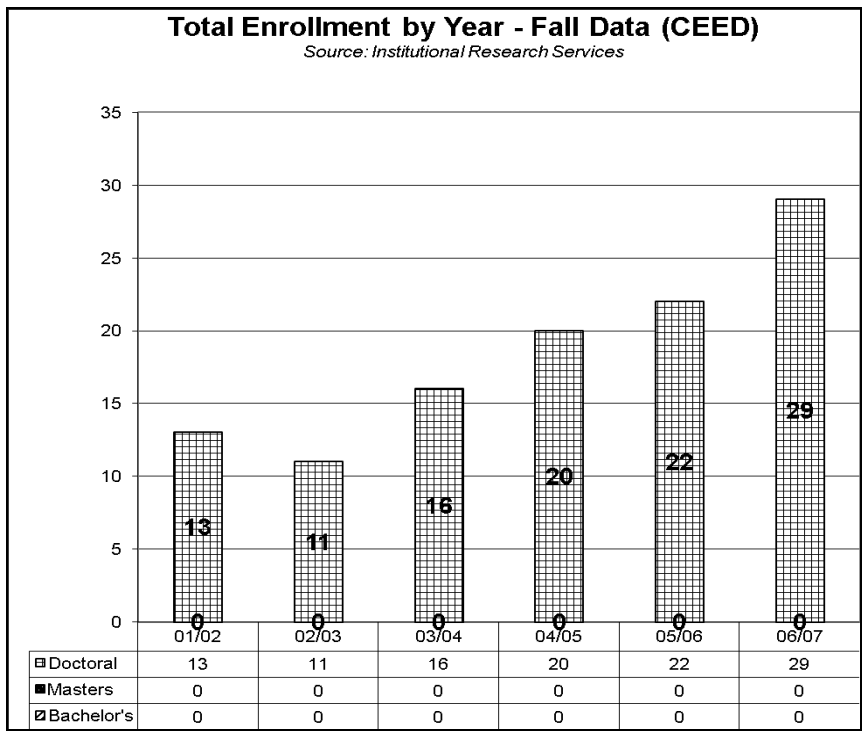
NOTE: This graph is an aggregate of the three programs and one division in APS!

D. Number of majors in the department for the fall semesters

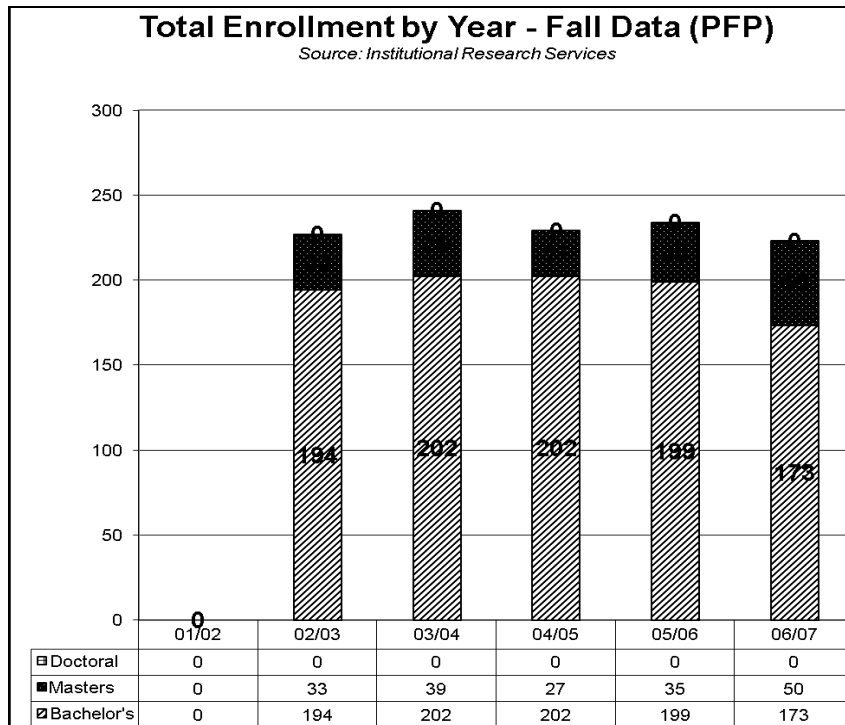
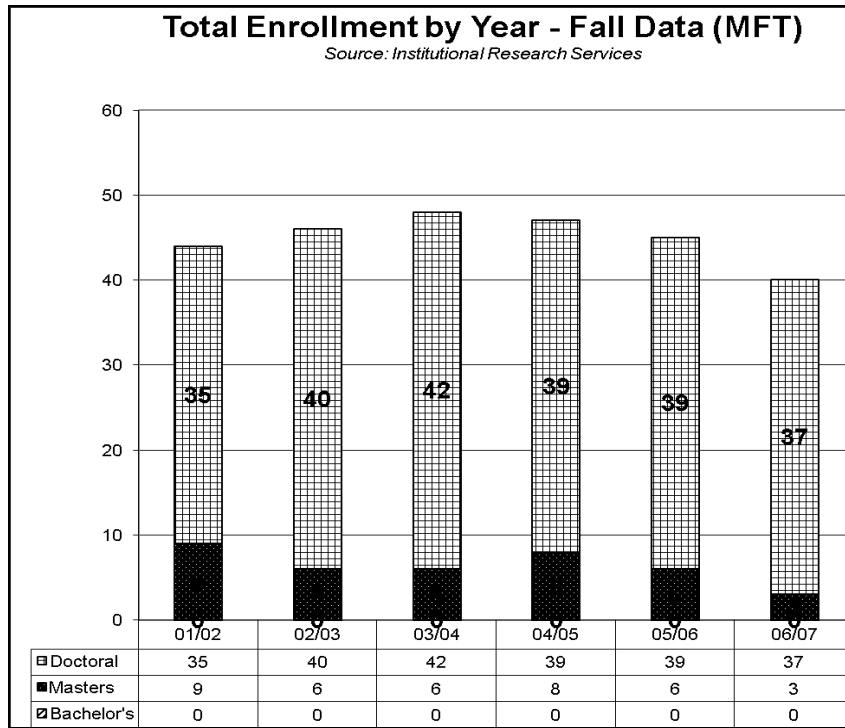




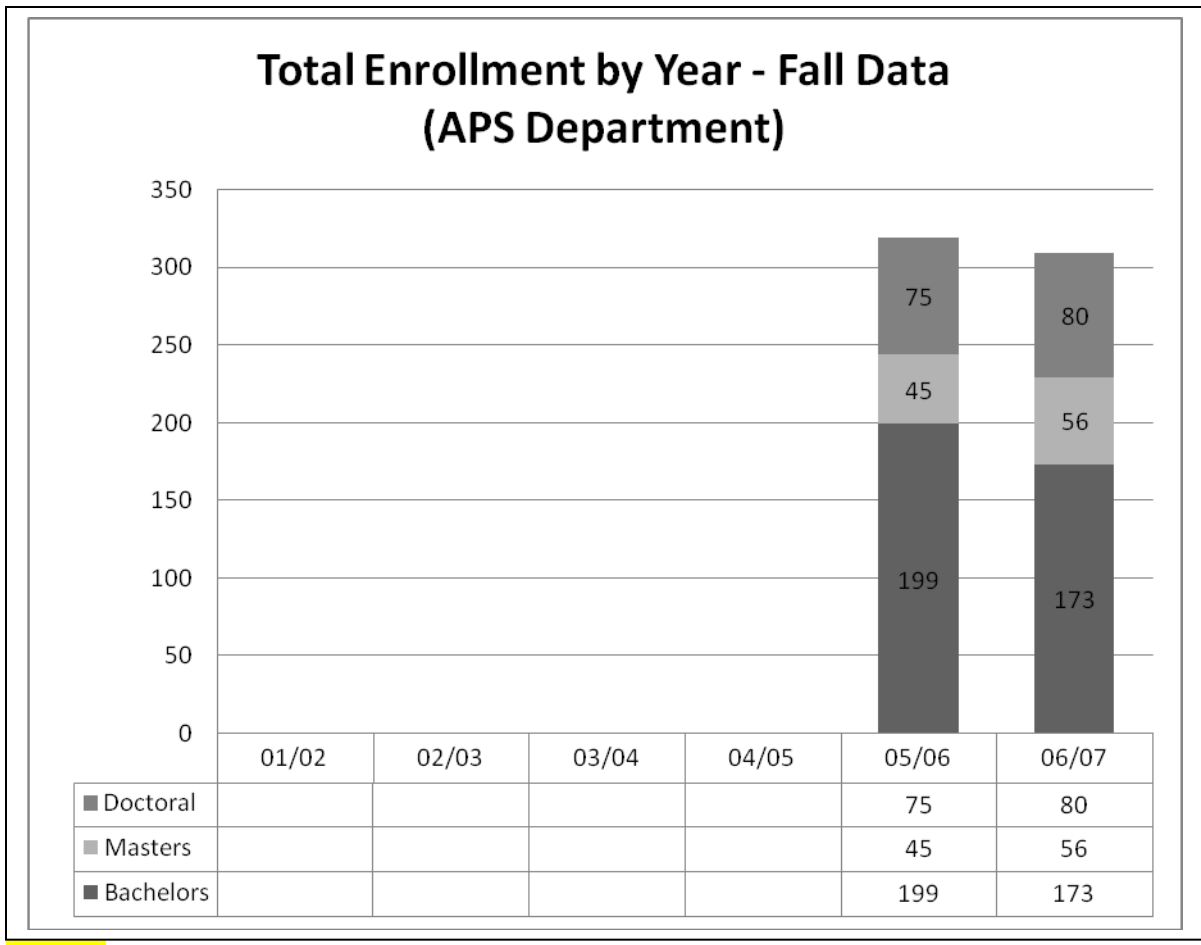
SSSSSSSS



Note: Given our own FCSE data, we believe the 31 number in 01/02 to be an anomaly. Also, it is important to note that current number in the Doctoral program is 18 students—things are on the rise.



Note: In 05/06 the GPA requirement for the undergraduate PFP program was raised from 2.5 to 2.8 and has impacted enrollment.



SSSSSSSS

Comparison of Enrollment - Fall Data		01/02	02/03	03/04	04/05	05/06	06/07
University of Nebraska-Lincoln FCSE							
	Bachelor	16	33	31	31	34	21
	Master				9	5	5
	Doctoral	1	1	1	1	1	1
University of Missouri – Columbia PFP							
	Bachelor	158	110	108	118	142	184
	Master	5	4	6	7	6	9
	Doctoral	4	7	5	8	6	0
University of Georgia MFT							
	Bachelor						
	Master				3	5	5
	Doctoral	16	15	17	13	12	12
Purdue University * MFT							
	Bachelor						
	Master	8	3	2	0	0	0
	Doctoral	27	31	27	24	21	24
Texas Tech							
CEED	Doctoral	13	11	16	20	22	29
FCSE	Masters	4	7	4	5	4	3
	Doctoral	31	20	16	14	14	14
MFT	Masters	9	6	6	8	6	3
	Doctoral	35	40	42	39	39	37
PFP	Bachelors	0	194	202	202	199	173
	Masters	0	33	39	27	35	50
	Doctoral	0	0	0	0	0	0

In considering how the APS Departmental Programs compare on enrollment to those at peer institutions, the data above appear to offer some meaningful comparisons. The FCSE data from Nebraska is mostly undergraduate data and **no FCS undergraduate data has been provided by the graduate school as part of this review (as described above)**. At the Masters level Nebraska appears to have a small edge in numbers, though both are trending in the same direction. At the Doctoral level, the Tech FCSE program appears to have substantially more enrollment. As stated previously, given that Texas Tech offers the only FCSE Master’s degree program in the state and one of only two Ph.D. programs in the U.S., the potential for growth is significant. The PFP program here at Tech compares very favorably in every category with its peer institution at Missouri—Columbia. The Tech PFP Master’s Program is much more productive in terms of degrees awarded

and when adding in the CEED numbers at the Doctoral level the Tech PFP program compares very favorably as well. The best comparison for the MFT data comes from the Purdue data and the Tech MFT program compares more than favorably in both Doctoral and Master's degree areas. The new CFAS undergraduate program will also be adding significant numbers to the undergraduate portion of the chart in the coming years.

Program Enrollment – Grad Programs Only

Source: Institutional Research Services

Name of Program	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
CEED	13	11	16	20	22	29
FCSE	35	27	20	19	18	17
MFT	44	46	48	47	45	40
PFP	0	33	39	27	35	50

E. Course enrollments over the past six years (enrollment trends by course)

- Figures are totals – classes may be offered more than once a year

Dept	Subject	Course	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	Total
APS	ADRS	6315	0	0	0	0	0	19	19
APS	CEED	5198	0	0	3	0	0	0	3
APS	CEED	5301	12	16	11	21	0	0	60
APS	CEED	5307	2	4	8	0	0	0	14
APS	CEED	5310	0	0	19	3	0	0	22
APS	CEED	5311	57	33	23	42	0	0	155
APS	CEED	5362	0	10	36	9	0	0	55
APS	CEED	5371	39	44	38	44	0	0	165
APS	CEED	5372	37	42	52	74	0	0	205
APS	CEED	5373	11	32	44	74	0	0	161
APS	CEED	5374	0	9	0	8	0	0	17
APS	CEED	5375	6	0	10	0	0	0	16
APS	CEED	5376	0	5	0	10	0	0	15
APS	CEED	5377	25	17	27	17	0	0	86
APS	CEED	5378	6	6	11	0	0	0	23
APS	CEED	5380	0	17	16	5	0	0	38
APS	CEED	5381	0	0	0	5	0	0	5
APS	CEED	5382	4	0	5	0	0	0	9
APS	CEED	5383	12	0	0	0	0	0	12
APS	CEED	5385	0	9	5	0	0	0	14
APS	CEED	5388	4	0	0	6	0	0	10
APS	CEED	5394	34	36	25	18	0	0	113
APS	CEED	5395	42	29	32	25	0	0	128
APS	CEED	5396	0	0	11	12	0	0	23
APS	CEED	5397	0	26	9	58	0	0	93
APS	CEED	5398	12	19	18	41	0	0	90
APS	CEED	6000	1	9	6	3	0	0	19
APS	CEED	6330	0	0	13	0	0	0	13
APS	CEED	6370	3	0	3	0	0	0	6
APS	CEED	6378	3	0	13	0	0	0	16
APS	CEED	6383	0	0	8	0	0	0	8
APS	CEED	6389	0	0	0	6	0	0	6
APS	CEED	7000	3	3	6	12	0	0	24

APS	CEED	8000	9	24	6	35	0	0	74
APS	FCSE	5118	19	7	18	11	0	0	55
APS	FCSE	5118	0	0	0	0	15	11	26
APS	FCSE	5301	13	8	5	6	0	0	32
APS	FCSE	5301	0	0	0	0	0	6	6
APS	FCSE	5302	14	11	0	6	0	0	31
APS	FCSE	5302	0	0	0	0	8	0	8
APS	FCSE	5303	17	0	23	9	0	0	49
APS	FCSE	5303	0	0	0	0	23	16	39
APS	FCSE	5304	5	5	0	0	0	0	10
APS	FCSE	5304	0	0	0	0	0	8	8
APS	FCSE	5307	0	0	0	0	4	0	4
APS	FCSE	5308	0	0	0	0	0	0	0
APS	FCSE	5308	0	0	0	0	0	0	0
APS	FCSE	5309	11	5	3	7	0	0	26
APS	FCSE	5309	0	0	0	0	1	6	7
APS	FCSE	5311	4	8	2	7	0	0	21
APS	FCSE	5311	0	0	0	0	7	6	13
APS	FCSE	5312	5	3	2	7	0	0	17
APS	FCSE	5312	0	0	0	0	1	5	6
APS	FCSE	5341	0	0	4	9	0	0	13
APS	FCSE	5341	0	0	0	0	6	9	15
APS	FCSE	5342	0	12	7	0	0	0	19
APS	FCSE	5342	0	0	0	0	10	5	15
APS	FCSE	5343	13	8	6	13	0	0	40
APS	FCSE	5343	0	0	0	0	14	0	14
APS	FCSE	5344	22	15	3	0	0	0	40
APS	FCSE	5344	0	0	0	0	10	2	12
APS	FCSE	5350	0	4	2	2	0	0	8
APS	FCSE	5350	0	0	0	0	2	3	5
APS	FCSE	6000	0	0	0	0	0	0	0
APS	FCSE	6000	0	0	0	0	0	0	0
APS	FCSE	6307	0	11	0	5	0	0	16
APS	FCSE	6343	0	0	0	0	0	13	13
APS	FCSE	7000	10	3	6	3	0	0	22
APS	FCSE	7000	0	0	0	0	4	6	10
APS	FCSE	8000	35	40	31	44	0	0	150
APS	FCSE	8000	0	0	0	0	22	19	41
APS	MFT	5300	10	10	11	10	0	0	41

APS	MFT	5300	0	0	0	0	4	0	4
APS	MFT	5302	0	12	0	17	0	0	29
APS	MFT	5302	0	0	0	0	0	8	8
APS	MFT	5304	15	8	0	10	0	0	33
APS	MFT	5304	0	0	0	0	0	7	7
APS	MFT	5322	14	13	12	4	0	0	43
APS	MFT	5322	0	0	0	0	0	6	6
APS	MFT	5370	5	5	9	8	0	0	27
APS	MFT	5370	0	0	0	0	0	7	7
APS	MFT	6000	28	4	0	0	0	0	32
APS	MFT	6000	0	0	0	0	1	1	2
APS	MFT	6303	4	0	19	0	0	0	23
APS	MFT	6303	0	0	0	0	11	0	11
APS	MFT	6305	7	0	11	0	0	0	18
APS	MFT	6305	0	0	0	0	8	0	8
APS	MFT	6311	0	15	0	16	0	0	31
APS	MFT	6311	0	0	0	0	0	11	11
APS	MFT	6322	0	19	0	18	0	0	37
APS	MFT	6322	0	0	0	0	0	6	6
APS	MFT	6323	0	0	17	0	0	0	17
APS	MFT	6323	0	0	0	0	19	0	19
APS	MFT	6342	0	12	20	12	0	0	44
APS	MFT	6342	0	0	0	0	18	20	38
APS	MFT	6370	0	12	0	14	0	0	26
APS	MFT	6370	0	0	0	0	0	6	6
APS	MFT	6395	51	60	67	75	0	0	253
APS	MFT	6395	0	0	0	0	57	49	106
APS	MFT	6396	4	8	4	6	0	0	22
APS	MFT	6396	0	0	0	0	7	9	16
APS	MFT	6397	4	8	4	7	0	0	23
APS	MFT	6397	0	0	0	0	6	8	14
APS	MFT	7000	15	23	39	26	0	0	103
APS	MFT	7000	0	0	0	0	38	45	83
APS	MFT	7395	18	11	14	11	0	0	54
APS	MFT	7395	0	0	0	0	26	20	46
APS	MFT	8000	58	57	59	86	0	0	260
APS	MFT	8000	0	0	0	0	98	106	204
APS	PFP	5198	0	0	0	0	3	2	5
APS	PFP	5210	0	0	0	0	0	2	2

APS	PFP	5301	0	0	0	0	19	0	19
APS	PFP	5311	0	0	0	0	22	43	65
APS	PFP	5322	0	0	0	0	0	17	17
APS	PFP	5350	0	0	0	0	1	7	8
APS	PFP	5362	0	0	0	0	24	20	44
APS	PFP	5371	0	0	0	0	50	64	114
APS	PFP	5372	0	0	0	0	15	22	37
APS	PFP	5373	0	0	0	0	34	32	66
APS	PFP	5377	0	0	0	0	21	20	41
APS	PFP	5378	0	0	0	0	8	0	8
APS	PFP	5380	0	0	0	0	0	3	3
APS	PFP	5390	0	0	0	0	7	2	9
APS	PFP	5394	0	0	0	0	41	15	56
APS	PFP	5395	0	0	0	0	28	15	43
APS	PFP	5396	0	0	0	0	2	1	3
APS	PFP	5397	0	0	0	0	9	44	53
APS	PFP	5398	0	0	0	0	9	47	56
APS	PFP	5399	0	0	0	0	4	5	9
APS	PFP	6101	0	0	0	0	15	14	29
APS	PFP	6395	0	0	0	0	0	0	0
APS	PFP	6397	0	0	0	0	6	0	6
APS	PFP	6399	0	0	0	0	0	0	0

All graduate courses are offered on a regular and timely rotation. There are sufficient courses offered each semester for students to make timely progress through the program. If not enough students need a particular course, it is not offered, allowing for more needed courses to be added. Student evaluations are completed for each course each long semester. Results of these evaluations are provided to the appropriate faculty members and to the Department Chairperson. These evaluations are typically quite positive, but when problems are identified, they are addressed by the Chair and the graduate faculty members.

- F. Courses cross listed – UG and Grad – need syllabus for both undergraduate and graduate individual courses (**Syllabi included in Appendices VII G**).

FCSE

FCSE 5341/FCSE 3301 Foundations of FCSE

PFP

PFP 3210/5210 Professional Field Experience

PFP 4175/5175 Special Topics in PFP

PFP 4377/5390 Practicum in PFP

PFP 4370/5373 Capstone

PFP 3378/5398 Estate Planning (since 2008 no longer cross listed)

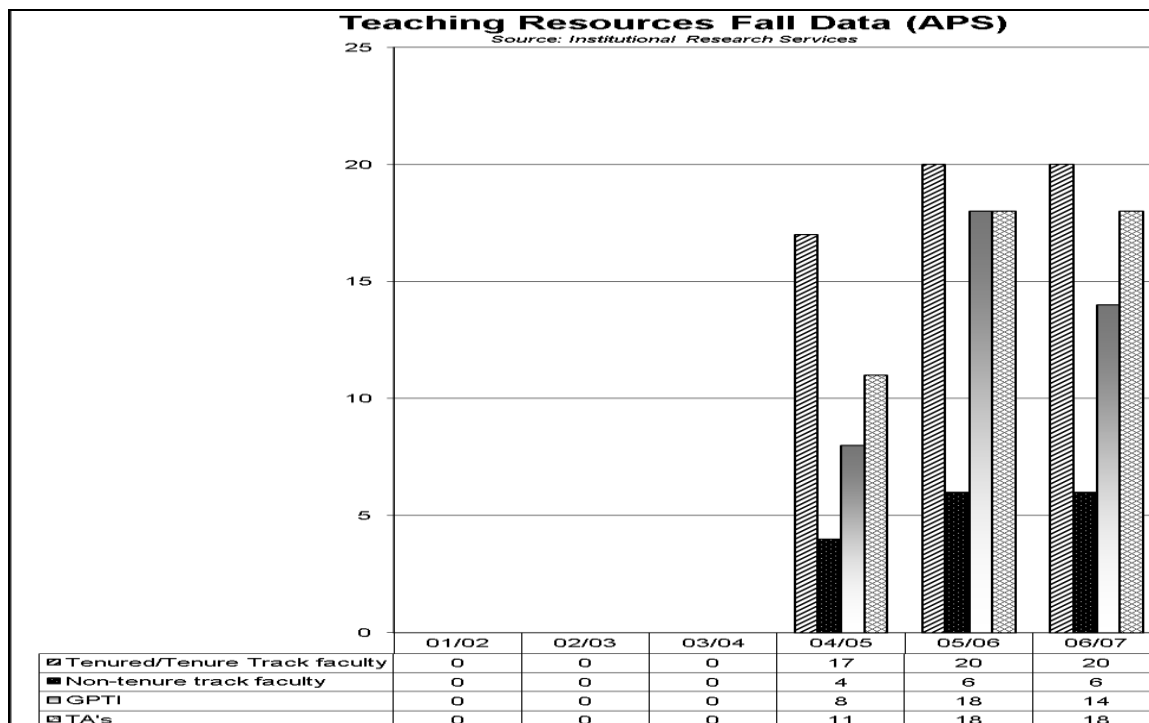
PFP 3350/5350 Individual Tax Planning Topics

PFP 4380/5380 Advanced Tech

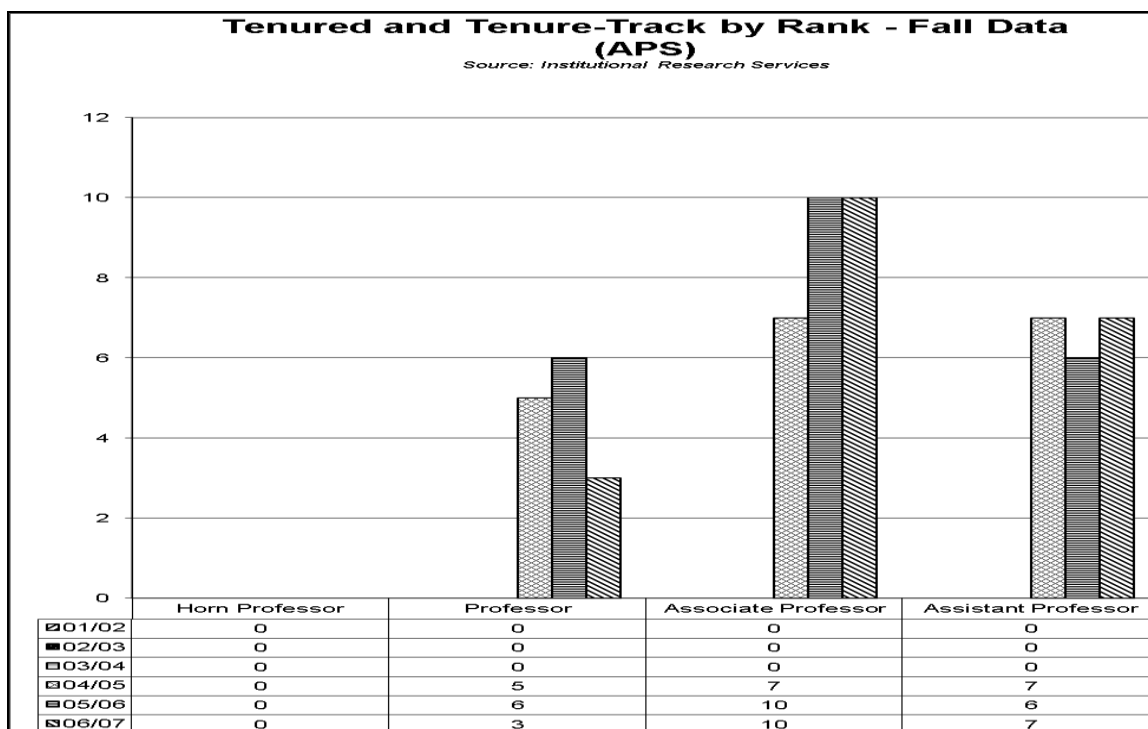
PFP 3398/5198 Professional Practices

III. Faculty

A. Number, rank, and demographics of the graduate faculty



As noted above, APS has a fairly large number of non-tenure track faculty members and many GPTI and TA positions. This is a reflection of a Department that has been short of faculty members and short on financial resources since its inception.



The APS Department attempts to maintain a good balance of faculty members according to gender, rank, and tenure status. In the Fall of 2007, the APS Department had 8 tenured faculty members and 12 who were on tenure tracks but were not tenured. These numbers were a bit lopsided in favor of untenured faculty members—numbers we would like to see a little more lopsided in the other direction in years to come. Given recent departures and hires and two more Assistant Professor Positions we are currently searching to hire, these numbers will become even more lopsided in favor of non-tenured faculty members before they get better. We are a young group in terms of academic status, but have great potential.

Comparison of Full-time Faculty	01/02	02/03	03/04	04/05	05/06	06/07
University of Nebraska-Lincoln (FCSE)						
Tenure/Tenure Track	0.12	0.12	0.12	0.12	0.12	0.12
Non-tenure track	0.5	0.5	0.5	0.5	0.5	0.5
TA's	1	1	1	1	0	0
University of Missouri-Columbia (PFP)						
Tenure/Tenure Track	4.25	4.25	4.25	4.25	3	3
Non-tenure track	0	0	0	0	2	2
TA's	6	8	9	9	10	6
University of Georgia (MFT)						
Tenure/Tenure Track	3	4	4	3	3	4
Non-tenure track	0	0	0	0	0	0
TA's	0	0	0	0	0	0
Purdue University (MFT)						
Tenure/Tenure Track	Submitter did not have a break down for number of faculty but did say they have an average of 15-17 faculty (tenured/tenure track) over the last several years.					
Non-tenure track						
TA's						
Texas Tech*						
Tenure/Tenure Track	n/a	n/a	n/a	17	20	20
Non-tenure track	n/a	n/a	n/a	4	6	6
TA's	n/a	n/a	n/a	11	18	18

*NOTE: College went through reorganization in 2004 bringing together ADRS, FCSE, MFT and PFP in one Department, the Department of Applied and Professional Studies (APS).

It would be very difficult to draw any conclusions about the Texas Tech Programs under review given that the comparison data is broken down by program and is quite limited and the TTU data is provided from the TTU Graduate School by Department, a combination of FCSE, MFT and PFP programs. For a base level of perspective, in the Fall of 2007 FCSE had 3 tenure/tenure track faculty, MFT had 6 tenure/tenure track faculty, and PFP had 8 tenure/tenure track faculty. In terms of TAs, FCSE had 2, MFT had 7 and PFP had 9.

- B. List of faculty members (**NOTE**): This list represents all faculty members employed in the Department over the past six years of the review period but lists the faculty who are currently here in the respective Programs where they presently reside (Fall of 2008).

AREA	FACULTY NAME	Position	APPT YEAR	GRAD FACULTY
ADRS	Comiskey, George	Instructor	2002 - Present	N
	Harris, Kitty	Associate Professor CSAR Director	1988 - Present	Y
	Kimball, Thomas	Associate Professor Assistant Academic Dean ADRS Program Director	2004 - Present	Y
	Shumway, Sterling	Associate Professor Department Chair	2004 - Present	Y
	Smock, Sara	Assistant Professor	2006 - Present	Y
FCSE	Alexander, Karen	Assistant Professor	2004 - Present	Y
	Allison, Barbara	Associate Professor	2007 - Present	Y
	Couch, Anna Sue	Professor FCSE Program Director	1978 - Present	Y
	Davis, Kimberlee	Visiting Assistant Professor	2006 - 2007	Y
	Felstehausen, Virginia	Professor	1984 - 2007	Y
	Killman, Letitia	Instructor	2006 - Present	N
MFT	Reichelt, Susan	Assistant Professor	2000 - 2003	Y
	Arterburn, Don	Instructor	2005 - 2006	Y
	Bean, Roy	Assistant Professor	2002 - 2006	Y
	Bermudez, Judith Maria	Assistant Professor	2001 - 2006	Y
	Bryan, Laura	Visiting Assistant Professor	2006 - 2007	Y
	Harris, Steve	Professor	1996 - Present	Y
	Ivey, David	Professor Associate Dean	1993 - Present	Y
	Karakurt, Gunnur	Assistant Professor	2008 - Present	Y
	Morelock, Nichole	Instructor	2006 - Present	Y
	Morris, James	Director	2003 - Present	Y
	Reid, Kary	Instructor	1998 - 2004	Y
	Smith, Douglas	Assistant Professor	2007 - Present	Y
	Springer, Nicole	Instructor MFT Clinic Coordinator	2008 - Present	Y
	Wampler, Karen	Professor	1989 - 2007	Y
	Wampler, Richard	Professor	1989 - 2007	Y
Whiting, Jason	Assistant Professor MFT Program Director	2007 - Present	Y	
Wieling, Elizabeth	Assistant Professor	1997 - 2001	Y	

PFP	Akay, Emre (Ozzy)	Assistant Professor	2008 - Present	Y
	Barnhill, Robert	Instructor	1986 - Present	Y
	Cordell, David	Associate Professor	2003 - 2008	Y
	Durband, Dorothy Bagwell	Associate Professor	2000 - Present	Y
	Evensky, Harold	Instructor	2007 - Present	Y
	Finke, Michael	Associate Professor	2006 - Present	Y
	Gilliam, John	Assistant Professor	2006 - Present	Y
	Gustafson, Bill	Associate Professor CFR Director	1978 - Present	Y
	Hampton, Vickie	Professor PFP Program Director	1999 - Present	Y
	Hopkins, John	Assistant Professor	1996 - 2003	Y
	Huston, Sandra	Visiting Assistant Professor Associate Professor	2006 - 2007 2007 - Present	Y
	Jasper, Jan	Research Instructor	2004 - Present	Y
	Joo, So-Hyun	Associate Professor	1998 - 2006	Y
	Katz, Deena	Associate Professor	2006 - Present	Y
	Korb, Brian	Associate Professor	2008 - Present	Y
	Lauderdale, Mitzi	Assistant Professor	2008 - Present	Y
	Salter, John	Visiting Assistant Professor Assistant Professor	2005 - 2006 2006 - Present	Y
Tombs, Joe	Assistant Professor Instructor	2000 - Present	Y	

The Programs/Divisions in APS are largely productive and highly recognized in their respective fields. Our productivity is mostly due to our many respected faculty members. Our turnover rate during the review period has been about 30%. Turnover has been a small problem in that we have numbers of newer faculty members who we have successfully hired who are less academically mature (our ratio of new faculty to longer-term faculty is high). The newer faculty members are busy trying to prepare for tenure and we have fewer experienced faculty to serve on committees and provide leadership in other growth areas that require significant time commitments. However, despite this, our new faculty members are very productive and have every chance at obtaining tenure. Their productivity as new faculty members is probably a good predictor of their future productivity as they advance in rank, tenure, and time. We have two Assistant Faculty positions, one in PFP and one in MFT, that that we are currently searching for—this will not help the ratio problem stated above.

Several of the longer-term APS faculty members have half-time administrative appointments at the College level. These appointments include: Two Associate Deans (Dr. Ivey and Dr. K. Harris) and one Assistant Dean (Dr. Kimball). Dr. Harris and Dr. Kimball also have significant appointments as the Director for the Center for the Study of Addiction (CSAR) and the Associate Managing Director of the CSAR. Additionally, given the way our Department is structured (much like a small college), our three Program Directors (Drs. Whiting, Couch and Kimball) and our one Division Director (Dr. Hampton) have significant administrative responsibilities, much like a Department

Chair. In the case of Drs. Kimball and Whiting, neither of them have tenure status, though both could currently qualify given their vitas!

C. Summary of the number of all publications and creative activities.

Publication Type	9/01-8/02 N = 17 F = 17	9/02-8/03 N = 17 F = 17	9/03-8/04 N = 18 F = 18	9/04-8/05 N = 20 F = 20	9/05-8/06 N = 21 F = 21	9/06-8/07 N = 24 F = 24
Refereed Articles	20	33	39	40	57	54
Books/Book Chapters	8	9	10	18	9	9
Other Publications	10	11	9	13	25	20
Proceedings/Posters	33	32	50	47	62	40
Other Presentations	103	105	111	125	136	139
N = # of full time faculty contributing F = # of full time graduate faculty in department						

I believe it is quite clear from the data above that APS faculty members are very productive and are actively publishing and presenting their research. Their efforts have given the faculty in this Department a significant local, national, and international presence. A complete review of all faculty members' professional achievements are found in their graduate faculty applications in Appendix F. This listing of their academic achievements is being submitted to the Graduate School for graduate faculty status renewal.

D. Responsibilities and leadership in professional societies

Professional Leadership	9/01-8/02 N = 17 F = 17	9/02-8/03 N = 17 F = 17	9/03-8/04 N = 18 F = 18	9/04-8/05 N = 20 F = 20	9/05-8/06 N = 21 F = 21	9/06-8/07 N = 24 F = 24
Corporate/Business Exec. Board	9	8	9	8	8	11
Officer in National Org.	1	2	4	7	9	8
Journal-Editor/Editorial Board	6	8	10	11	13	11
Other Committees/Boards	29	29	31	32	24	28
University Committees	31	26	30	31	36	43
College Committees	29	29	31	29	47	38
Department Committees	21	31	35	40	42	35
Reviewer-Journal/Grants	16	22	26	28	34	31
N = # of full time faculty contributing F = # of full time graduate faculty in department						

APS faculty members are involved in a number of leadership roles as evidenced by the table provided above. Their service activities cover a broad range of categories. These include committee involvement at the department, college and university level to offering time and talents in the local community as well as providing expertise on a national level to boards and professional organizations.

	Committees Chaired		Committees Served in Department		Committees Served Outside Department	
	M.S.	Ph.D.	M.S.	Ph.D.	M.S.	Ph.D.
Alexander, Karen (FCSE)	0	7	0	2	0	0
Allison, Barbara (FCSE)	1	0	5	4	0	0
Barnhill, Robert (PFP)	0	0	0	0	0	0
Bean, Roy (MFT) *	0	0	0	9	0	0
Bermudez, Maria ** (MFT)	0	3	0	8	0	0
Bryan, Laura (MFT) *	0	0	0	0	0	0
Cordell, David (PFP) *	0	1	0	2	0	0
Couch, Sue (FCSE)	0	4	0	12	0	0
Davis, Kimberlee (FCSE) *	0	0	0	1	0	0
Durband, Dorothy (Bagwell) (PFP)	2	6	0	5	1	0
Felstehausen, Virginia (FCSE) *	0	16	0	7	1	1
Finke, Michael (PFP)	2	3	5	6	0	0
Gilliam, John (PFP)	0	0	0	0	0	0
Gustafson, William (PFP)	0	2	0	9	0	0
Hampton, Vickie (PFP)	0	3	0	5	0	0
Harris, Kitty (ADRS)	0	0	2	3	1	3
Harris, Steve (MFT)	6	17	3	5	0	0
Hopkins, John (PFP) *	0	0	0	1	0	0
Huston, Sandra (PFP)	1	1	3	3	1	0
Ivey, David (MFT)	7	17	2	16	0	3
Joo, So-hyun (PFP) *	0	1	0	8	0	1
Katz, Deena (PFP)	0	0	0	1	0	0
Morris, James (MFT)	20	0	0	2	0	0
Kimball, Thomas (ADRS)	0	4	1	10	0	1
Salter, John (PFP)	0	0	0	2	0	0
Shumway, Sterling (ADRS)	0	2	2	11	0	0

Smith, Douglas (MFT)	0	1	0	1	0	0
Smock, Sara (ADRS)	0	2	0	6	0	0
Tombs, Joseph (PFP) *	0	0	0	0	0	0
Wampler, Karen (MFT) *	0	11	7	11	0	0
Wampler, Richard (MFT) *	2	4	0	0	0	0
Whiting, Jason (MFT)	3	5	24	5	0	2
* Former Faculty Members						

- E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

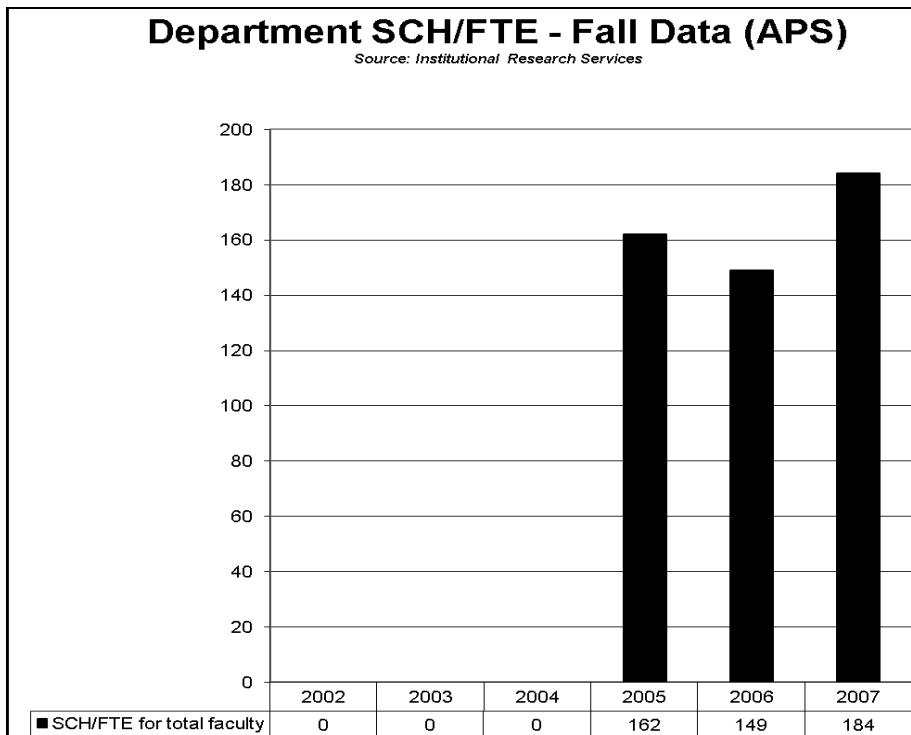
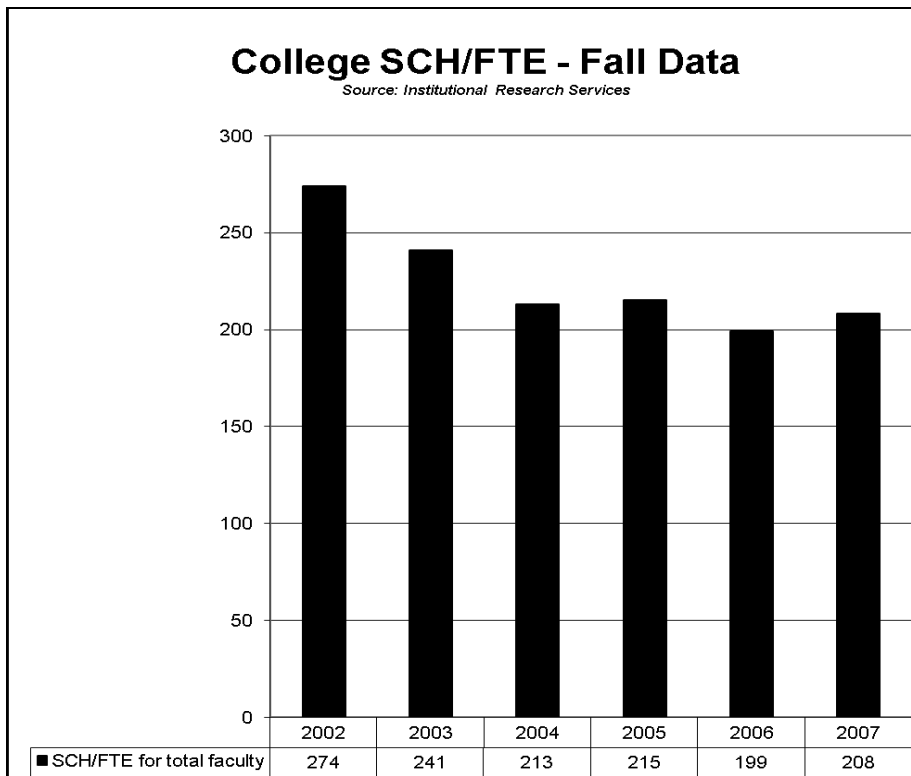
**FACULTY WORKLOAD
(Includes Fall 2007)**

	2002	2003	2004	2005	2006	2007
University	11.34	12.24	16.23	15.82	16.08	15.44
College	12.50	12.01	16.63	17.62	17.06	16.67
Department				17.98	17.03	18.21

As can be seen above, the faculty workload for our Department exceeds that of the University as a whole—and though lower than the College by a small amount in 2006—is 1.5 points higher than the College in 2007 and was higher in 2005. Several of our faculty members carry significant loads that exceed 25 and one exceeds 30 (32.55).

The typical teaching load for APS faculty members is two courses; however, especially in the PFP Division and the ADRS program, several faculty members have had to carry a teaching load of 3 courses each long semester, and have done so willingly over the past several years. Given the shortage with FCSE faculty, they have also carried overloads as evidenced by the faculty member in FCSE who is carrying the 32.55 workload this Fall semester of 2008.

Student credit hour generation is increasing, and with the changes in the MFT and CFAS degrees described earlier and the potential for increases in PFP Master's students, things are looking very bright for the APS Department. Though we are able to make these transitions with current resources, we may not be able to sustain them without further financial and faculty support.



NOTE: Information in this graph is aggregate data for the three programs and one division in APS.

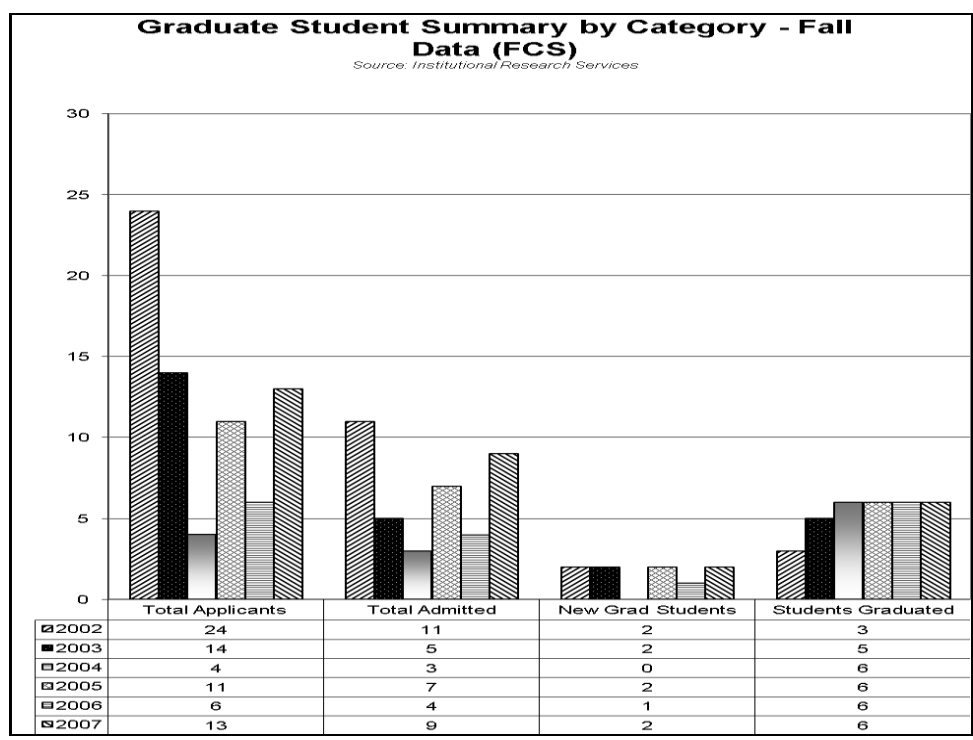
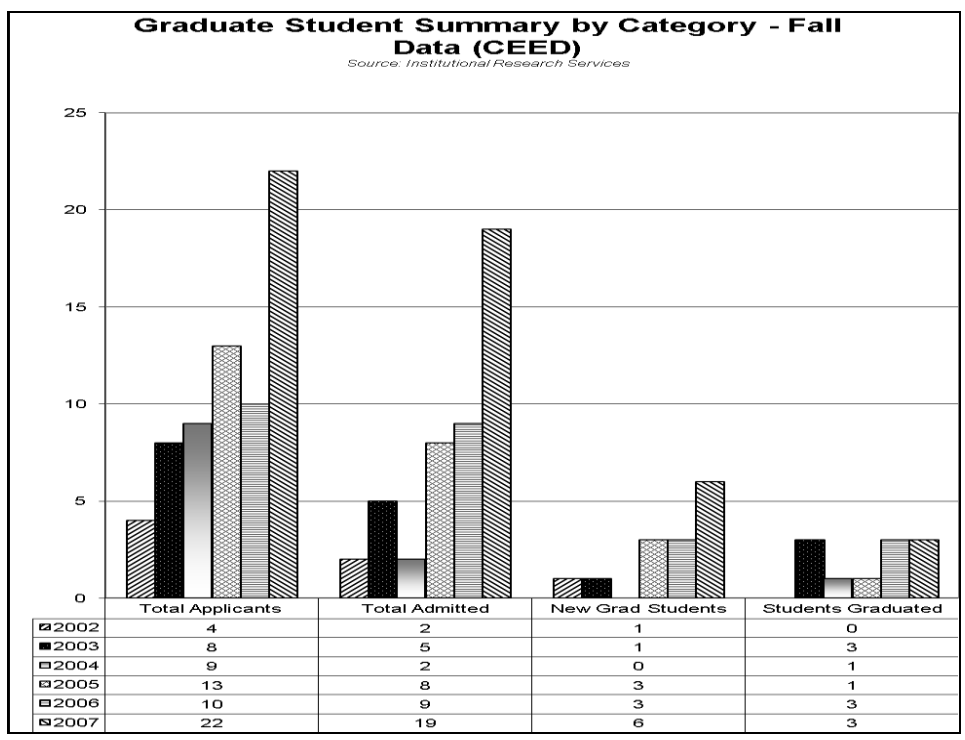
As stated previously, the MFT masters program is moving to a place where they will carry as many as 25 students at in any given academic year. This quadruples their current student numbers. They added six students 08-09, will add 12 students in 09-10, and 12 more students 10-11 to maintain approximately 24 in their program at a time. This will increase the semester credit hour count for just the Master's program to 288 in 09-10! Additionally, this increased master's student pool will become an important recruiting opportunity for the MFT doctoral program, thus increasing credit hours at that level as well.

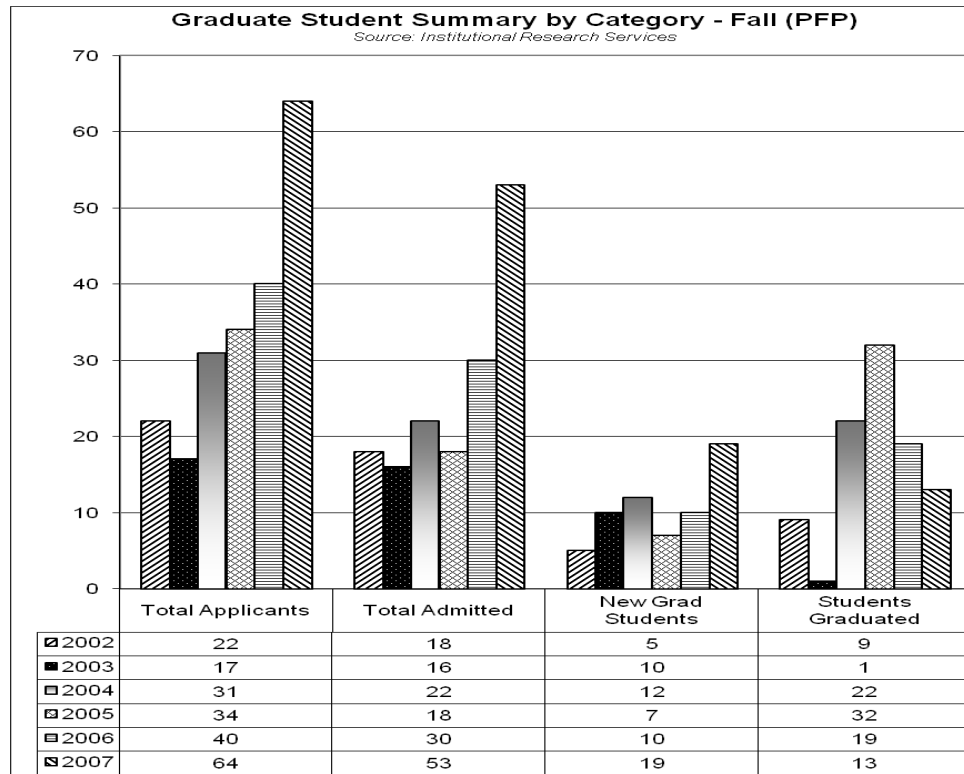
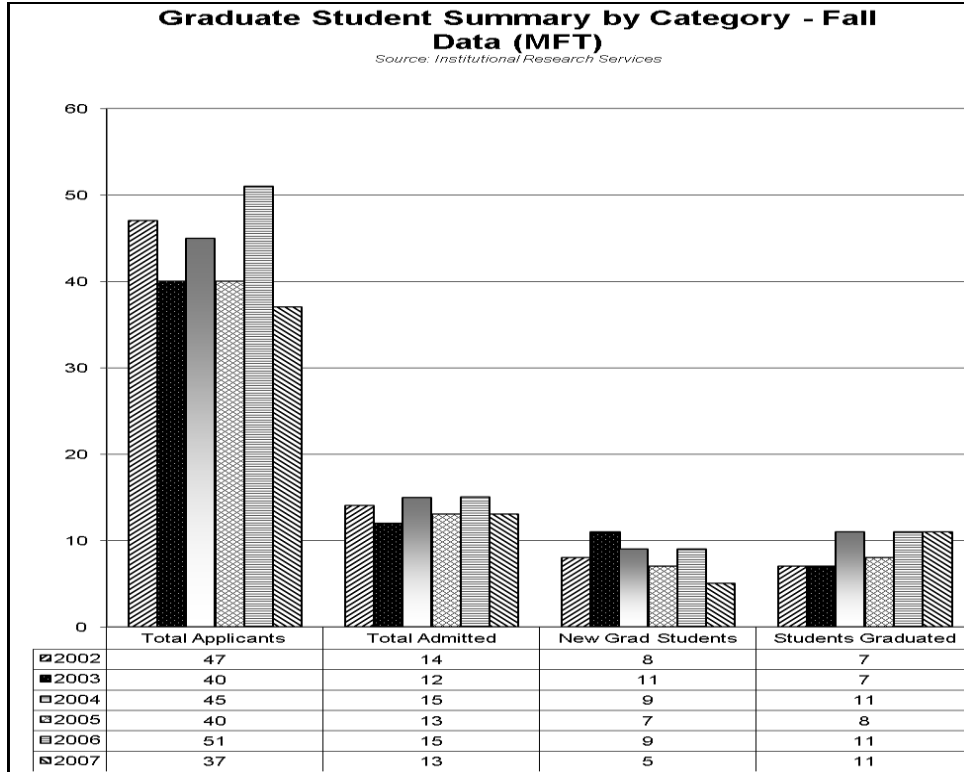
Also, as stated previously, the newly approved CFAS undergraduate major currently has more than 50 majors enrolled. With the development of our mega-section classes (CFAS 2300, on the University core) that allow us to teach the maximum number of students with our best professors and will also allow us to add significant numbers of undergraduate semester credit hours. For example, in 2010 we expect to have 174 CFAS majors and be generating 3,000 semester credit hours over the two long semesters (e.g., Fall and Spring). An additional 600 semester credit hours will be generated over the Summer sessions. We are doing the same thing with our ADRS 2310 sections (i.e., creating-mega sections) and expect an increase from 3,243 semester credit hours in 2007-08 to 5286 in 2010-11 with additional numbers added over the Summer sessions.

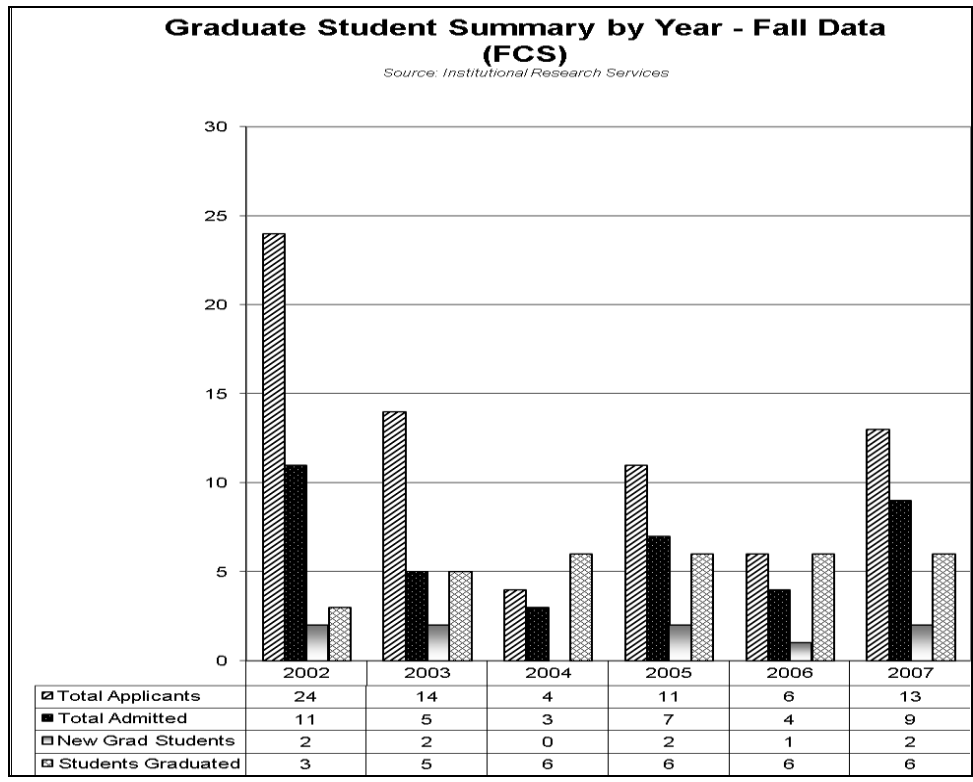
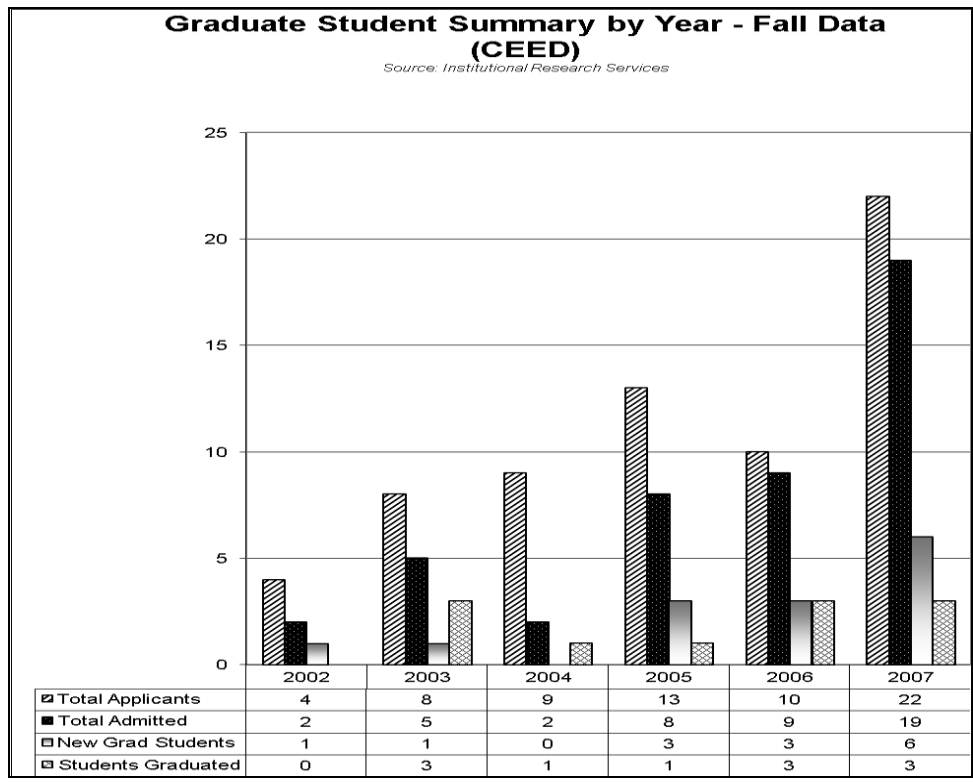
PFP is also picking up the number of Master's students it takes into their program. The sum total of all of these changes will have a very large impact on semester credit hours within this Department.

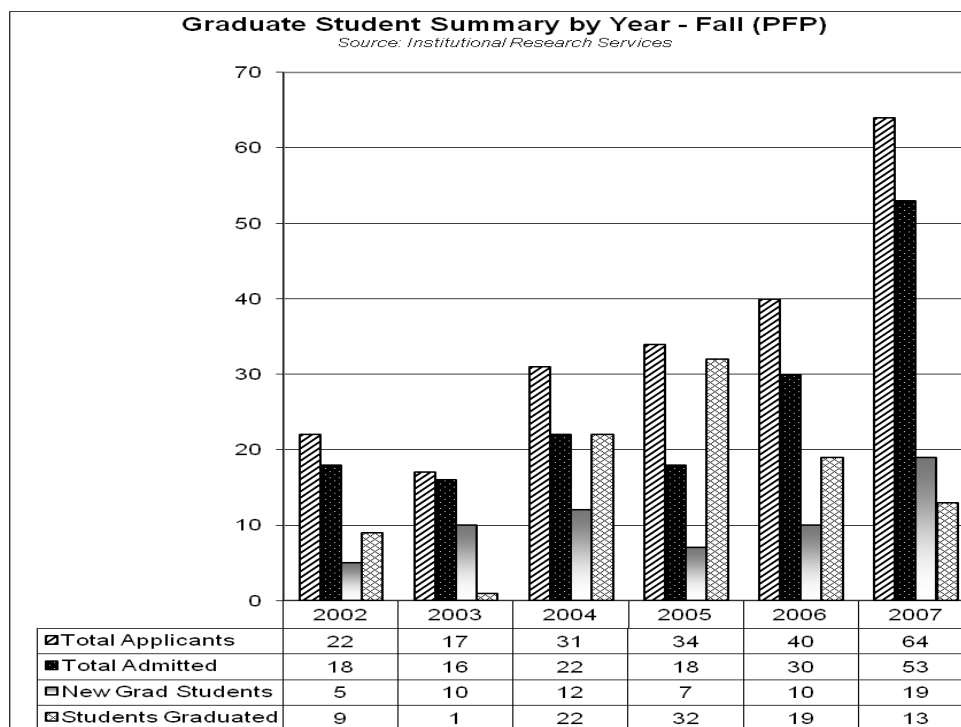
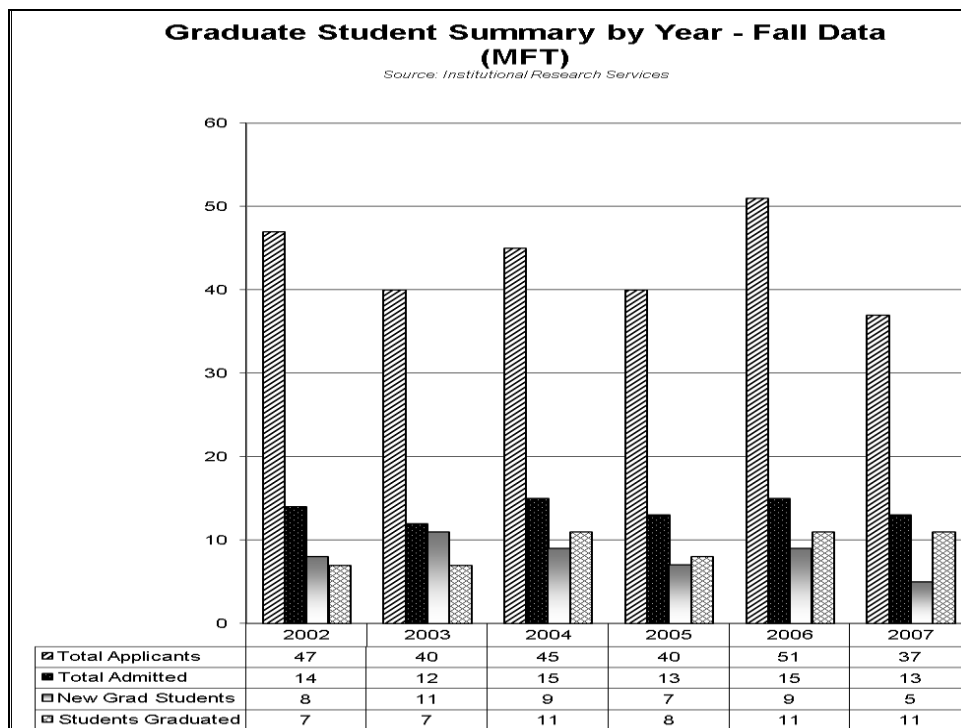
IV. Graduate Students

A. Demographics of applicants and enrolled students

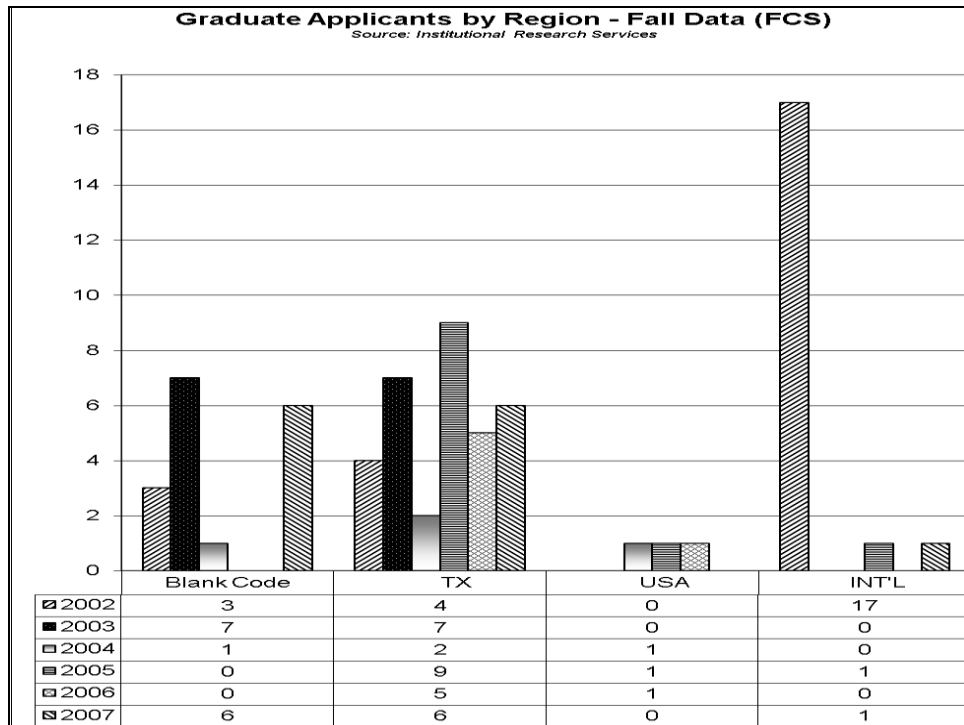
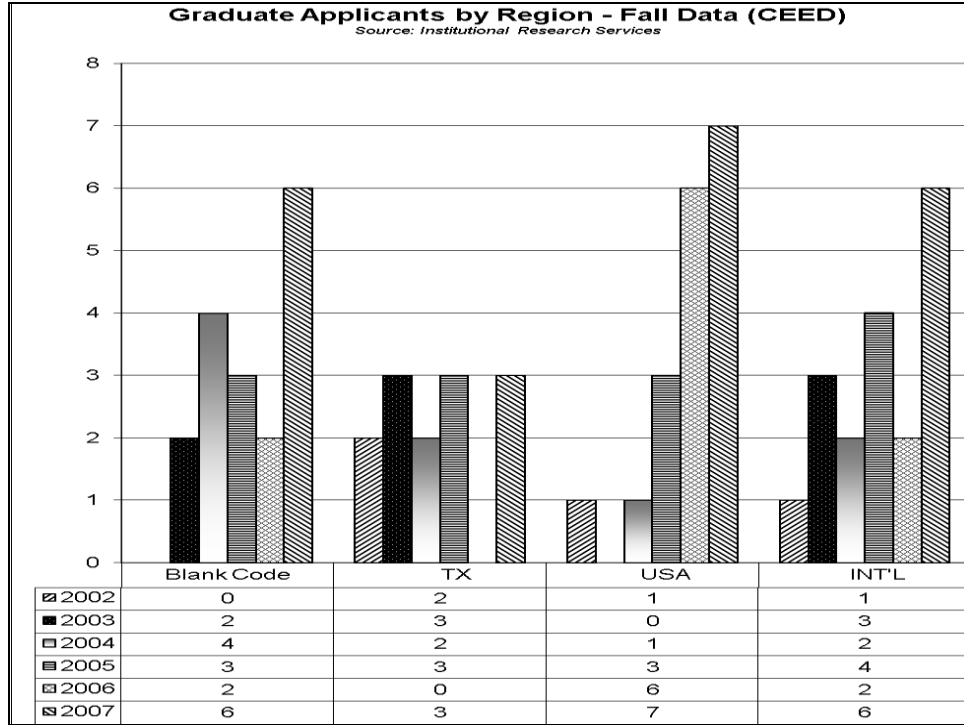




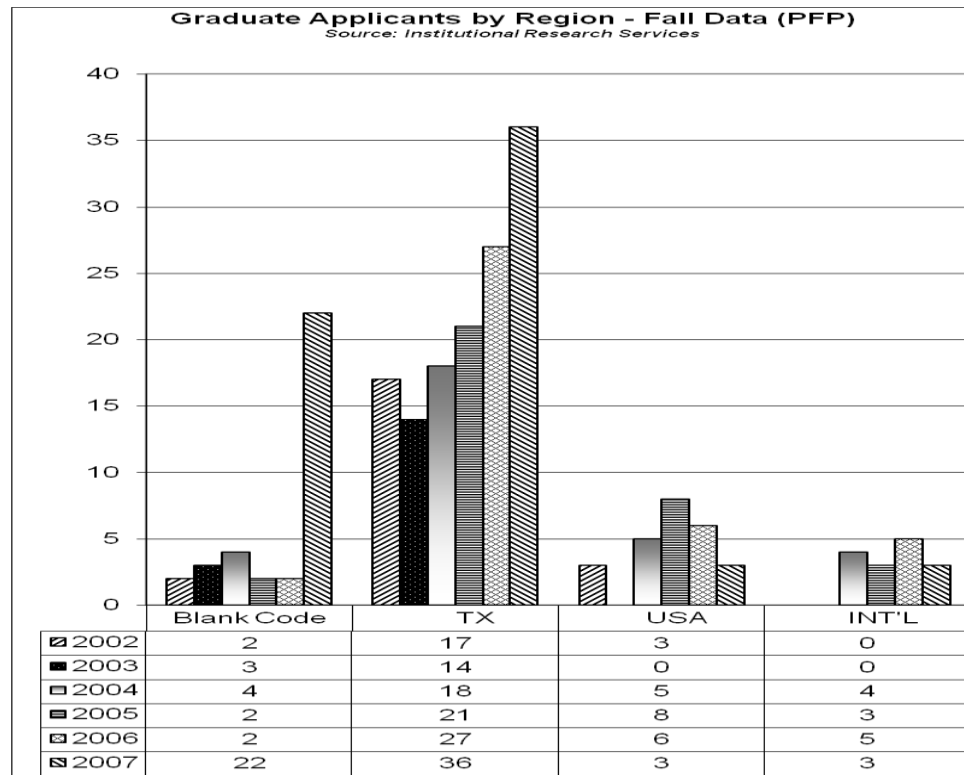
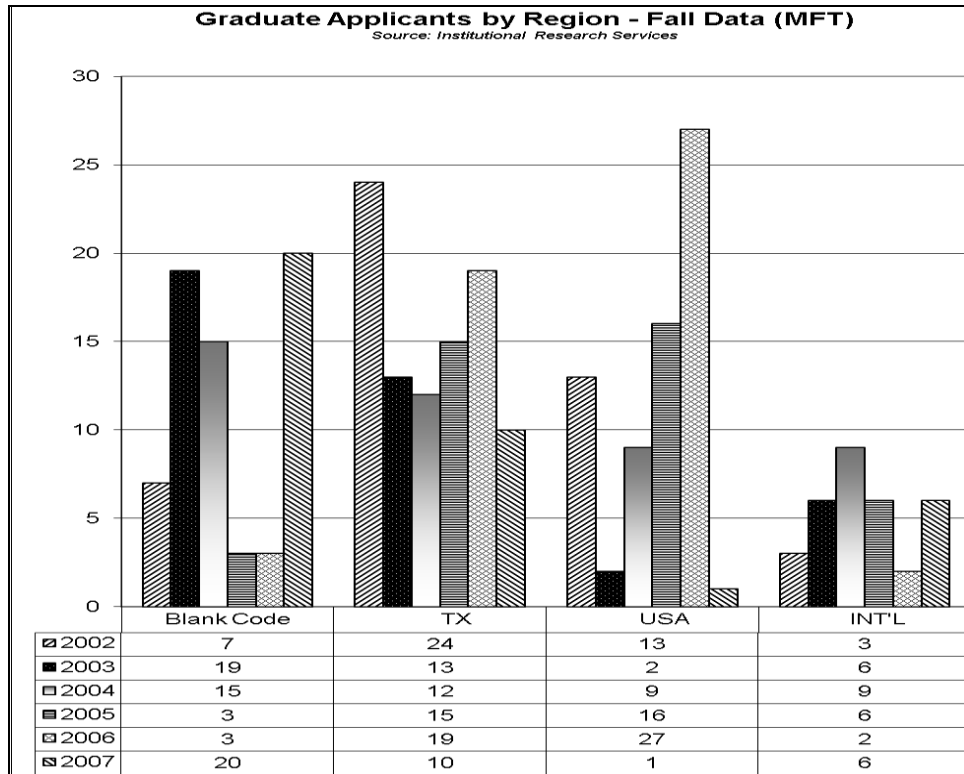




Note: The large differential between total admitted and new graduate students may reflect dual degree students who are admitted but may not be counted in program numbers.



Note: The 17 INT'L students in 2002 appear to be an anomaly! Our records don't match this information.



CEED Data:

Graduate Applicants - Fall Data													
	2002		2003		2004		2005		2006		2007		
	F	M	F	M	F	M	F	M	F	M	F	M	
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	1	0	1	1	2	1	4	0	
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	
Non-Resident	1	0	1	2	1	1	2	2	1	1	5	1	
Unknown	0	1	0	0	1	0	1	0	1	0	0	0	
White	1	1	2	3	1	4	0	6	0	4	6	6	
Gender Total	2	2	3	5	4	5	4	9	4	6	15	7	
Total Applicants	4		8		9		13		10		22		

Admitted Graduate Students - Fall Data													
	2002		2003		2004		2005		2006		2007		
	F	M	F	M	F	M	F	M	F	M	F	M	
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	1	1	2	1	4	0	
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	
Non-Resident	0	0	0	1	0	0	2	2	0	1	4	0	
Unknown	0	0	0	0	0	0	0	0	1	0	0	0	
White	1	1	2	2	1	1	0	2	0	4	5	6	
Gender Total	1	1	2	3	1	1	3	5	3	6	13	6	
Total Admitted	2		5		2		8		9		19		

Enrolled New Graduate Students - Fall Data													
	2002		2003		2004		2005		2006		2007		
	F	M	F	M	F	M	F	M	F	M	F	M	
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	1	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Resident	0	0	0	0	0	0	0	1	0	1	1	0	
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	
White	0	1	0	1	0	0	0	1	0	2	1	4	
Gender Total	0	1	0	1	0	0	0	3	0	3	2	4	
Total Applicants	1		1		0		3		3		6		

Demographics of Enrolled Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	2	0	0	0	1	0	2	1	2	3	3
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Non-Resident	2	1	1	2	1	1	2	2	0	3	2	3
Unknown	0	1	0	1	0	1	0	2	0	2	0	2
White	3	4	3	4	4	8	3	9	3	11	4	12
Gender Total	5	8	4	7	5	11	5	15	4	18	9	20
Graduate	13		11		16		20		22		29	

Demographics of Enrolled Undergraduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Non-Resident	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0	0	0
Gender Total	0	0	0	0	0	0	0	0	0	0	0	0
Undergraduate	0		0		0		0		0		0	

Beginning in 2003 the PFP Division began reaching out to historically black colleges and universities in conjunction with the ING diversity grant and the summer scholars program. This has resulted in increased applicants and enrollees among black graduate students, particularly in the Ph.D. program. Summer funding for faculty and graduate students is critical to keeping this summer scholars program viable in the future.

FCSE Data:

Graduate Applicants - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	1	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	1	0	0	0
Non-Resident	9	8	0	0	0	0	1	0	0	0	0	0
Unknown	0	0	2	0	0	0	0	0	0	0	1	0
White	6	1	11	1	3	1	8	2	3	2	10	1
Gender Total	15	9	13	1	3	1	9	2	4	2	12	1
Total Applicants	24		14		4		11		6		13	

Admitted Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	1	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	1	0	0	0
Non-Resident	5	2	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0
White	4	0	5	0	2	1	5	2	1	2	7	1
Gender Total	9	2	5	0	2	1	5	2	2	2	8	1
Total Admitted	11		5		3		7		4		9	

Enrolled New Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Non-Resident	1	1	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0
White	0	0	2	0	0	0	1	1	0	1	2	0
Gender Total	1	1	2	0	0	0	1	1	0	1	2	0
Total Enrolled	2		2		0		2		1		2	

Demographics of Enrolled Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	1	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	1	0	0	0	0	0	0	1	0	0	0
Non-Resident	11	5	6	1	3	0	2	0	3	0	1	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0
White	15	3	17	3	13	4	11	6	7	7	9	6
Gender Total	26	9	23	4	16	4	13	6	11	7	11	6
Graduate	35		27		20		19		18		17	

Demographics of Enrolled Undergraduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Non-Resident	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0	0	0
Gender Total	0	0	0	0	0	0	0	0	0	0	0	0
Undergraduate	0		0		0		0		0		0	

The FCSE Program has traditionally received a number of applications from international students. However, applications from traditional American minority populations have been limited. Though our program would very much like to have a greater representation from other more traditional minority groups, the primary applicant pool from which we draw (i.e., public school personnel) is predominately Caucasian. Greater efforts need to be made to recruit a larger pool of these traditional minority students.

MFT Data:

Graduate Applicants - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	1	0	0	0
Asian	0	0	1	0	0	0	1	0	2	0	3	1
Black	0	0	1	0	3	1	1	0	5	0	0	0
Hispanic	6	0	2	0	2	0	1	0	0	1	2	0
Non-Resident	3	0	6	1	7	2	4	1	1	0	4	1
Unknown	0	5	1	1	2	3	2	2	5	1	3	1
White	18	15	18	9	17	8	23	5	16	19	10	12
Gender Total	27	20	29	11	31	14	32	8	15	25	22	15
Total Applicants	47		40		45		40		40		37	

Admitted Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	1	0	0	0
Asian	0	0	1	0	0	0	0	0	0	0	1	0
Black	0	0	0	0	1	1	0	0	2	0	0	0
Hispanic	2	0	0	0	1	0	1	0	0	0	1	0
Non-Resident	2	0	2	0	0	0	1	0	1	0	2	0
Unknown	0	1	1	1	0	1	2	0	1	0	0	1
White	5	4	3	4	7	4	7	2	3	7	3	5
Gender Total	9	5	7	5	9	6	11	2	12	18	7	6
Total Admitted	14		12		15		13		30		13	

Enrolled New Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	1	0	0	0
Asian	0	0	1	0	0	0	0	0	0	0	1	0
Black	1	0	0	0	0	0	0	0	2	0	0	0
Hispanic	0	0	0	0	0	0	1	0	0	0	0	0
Non-Resident	0	0	2	0	0	0	0	0	0	0	0	0
Unknown	0	0	1	1	0	1	0	0	0	0	0	1
White	3	4	2	4	4	4	5	1	1	5	1	2
Gender Total	4	4	6	5	4	5	6	1	4	5	2	3
Total Enrolled	8		11		9		7		9		5	

Demographics of Enrolled Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	1	0	1	0
Asian	0	0	1	0	1	0	1	0	1	0	2	0
Black	4	0	2	0	2	0	2	0	3	0	3	0
Hispanic	2	3	2	3	2	0	3	0	3	0	2	0
Non-Resident	6	1	7	1	7	1	6	0	4	0	1	0
Unknown	0	0	1	1	1	2	0	2	1	2	1	2
White	14	14	13	15	15	17	18	15	16	14	15	13
Gender Total	26	18	26	20	28	20	30	17	29	16	25	15
Graduate	44		46		48		47		45		40	

Demographics of Enrolled Undergraduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Non-Resident	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0	0	0
Gender Total	0	0	0	0	0	0	0	0	0	0	0	0
Undergraduate	0		0		0		0		0		0	

The MFT Division, at both the master's and doctoral levels has made significant efforts to reach out, admit, and enroll a diverse group of students. This is particularly evident when looking at the Black and Hispanic numbers in the above first two charts. However, these students' are sought after by many of the MFT programs in the country and may be offering a program that is imbedded within a more diverse community.

PFP Data:

Graduate Applicants - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	1	1	0	0
Asian	0	0	0	1	0	0	1	0	0	0	0	2
Black	0	0	1	1	1	0	1	0	1	0	3	0
Hispanic	0	0	0	0	0	3	4	1	2	2	2	1
Non-Resident	0	0	0	0	0	4	2	1	3	1	1	1
Unknown	0	0	0	1	2	0	1	1	1	2	3	0
White	0	0	5	8	8	13	7	14	7	19	19	32
Gender Total	0	0	6	11	11	20	16	17	15	25	28	36
Total Applicants	0		17		31		33		40		64	

Admitted Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	1	1	0	0
Asian	0	0	0	1	0	0	0	0	0	0	0	1
Black	0	0	1	1	0	0	1	0	1	0	2	0
Hispanic	0	0	0	0	0	2	2	0	2	0	2	1
Non-Resident	0	0	0	0	0	0	1	0	2	0	0	1
Unknown	0	0	0	1	2	0	1	0	1	2	2	0
White	0	0	4	8	8	10	4	9	5	15	16	28
Gender Total	0	0	5	11	10	12	9	9	12	18	22	31
Total Admitted	0		16		22		18		30		53	

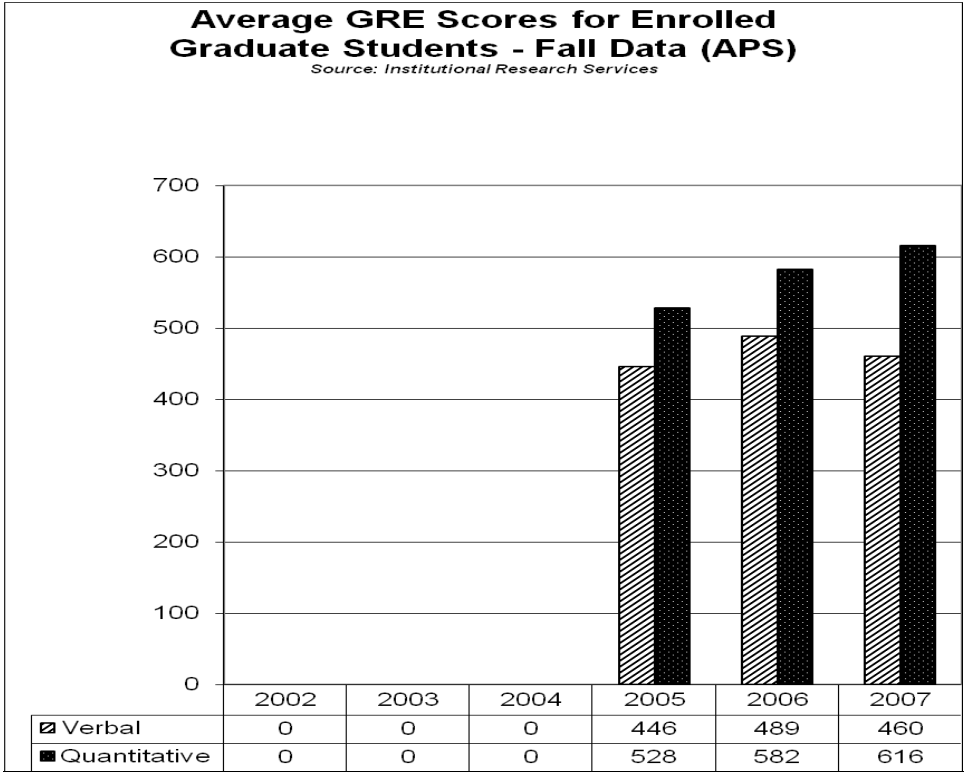
Enrolled New Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	1	0	0	0	0	1	0	0	0
Hispanic	0	0	0	0	0	0	1	1	0	0	0	1
Non-Resident	0	0	0	0	0	0	0	0	1	0	0	1
Unknown	0	0	0	0	2	0	0	0	0	0	1	0
White	0	0	5	4	3	7	2	3	1	7	5	11
Gender Total	0	0	5	5	5	7	3	4	3	7	6	13
Total Enrolled	0		10		12		7		10		19	

Demographics of Enrolled Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	2	0	1	0	0	0	0	0	0
Black	0	0	1	1	0	1	2	0	1	1	1	0
Hispanic	0	0	1	0	0	1	1	2	5	1	2	2
Non-Resident	0	0	0	0	1	0	0	1	2	0	1	2
Unknown	0	0	0	1	2	0	3	0	2	2	1	2
White	0	0	12	15	15	18	7	12	5	16	8	31
Gender Total	0	0	14	19	18	21	13	15	15	20	13	37
Graduate	0	33	39	28	35	50						

Demographics of Enrolled Undergraduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	1	1	3	1	2	1	4	0	2
Asian	0	0	1	2	1	4	1	4	0	2	0	1
Black	0	0	3	4	2	5	1	4	0	8	1	8
Hispanic	0	0	4	14	2	13	2	13	7	13	6	13
Non-Resident	0	0	0	1	0	0	1	1	0	3	0	3
Unknown	0	0	0	1	0	1	0	1	0	1	0	0
White	0	0	67	96	63	107	50	121	45	115	42	97
Gender Total	0	0	75	119	69	133	56	146	53	146	49	124
Undergraduate	0	194	202	202	199	173						

The PFP Division, at both the masters and undergraduate levels, has made significant efforts to reach out, admit, and enroll a diverse group of students. This is particularly evident when looking at the Black and Hispanic numbers in the chart above.

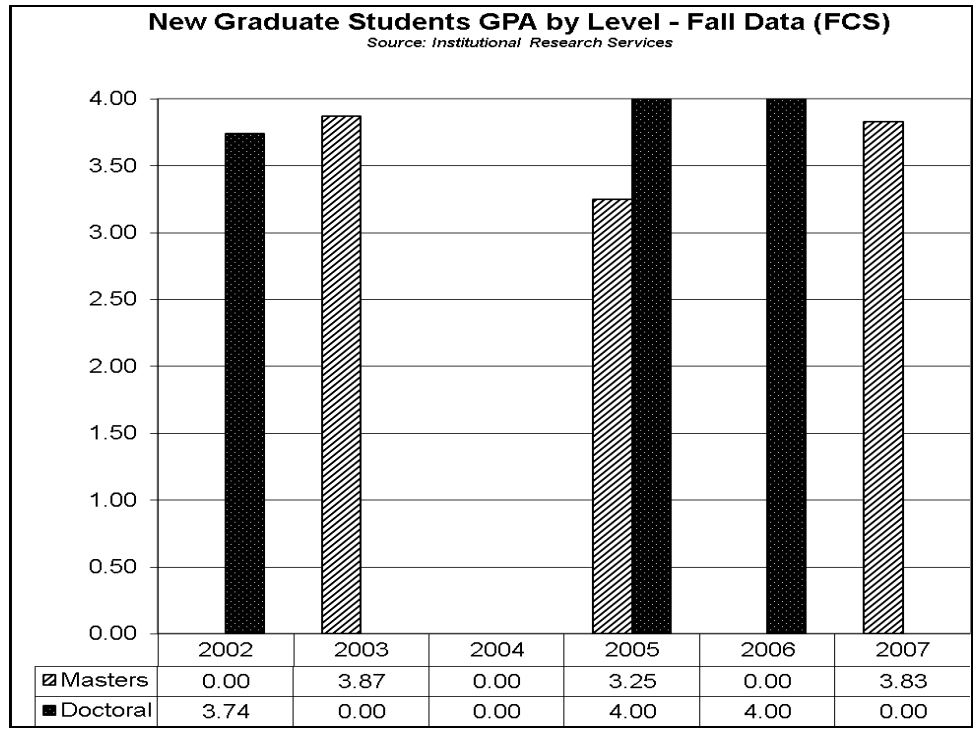
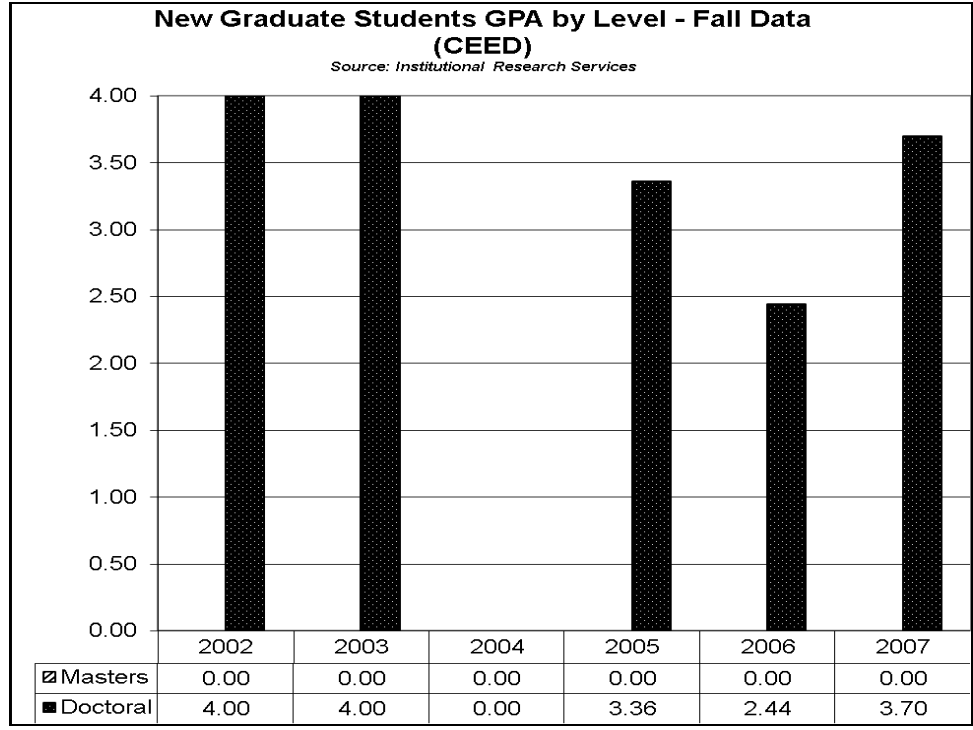
B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students

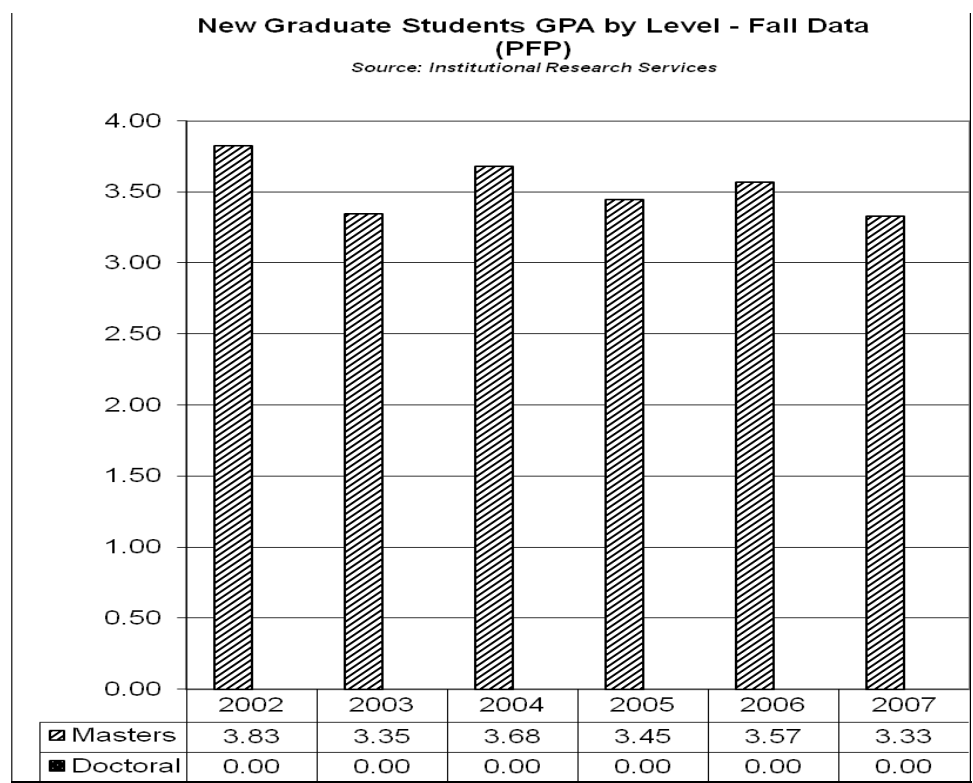
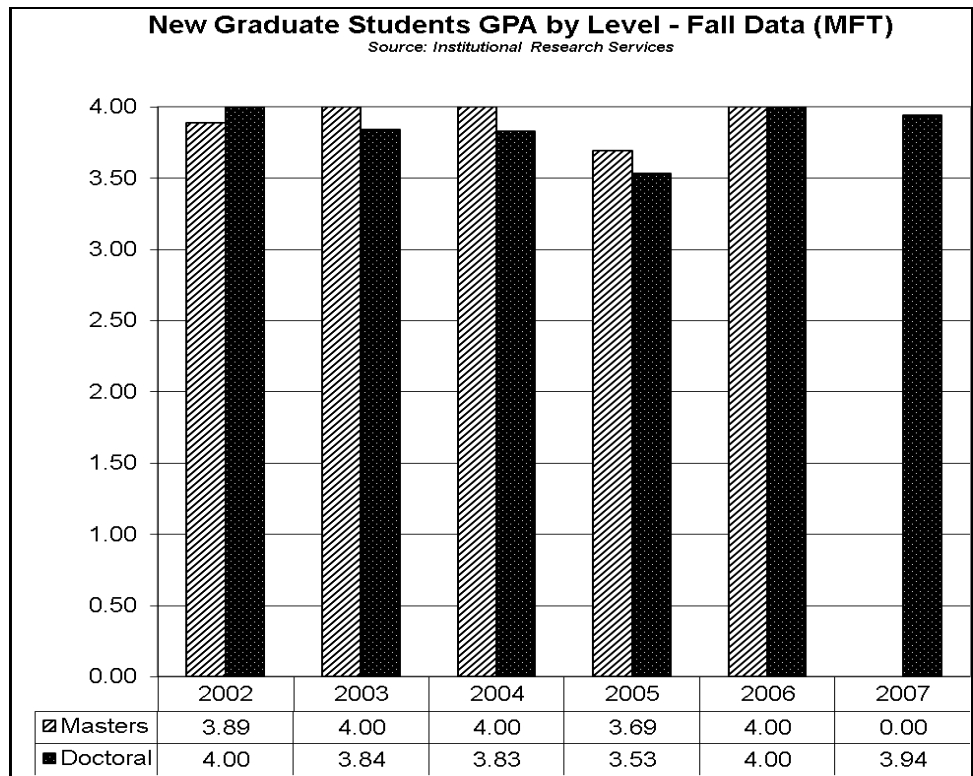


***This is aggregate data for all Programs

The sum total of GRE scores (verbal and quantitative) for students admitted in the Department has risen approximately 100 points over the three years the Department has been in existence.

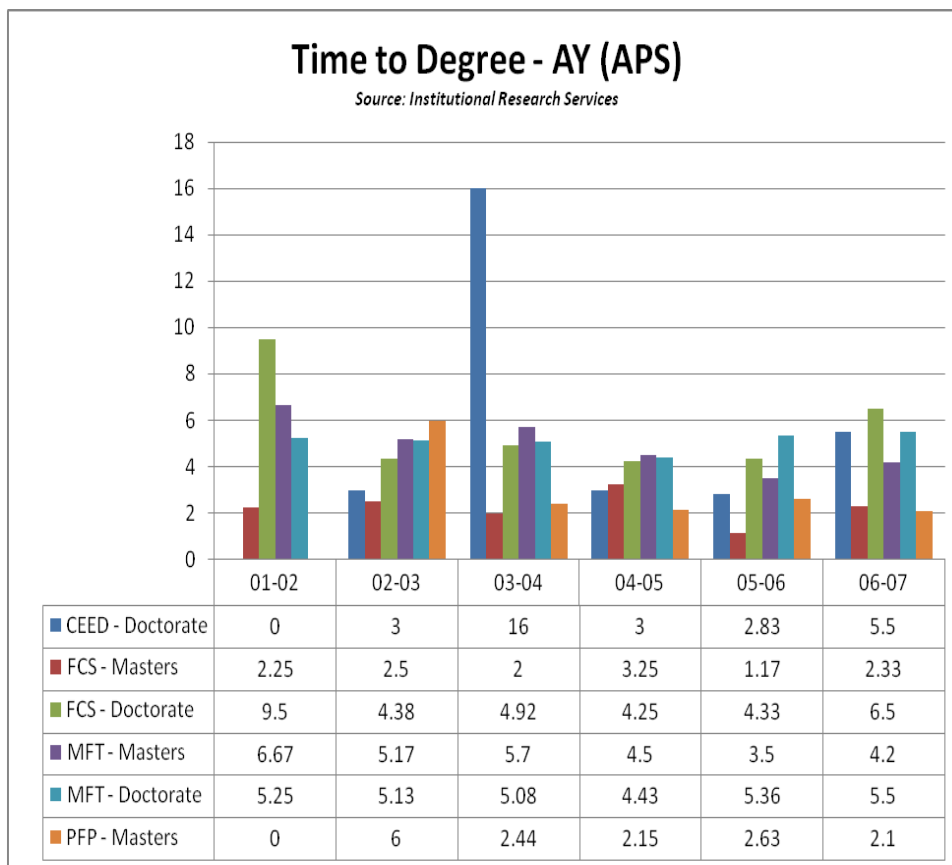
C. GPA of new students. (NOTE): No new students for CEED and FCSE in 2004





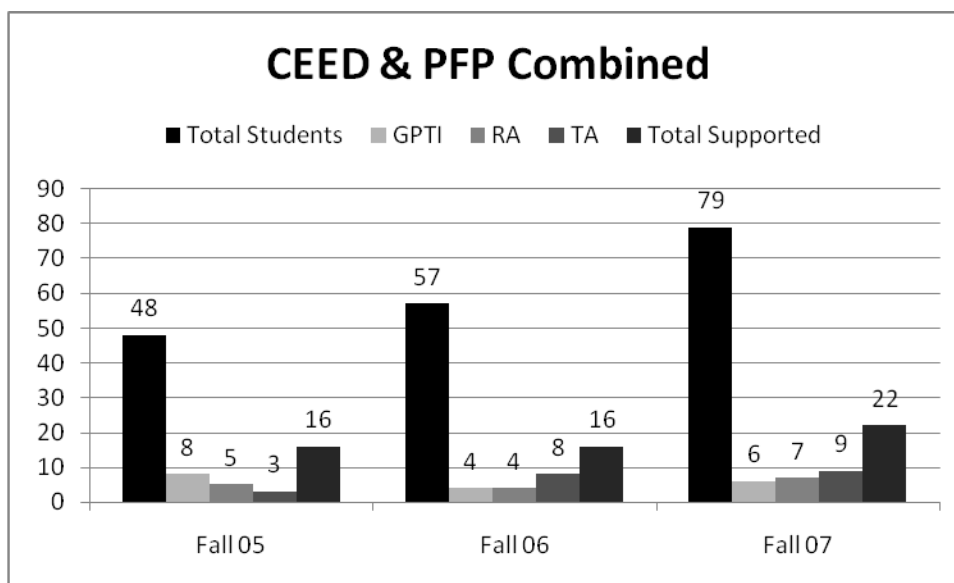
Students in each of the graduate programs/division perform successfully as noted by their GPA and GRE scores. Each program requires students to take courses both inside and outside their respective programs or department. Students do exceptionally well in all areas campus wide.

D. Time to Degree in Years – Average years to graduate for all students graduating each year



The average for CEED in 03-04 cannot be explained with the information we have. This could not be any of the students who were working on their financial planning specialty under the CEED umbrella. This would most likely have to be one student and, unless there is an error in the data, would have to be an environmental design student. The six years for a PFP masters in 02-03 and the FCSE Doctoral data in 01-02 also appears to be an anomaly based on our data.

E. Number of RA's, TA's or GPTI's, with total number of graduate students in the program. **NOTE: This graph combines the CEED and PFP data.**



Fall 2005:

GPTI → 8 Ph.D

RA → 2 Ph.D, 3 M.S.

TA → 3 Ph.D.

Fall 2006:

GPTI → 4 Ph.D

RA → 3 Ph.D, 1 M.S.

TA → 5 Ph.D., 3 M.S.

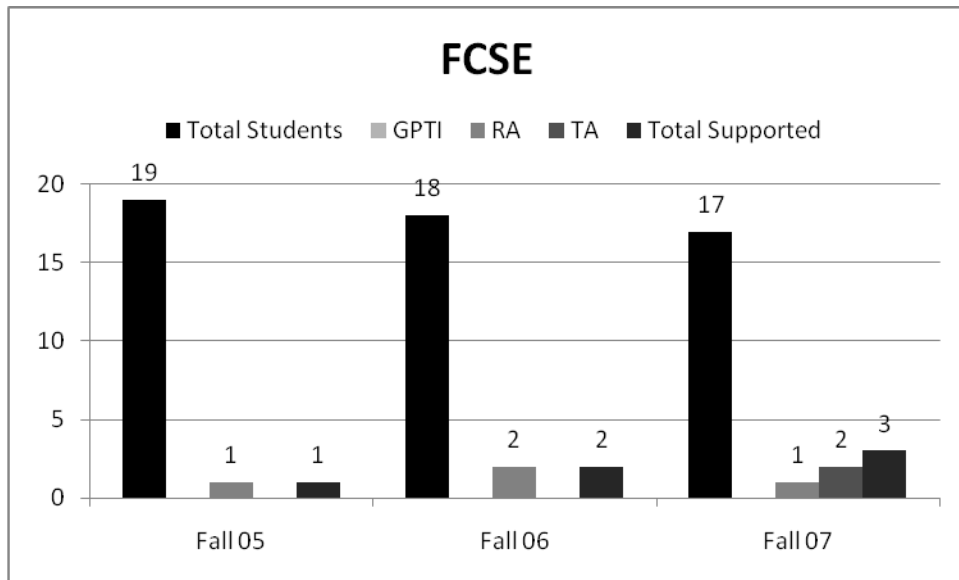
Fall 2007:

GPTI → 5 Ph.D., 1 M.S.

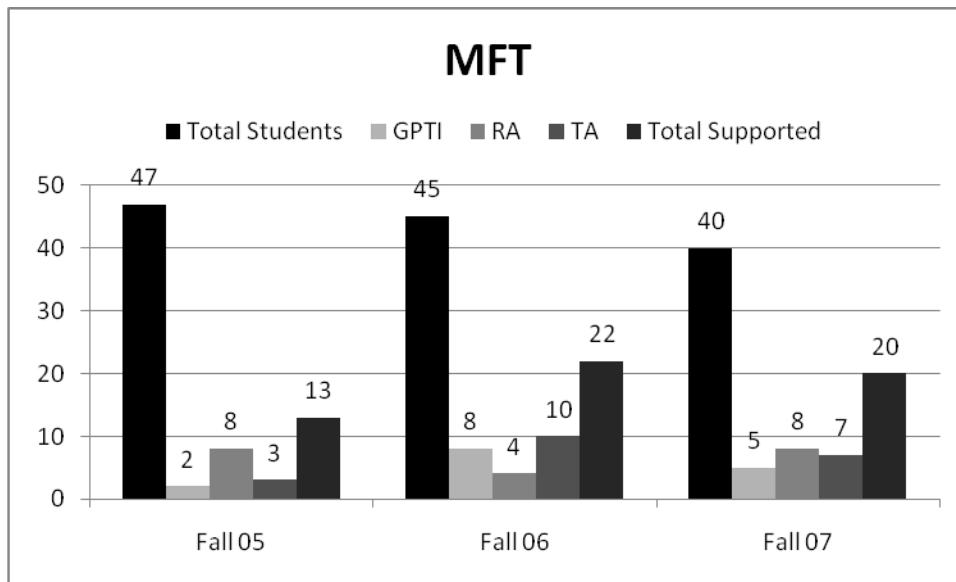
RA → 6 Ph.D., 1 M.S.

TA → 6 Ph.D, 3 M.S.

For the most part, all Ph.D. students receive funding as an RA, TA, or GPTI if they are in residence here at the University. Masters students are much less likely to receive funding.



All students supported are M.S. students.



Fall 2005:

GPTI → 1 Ph.D, 1 M.S.

RA → 5 Ph.D, 3 M.S.

TA → 2 Ph.D., 1 M.S.

Fall 2006:

GPTI → 7 Ph.D, 1 M.S.

RA → 3 Ph.D, 1 M.S.

TA → 5 Ph.D., 5 M.S.

Fall 2007:

GPTI → 5 Ph.D.

RA → 6 Ph.D., 2 M.S.

TA → 6 Ph.D, 1 M.S.

For the most part, all Ph.D. students receive funding as an RA, TA, or GPTI if they are in residence here at the University. Masters students are much less likely to receive funding.

F. Initial position and place of employment of graduates over the past 6 years

FCSE				
Term	Name	Initial Position	Initial Employer	Location
Spring 2002	Amanda Ruth Christiansen (M.S.)	Teacher	Lubbock Cooper ISD	Lubbock, TX
Spring 2002	Sandra Marquez Hall (Ph.D.)	Administrative Staff- Student Affairs	Texas Tech University	Lubbock, TX
2002-03	Lois Ann Stickley (Ph.D.)	Asst. Professor	TTUHSC	Lubbock, TX
2002-03	Whitney Leigh Weaver (M.S.)	Teacher	Deer Park ISD	Houston, TX
2002-03	Phillip Spelman Sizer (Ph.D.)	Associate Professor	TTUHSC	Lubbock, TX
2002-03	Fang-Yi Lin (Ph.D.)	Asst. Professor	Shih Hsin University	Taiwan
2003-04	Hung-Sheng Lai (Ph.D.)	Asst. Professor	Ming Chuan University	Taiwan
2003-04	Denise Janet Olivarez (M.S.)	Unknown		
2003-04	Hasan Murat Gultek (Ph.D.)	Asst. Professor	State University of NY	Plattsburg, NY
2003-04	Ekaterina Annaraud (Ph.D.)	Asst. Professor	University of South Carolina	Beaufort, SC
2004-05	Rosita Patricia Moore (Ph.D.)	Academic Advisor	Texas Tech University	Lubbock, TX
2004-05	Melanie Gayle White (Ph.D.)	Instructor	Florida A&M University	Tallahassee, FL
2004-05	Paula Jean DiBenedetto (Ph.D.)	Educator	Florida – Department of Nursing	Tallahassee, FL
2004-05	Courtney Lynn Butterworth (M.S.)	Teacher	EL Paso ISD	EI Paso, TX
2004-05	Heather Ann Blount (M.S.)	Curriculum Specialist	Texas Tech University	Lubbock, TX
2004-05	Tyra J Carter (Ph.D.)	Corporate Dietitian	United Supermarket	Lubbock, TX
2004-05	Shu-Yun Cheng (Ph.D.)	Asst. Professor	Southern Taiwan University	Taiwan
2005-06	Michael Patrick Smith (Ph.D.)	Asst. Professor	TTUHSC	Lubbock, TX
2005-06	Keith Tyler Rushing (Ph.D.)	Asst. Professor	Mississippi State University	Jackson, MS
2005-06	Sonja Denise Koukel (Ph.D.)	Health, Home & Family Program Leader	University of Alaska Cooperative Extension	Fairbanks, Alaska
2005-06	Kimberlee Davis (Ph.D.)	Visiting Asst. Professor	Texas Tech University	Lubbock, TX
2005-06	Dawandra Ann Meers (Ph.D.)	Asst. Professor	TTUHSC	Lubbock, TX
2005-06	Jennifer Ann Montgomery (M.S.)	Teacher	Garland, ISD	Garland, TX
2005-06	Pashe' Antoinette Kelley (M.S.)	Teacher	Garland, ISD	Garland, TX
2006-07	Katherine Willene Steur (M.S.)	Consultant	National Endowment for Financial Education	Denver, CO
2006-07	Maria Louisa Guzman (M.S.)	County Agent	Texas Agri-Life Extension service	College Station, TX
2006-07	Toby Jackson Rogers (Ph.D.)	Asst. Professor	Lubbock Christian	Lubbock, TX

			University	
2006-07	Yan Zhong (Ph.D.)	Asst. Professor	Virginia State University	Petersburg, VA
2007-08	Joanna Beth Hetzel (M.S.)	Teacher	Frisco ISD	Frisco, TX
2007-08	Yoo Jin Kwon (Ph.D.)	Researcher	Korea Research Institute of Vocational Ed & Training	Seoul, Korea
2007-08	Ashley Paye Hurst (M.S.)	Unknown		
2007-08	Kevin Edward Brueilly (Ph.D.)	Asst. Professor	Louisiana State University	New Orleans, LA
2007-08	Kevin D. Ramey (Ph.D.)	Asst. Professor	TTUHSC	Lubbock, TX
MFT				
Term	Name	Initial Position	Initial Employer	Location
Dec 2001	Thomas Kimball, (Ph.D.)	Med. School EAP	TTUHSC	Lubbock, TX
Dec 2001	James Marshall (Ph.D.)	Assoc. Prof.	Utah State	Logan, UT
MAY 2002	Soh-Leong Lim (Ph.D.)	Asst. Professor	MFT Program, San Diego State Univ	San Diego, CA
AUG 2002	Hye-Sun Ro (M.S.)	Continued in MFT program to earn Ph.D.		
AUG 2002	Belinda Jere Webber (M.S.)	Co-director	Griswold Home Care	
AUG 2002	Carmel Soliz (M.S.)	Executive Director	Children's Advocacy Center	
AUG 2002	Charette Alyse Rofe Dersch (Ph.D.)	Private Practice		
DEC 2002	Kelli Sue Wenner Hays (Ph.D.)	Stay at Home Mom		
DEC 2002	Don Ray Arterburn (Ph.D.)	Private Practice		
DEC 2002	Janelle Jones (M.S.)	Case Mgr	Ridgeview Youth Services Center	
DEC 2002	Mona Mittal (Ph.D.)	Asst Professor	Syracuse Univ	Syracuse, NY
MAY 2003	Bobbi Jean Miller (M.S.)	Continued in MFT program to earn Ph.D.		
AUG 2003	Brandon Lane Awbrey (M.S.)	Academic Transfer Counselor	South plains College	Levelland, TX
AUG 2003	Sean Benjamin Stokes (Ph.D.)	Director	Dove Tree	
DEC 2003	Faline Bateman Christensen (Ph.D.)	HMO Counselor Therapist		
DEC 2003	Laura Ann Bryan (Ph.D.)	Therapist	EAP – TTUHSC	Lubbock, TX
DEC 2003	Margaret Elaine Matyastik Baier (Ph.D.)	Lecturer	Baylor Univ	Waco, TX
DEC 2003	Marianna McInnes Miller (Ph.D.)	Asst Prof	Alliant International Univ	CA
DEC 2003	Glade Legrand Topham (Ph.D.)	Asst Prof	Oklahoma State Univ	Stillwater, OK
DEC 2003	Trent Scott Parker (Ph.D.)	Asst Prof	Indiana Univ/Purdue Univ-Ft. Wayne	Bloomington, IN / Fort Wayne, IN
MAY 2004	Felicia Yvonne-Rcks Powell (M.S.)	Continued in MFT program to earn Ph.D.		
MAY 2004	NeNETZIN Angelica Reyes (M.S.)	Continued in MFT program to earn Ph.D.		
MAY 2004	Valerie Kay McGaha (M.S.)			
MAY 2004	Jorge Antonio Zamora (M.S.)	Outreach Counselor	South Plains College	Leveland, TX
MAY 2004	Stephanie Anne Haygood (M.S.)	Continued in MFT program to earn Ph.D.		
DEC 2004	Melissa Brannan (M.S.)	Continued in MFT program to earn Ph.D.		

DEC 2004	Refugio Elizabeth Parra Aguilar (Ph.D.)	Director	Centro De Investigacion Familiar A.C.	San Pedro Garza Garcia, N.L.
DEC 2004	Jose Ruben Parra (Ph.D.)	Asst Prof	Michigan State Univ	East Lansing, MI
DEC 2004	Brandt Craig Gardner (Ph.D.)	Asst Prof	OSU	Stillwater, OK
DEC 2004	Michael Paul Hardin (Ph.D.)	Asst Prof	LCU	Lubbock, TX
MAY 2005	Margaret Lynn Keeling (Ph.D.)	Asst Prof	Virginia Tech	Blacksburg, VA
MAY 2005	Mark Stephen Adams (Ph.D.)	Asst Prof	Weber State Univ	Weber County, UT
AUG 2005	Andrew Brimhall (Ph.D.)	Therapist	EAP – TTUHSC	Lubbock, TX
AUG 2005	Matthew David Jordan (M.S.)	Director	Lubbock County Juvenile Justice Center	Lubbock, TX
AUG 2005	Tiffany Anne Lonis-Shumate (M.S.)	Moved to Auburn and is in HDFS – Ph.D. Program		
DEC 2005	Marika L Martin (M.S.)	Continued in MFT program to earn Ph.D.		
DEC 2005	Mamta Pruthi (M.S.)	Moved to Counseling Ed Department – Ph.D. Program		
DEC 2005	Catherine Nichole Morelock (Ph.D.)	Therapist	SWIAD, TTUHSC	Lubbock, TX
MAY 2006	Narumi Taniguchi (Ph.D.)	Asst Prof	Alliant International Univ	CA
MAY 2006	Dakesa Dawn Schooler (Ph.D.)	Dir of Clinical Services	Children’s Advocacy Center	
MAY 2006	Twillia Renee Woolsey (M.S.)		Samaritan Pastoral Counseling Center	North Tonawanda, NY
MAY 2006	David Benson Ward (Ph.D.)	Asst Prof	Pacific Lutheran Univ	Parkland, WA
MAY 2006	Gayatri Thomas Titus (Ph.D.)	Moved to South Carolina – Stay at Home Mom		
AUG 2006	Kimberly Garris Simon (M.S.)	Continued in MFT program to earn Ph.D.		
AUG 2006	Ashlee Winkler Brown (M.S.)	Advisor	Texas Tech Univ	Lubbock, TX
AUG 2006	Kyle Stephen Gillett (Ph.D.)	Admissions/Marketing Dir	Solstice Residential Treatment Center	Layton, UT
AUG 2006	Neetu Arora (M.S.)	Continued to MFT program to earn Ph.D.		
AUG 2006	Branden Henline (Ph.D.)	Dir of MFT Training	Northcentral Univ	Prescott Valley, AZ
DEC 2006	Brian Allen Samford (Ph.D.)	Clinical Director	Starlite Recovery Center	Center Point, TX
DEC 2006	Joshua Michael Britton (M.S.)	Pursue Nursing Degree at TTU/Therapist	Dove Tree	
DEC 2006	John B Dakin (M.S.)	Continued to MFT program to earn Ph.D.		
DEC 2006	Darryl Robert Haslam (Ph.D.)	Asst Prof	Forrest Institute of Professional Psychology	Springfield, MO
MAY 2007	George W Bitar (Ph.D.)	Director of Behavioral Health Services	SWIAD, TTUHSC	Lubbock, TX
AUG 2007	Jennifer Louise Accuardi-King (M.S.)	Private Practice		
AUG 2007	Paul Russell Springer (Ph.D.)	Asst Prof	Univ of Nebraska-Lincoln	Lincoln, NE
AUG 2007	Melissa Meredith Levitt (M.S.)	Therapist	Counseling Center	
AUG 2007	Kimberly Ann Kerksick (M.S.)	Continued to MFT program to earn Ph.D.		

AUG 2007	Shaun Alan Lester (Ph.D.)	Therapist	Women's Protective Service	
AUG 2007	Neetu Arora (Ph.D.)	Research Assoc	College of Edu - TTU	Lubbock, TX
PFP				
Term	Name	Initial Position	Initial Employer	Location
2001--MS	Samson Connell	Law Enforcement Officer	Georgetown Police Department	Georgetown, TX
2001--MS	Debra Haas	Financial Planner	Plan to Prosper, LLC	Brevard, NC
2001--MS	George Kirkland	Financial Advisor	Waddell and Reed	Lubbock, TX
2001--MS	Jesus Longoria	Financial Planner	Amicus Financial Advisors LLP	El Paso, TX
2001--MS	Dan Morgan	Financial Planner	Pinnacle Advising Group	Columbia, MD
2001--MS	Joshua Palmer	Financial Planner	Cornerstone Financial Services	Dallas, TX
2001--MS	Michael Williams	Financial Planner	Cornerstone Financial Services	Dallas, TX
2002--MS	Jason McGarrugh	Financial Planning Educator	Financial Planner Board in Singapore	Singapore, China
2002--MS	Heath Jackson	Financial Planner	Diversified Financial	San Antonio, TX
2002--MS	Mark Allen	Financial Planner	Allen Capital Group, LLC	Grand Island, NE
2002--MS	Brent Beene	Financial Planner	Wealth Builders, Inc.	Little Silver, NJ
2002--MS	Sheila Dowling	Financial Planner	Botsford Financial Group, Lincoln Financial	Dallas, TX
2002--MS/JD	Michael Graham	Financial Planner	Graham Capital Management	El Paso, TX
2002--MS	Stephen Horst	Financial Advisor	Ameriprise (formerly American Express)	Amarillo, TX
2002--MS	Michael Lewis	Financial Planner	Cornerstone Financial Services	Dallas, TX
2002--MS	Brian Mallory	Unknown		
2002--MS/JD	Isreal Miller	Financial Planner	Armstrong, MacIntyre, & Severns	Washington, DC
2002--MS	Eric Sawyer	Financial Planner	Quest Capital Management, Inc.	Dallas, TX
2003--MS	Travis Wommack	Financial Planner	Fisher, Herbst, & Kemble	New Braunfels, TX
2003--MS	Jacqueline Garcia	Financial Advisor	Waddell and Reed	Lubbock, TX
2003--MS/JD	Michael Anderson	Financial Planner	Evensky & Katz	Coral Gables, FL
2003--MS	Lucas Carey	Financial Planner	Lighthouse Financial Advisors	Neptune, NJ
2003--MS/MBA	Justin Cassida	Financial Planner	Carter Financial Management	Dallas, TX
2003--MS	Layce Coskey	Project Coordinator	Kforce Professional	Tampa, FL

2003-- MS/JD	Brit	Inman- Swanson	Attorney	Legal Aid of Northwest Texas	Plainview, TX
2003--MS	Blake	Fambroug h	Financial Advisor	Edward Jones	Stephenville, TX
2003--PhD	Ralph	Ferguson	University Administrator	Texas Tech University Graduate School	Lubbock, TX
2003-- MS/PhD	Joseph	Goetz	Faculty, Financial Planning	University of Georgia	Athens, GA
2003-- MS/JD	Lowell	Harris	Financial Planner	Kanaly Trust	Houston, TX
2003-- MS/JD	Matthew	Hayes	Financial Planner	Amicus Financial Advisors, LLP	Beaumont, TX
2003-- MS/JD	Jeffrey	Hays	Financial Planner	PRO Financial	Lubbock, TX
2003-- MS/MBA	Christopher	LaRochell e	Financial Planner	Diversified Financial Consultants	Wilmington, DE
2003-- MS/JD	Gregory	Maxwell	Financial Advisor	Settlement Professionals, Inc.	Lake Oswego, OR
2003-- MS/JD	Kreig	Mitchell	Financial Planner	The Wealth Conservancy, Inc.	Boulder, CO.
2003-- MS/MBA	Jeffrey	Moss	Financial Planner	Smith, Frank & Partners, LLC	Carrollton, TX
2003--MS	Robert	Packard	Financial Planner	Moss Adams	Bellingham, WA
2003--MS	Brandon	Ratzlaff	Financial Planner	Carter Financial Management	Dallas, TX
2003--MS	Brent	Rodgers	Financial Advisor	A.G. Edwards	Dallas, TX
2003-- MS/PhD	John	Salter	Faculty, Financial Planning	Texas Tech University	Lubbock, TX
2003-- MS/JD	John	Warren	Financial Planner	Lee Financial	Dallas, TX
2004--MS	Shelby	Street	Financial Planner	LPL Financial	Fort Worth, TX
2004--MS	Caleb	Allen	Financial Consultant	A.G. Edwards	Bedford, TX
2004--MS	Jason	Bates	Financial Planner	Firstbank of Arizona	Gilbert, AZ
2004--MS	Bekah	Broad- Leigh	Financial Planner	Heritage Wealth Management	Houston, TX
2004--MS	John	Bullock	Financial Planner	USAA Financial Planning Services	San Antonio, TX
2004--MS	William	Dale	Financial Planner	USAA Financial Planning Services	Phoenix, AZ
2004-- MS/JD	Angie	Dorsch	Unknown		
2004--MS	Andrea	Eaton	Financial Planner	Cornerstone Wealth Advisors	Bloomington, MN
2004--MS	Sean	Green	Retirement Planning Consultant	A.G. Edwards	Lubbock, TX
2004--MS	Joel	Griffin	Financial Advisor	UBS Financial Services	Lubbock, TX
2004--MS	Jill	Hoes	Faculty	University of Texas at Dallas	Garland, TX

2004--MS	Trista	House	Financial Planner	American State Bank	Lubbock, TX
2004--MS/JD	Mitzi	Lauderdale	Faculty, Financial Planning	Texas Tech University	Lubbock, TX
2004--MS	Lindi	Miller	Unknown		
2004--MS/JD	Michael	Ribitzki	Unknown		
2004--MS	Leslie	Sharpe	Unknown		Lubbock, TX
2004--MS	Cynthia	Turnipseed	Unit Manager-Hospitality Services	Texas Tech University	Lubbock, TX
2004--MS/JD	Dusty	Wallace	Financial Planner	Lee Financial	Dallas, TX
2005--MS	Mary	Bell	Lobbyist for Financial Planning	Financial Planning Association	Falls Church, VA
2005--MS	Arturo	Del Valle	Financial Planner	Diversified Financial Consultants	Wilmington, DE
2005--MS	Austin	Ayers	Financial Planner	Kanaly Trust	Houston, TX
2005--MS	Jeffrey	Ayers	Financial Planner	Stavis, Margolis Advisory Services	Houston, TX
2005--MS/MBA	Kelly	Belcher	Financial Planner	Chris Messick, CFP	Houston, TX
2005--MS	Kyra	Blankenship	Attorney	Kyra Blankenship & Angela Bakersville	Lubbock, TX
2005--MS/JD	Robert	Brannon	Unknown		
2005--MS	Shawn	Brigham	Mortgage Representative	View Point Bank	Plano, TX
2005--MS	Jennifer	Bull (Philips)	Homemaker		Fort Leonard Wood, MO
2005--MS/MBA	Alan	Campbell	Financial Planner	Rodgers & Associates, P.C.	Lancaster, PA
2005--MS/JD	Brett	Carson	Unknown		
2005--MS	Tiffany	Finney	Financial Planner	JWA Financial Group, Inc.	Fort Worth, TX
2005--MS	Tanner	Franks	Financial Planner	Kidwell and Company	Houston, TX
2005--MS	Marc	Glenn	Unknown		
2005--MS	Lori	Gunn	Financial Planner	Money Management International	Eules, TX
2005--MS	Van	Gunnell	Financial Planner	USAA Financial Planning Services	San Antonio, TX
2005--MS	Vickie	Gustafson	Faculty, Financial Planning	Texas Tech University	Lubbock, TX
2005--PhD	Ryan	Halley	Faculty, Business	Mount Vernon Nazarene University	Mount Vernon, OH
2005--MS	Kristin	Harris (Sandlin)	Credit Counselor	Consumer Credit Counseling Service	Axtell, TX
2005--MS	Fay	Headley	Banker	City Bank Mortgage - Forney	Rockwall, TX
2005--MS/MS	Melissa	Orrell	Financial Planner	Asset Planning Corporation	Knoxville, TN

2005--MS	Nathan	Roberts	Financial Advisor	Northwestern Mutual	Dallas, TX
2005--MS	Dustin	Sandlin	Financial Advisor	A.G. Edwards	Sherman, TX
2005--MS	Kristin	Sandlin	Credit Counselor	Consumer Credit Counseling Service	Sherman, TX
2005--MS	Scott	Scroggin	Financial Analyst	Yates Petroleum Corp.	Artesia, NM
2005--MS	Joshua	Selleck	Director of Finance	City of Kerrville	Kerrville, TX
2005--MS/JD	Richard	Stebbins	Financial Planner	Briaud Financial Planning	Bryan, TX
2005--MS	Billy	Tiongco	Financial Planner	Schultz Financial Group	Reno, NV
2005--MS/MBA	Amanda	Upchurch	Financial Planner	Homrich & Berg, Inc.	Highland Village, TX
2005--MS/PhD	Dan	Zhu	Financial Planner	FIM Group	Traverse City, MI
2006--MS/JD	Robert	Manske	Financial Planner	Prigim & Assoc.	North Bend, OR
2006--MS/JD	Paula	Moore	Attorney	US Court of Appeals	Dallas, TX
2006--MS	Brent	Dickerson	Financial Planner	Legacy Wealth Management	Memphis, TN
2006--MS	Donnie	Carpenter	Financial Planner	Allison, LLC Investment Advisors	Corvallis, OR
2006--MS	Preston	Cherry	Financial Planner	Kanaly Trust	Houston, TX
2006--MS/MBA	Laurie	Belew	Financial Planner	Fox, Joss & Yankee	Leesburg, VA
2006--MS	Douglas	Daly	Pharmacist		Lubbock, TX
2006--MS	Chris	Lane	Financial Advisor	A.G. Edwards	Lubbock, TX
2006--MS/MBA	Kyle	Phillips	Unknown		
2006--MS	Lyndsey	Phillips (Stevens)	Financial Planner	USAA Financial Planning Services	San Antonio, TX
2006--MS/JD	Matthew	Rolston	Unknown		
2006--MS	Whitney	Shine	Financial Planner	Richard P. Slaughter Associates	Austin, TX
2006--MS	Michael	Sierra	Financial Planner	Ryan Saunders & Gluth	El Paso, TX
2006--MS	Milan	Smado	Financial Planner	Doyle and Associates	Dallas, TX
2006--MS/JD	Darren	Wilcox	Financial Planner	John G. Ullman & Associates	Rhinebeck, NY
2007--MS	Jean	Griffin	Financial Advisor	ING	Lubbock, TX
2007--MS	Cassandra	Cueto	Financial Planner	Compass Bank	Amherst, TX
2007--MS/PhD	Nathan	Harness	Faculty Financial Planning	University of Georgia	Athens, GA
2007--MS	Juan	Alcantar	Financial Planner	STA Benefits, Ltd.	Odessa, TX
2007--MS	Zachary	Beckerley	Financial Planner	JWA Financial Group, Inc.	Dallas, TX
2007--MS	James	Bourn	Unknown		
2007--MS/MBA	Gregory	Deckert	Financial Planner	West Texas Wealth Care Advisors	Lubbock, TX
2007--MS	Heather	Del Valle	Unknown		

2007-- MS/JD	Joseph	Dyal	Financial Planner	Legacy Wealth Management	Memphis, TN
2007-- MS/PhD	John	Gilliam	Faculty Financial Planning	Texas Tech University	Lubbock, TX
2007-- MS/JD	Byron	Kennedy	Development Officer	Texas Tech University Planned Giving	Lubbock, TX
2007--MS	Lacey	Ledesma	Financial Planner	DBD	Kress, TX
2007--MS	Andra	Ramirez	Financial Planner	Weaver & Tidwell Financial Advisors	Dallas, TX
2007--MS	Benjamin	Wright	Financial Planner	Waypoint Advisors	Norfolk, VA
2008--MS	Aaron	Abernathy	Unknown		
2008-- MS/MBA	Samuel	Bates	Unknown		
2008--MS	Evan	Bedel	Support Advisor	Clarus Financial	Cincinnati, OH
2008--MS	Joseph	Conzelman	Financial Planner	Harvey Financial Group	Spring, TX
2008--MS	Sergio	Garcia	Seeking employment		
2008-- MS/MBA	Corey	Holliman	Unknown		
2008--MS	Gorinda	Hughes- Rendon	Financial Advisor	Golden Circle Financial Group	Lubbock, TX
2008--MS	Thurman	Jay	Unknown		
2008-- MS/JD	Cory	Little	Unknown		
2008-- MS/JD	Cory	McDowell	Unknown		
2008--MS	Dallas	McKee	Financial Planner	Stanford Financial Group	Lubbock, TX
2008--MS	Larry	Peterson	Financial Planner	Amicus Financial Advisors LLP	West Jordan, UT
2008-- MS/JD	Jeff	Robinson	Financial Planner	The Wealth Collaborative	Woodland Hills, CA
2008--MS	David	Strain	Unknown		
2008--MS	Sharla	Taylor	Financial Planner	USAA Financial Planning Services	San Antonio, TX
2008--MS	Sarah	Tiprigan	Financial Planner	Evensky & Katz	China Spring, TX
2008--MS	Scott	Ungaro	Financial Planner	Brilliant Investment Publishing Pty Ltd	Sydney, Australia
2008--MS	Rebecca	Velez	Supervisor, APS Department	Texas Tech University	Lubbock, TX

Students have been able to secure employment following graduation. However, some of our records are incomplete, and the initial position for all graduate students is not known. Listed above is the information that we could pull together.

G. Type of financial support available for graduate students.

Graduate students admitted to programs in APS are not guaranteed a teaching or research assistantship. Positions are assigned based on student qualifications and the available funding within the department. For the most part, there are more students than available positions or available funding. Ph.D. students have priority given their more extensive skill set, their ability to teach undergraduate courses and their research competency. Graduate students seeking an assistantship with APS are required to apply for Federal Work Study. Although the application is a requirement, if the student does not receive a work study award, they will still be considered for an assistantship. Students who are awarded work study funding often see their federal loan amounts reduced when work study funds are issued. Students have the option of declining the work study award and accepting the higher loan amount with no hindrance to their assistantship.

APS employs an average of 38 graduate students per year as Graduate Part Time Instructors, Research Assistants, or Teaching Assistants. Salaries for graduate assistantships are \$14,000 (nine month base) for Ph.D. students and \$12,500 (nine month base) for M.S. students. Graduate assistantships are offered as .50 FTE or 20 hours per week. There are limited assistantships offered during the summer sessions. Students are selected for summer assistantships based on performance, seniority, and scheduling needs.

In addition to funding offered to students via assistantships, small competitive scholarships are given to out-of-state or international students to assist with their higher tuition costs. Scholarships are also available to all students through the College of Human Sciences.

Because the amount of Graduate Tuition funds returned to the Department appears to be getting smaller, requests for special needs of internship students and dues for professional organizations are not provided. In addition to Departmental support, both the College and Graduate School provide some funds for student travel to present professional papers/posters at State and National conferences.

Students who are employed as TA/RAs and GPTIs have office space in two separate graduate student areas. The MFT and FCSE graduate students are housed in room 269 in the COHS and PFP graduate students are housed in room 272 of the COHS. Students all have comfortable work cubicles and comfortable chairs and the offices are outfitted with telephones with voice mail capability. With the growing MFT and PFP graduate programs, additional space and resources are always going to be needed and are deserved based on performance over the years.

H. Number of students who have received national and university fellowships, scholarships and other awards, and the amounts.

APS AWARDS	01/02		02/03		03/04		04/05		05/06		06/07	
	\$	# Stud	\$	# Stud	\$	# Stud	\$	# Stud	\$	# Stud	\$	# Stud
AT&T Chancellors	\$15,000	5	\$9,000	3	\$6,000	2	\$3,000	1	\$9,000	3	\$18,000	6
Cash Fellowship												
Hazlewood	\$3,000	1							\$3,000	1		
Helen DeVitt Jones	\$3,500	1			\$3,500	1					\$3,500	1
Health/Social Svcs	\$8,000	2	\$12,000	3	\$4,000	1	\$4,000	1	\$20,000	5	\$16,000	4
Jones Part-time											\$300	1
Junction												
McNair												
Smith												
Summer Dissertation	\$6,000	3	\$4,000	2			\$6,900	3	\$4,650	2	\$2,300	1
Water Conservation												
Waterman												

FCSE Additional Information

College of Human Sciences scholarships	10-12 annually
APS Department scholarships	2 annually
Other University scholarships	3
Graduate School Summer Dissertation Awards	5
Human Sciences Graduate Research Awards	3
Department Dissertation Awards	7
ACTE Outstanding Dissertation Awards	3
ACTE FCS Fellowships	2
Phi Upsilon Omicron Educational Foundation Fellowship	1
Other awards	3

***FCSE Scholarships from Fall 2000-Spring 2007

MFT Additional Information

College of Human Sciences Scholarships	23-25 annually
APS Department scholarships (2006)	1
HDFS Department scholarships (2000-2005)	2-10 annually
Helen Devitt Jones Fellowship (\$10,000/3 yrs)	3
AT&T Chancellor's (\$3,000/3 yrs)	12
Health and Social Services (\$4,000/1 yr)	11
Hazelwood	1
Waterman	2
MFT Clinic Scholarship	2
TTU Dads and Moms Assoc	1
AAMFT Minority Fellowship (\$25,000)	1
AAMFT Graduate Student Research Award	3
Paul Whitfield Horn Fellowship	1
National Hispanic Fund Scholarship	1
TAMFT Student Achievement Award	1
Association for Creativity in Counseling Division of American Counseling Association (Graduate Students)	1

***MFT Scholarships from Fall 2000-Spring 2007

PFP Additional Information

College of Human Sciences scholarships	9-13 annually
APS Department scholarships	2-3 annually
AT&T-Chancellor's University Fellowships	2-4 annually
Other University Scholarships	4
Graduate School Summer Dissertation Awards	2
Graduate School Teaching Assistant of the Year Award	4
University TEACH Fellows	4
College of Human Sciences Outstanding Graduate Student Award	1
Outstanding Dissertation Awards (from national academic associations)	2
Outstanding Papers Awards (from national academic associations)	3
Travel Grants to Academic meetings (from national academic associations)	3

***PFP Scholarships from Fall 2000-Spring 2007

- I. Percentage of full time master and doctoral students who received financial support - in the prior year, the percentage of full-time students with support divided by the number of total FTS.

APS provided financial support for 84 M.S. & Ph.D. students during the 2006-2007 academic year. The overall number of full-time students for APS was 120. Thus, 70% of full-time students in our programs were offered assistantships.

- J. Average financial support provided to master and doctoral students - For those receiving financial support, the average financial support provided per full-time graduate students (≥ 9 hours), including tuition rebate, for the prior year, and including RA's, TA's, fellowships, tuition, benefits, etc. that is 'out-of-pocket'.

The rate of pay offered to graduate students for assistantships in APS varies based on the level of degree they are seeking. Ph.D. students earn a nine-month salary base of \$14,000. Students with assistantships that are enrolled in M.S. programs earn a nine-month salary base of \$12,500. The average tuition rebate offered to students in conjunction with their assistantship is \$1,350 per semester for an average of nine credit hours. If the student elects health coverage from TTU, one half of their member benefits will be covered. The portion of monthly premium paid by TTU is \$180, or \$1,620 for the nine-month period. Students on assistantships are also eligible for travel funds from APS. The amount of travel support is determined at the beginning of each academic year. Travel support for graduate students comes from the graduate tuition surcharge. Students are provided funds to apply towards attendance at conference per academic year in which they are presenting.

- K. Graduate Student Publications and Creative Activities – Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations by Master and Doctoral students in the department.

FCSE Publication: Year	Refereed		Non-Refereed		Poster presentations		Other activities	
	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.
2006	0	4	0	0	0	4	0	1
2005	0	4	0	2	0	7	0	2
2004	0	2	0	0	0	4	0	1
2003	0	3	0	3	0	3	0	3
2002	0	4	0	0	0	3	0	2
2001	0	2	0	1	0	2	0	2

MFT Publication: Year	Refereed		Non-Refereed		Poster presentations		Other activities	
	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.
2006	1	3	0	1	2	5	1	2
2005	2	2	0	1	2	4	3	4
2004	2	5	0	1	5	7	5	9
2003	1	4	1	2	6	6	1	3
2002	2	1	0	1	3	10	1	5
2001	3	6	0	0	4	5	0	1

PFP Publication: Year	Refereed		Non-Refereed		Poster presentations		Other activities	
	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.
2006	0	3	0	1	0	1	0	4
2005	0	3	2	1	0	2	0	4
2004	0	4	0	1	0	0	0	10
2003	0	2	0	1	0	0	0	3
2002	0	2	0	1	0	1	0	2
2001	0	1	0	0	0	0	0	1

L. Programs for mentoring and professional preparation of graduate students

FCSE

Non-thesis master's students are mentored by the graduate advisor. Thesis students are mentored by the thesis chairperson. Doctoral students are mentored by the graduate advisor and the dissertation chairperson. Graduate students employed as teaching or research assistants are mentored by the graduate faculty member to whom they are assigned.

Professional preparation of graduate students takes place through participation in graduate seminars required of both master's and doctoral students, attendance at professional conferences, participation in faculty research, presentations, and publications. (See listing of graduate student publications and creative activities, IV.G.) Graduate students also are involved in professional development through participation in the American Association of Family and Consumer Sciences student organization, including state-wide activities, joint initiatives with the New Mexico affiliate, and participation in national meetings.

MFT

The MFT graduate programs accomplish student mentoring through several means. Each student is assigned a chair upon entering the program, which then can be changed over

the course of their program. The chair is responsible for mentoring through the research process (e.g., the 7000 and dissertation), and also through a regular meeting called Small Group. This mechanism involves a gathering of the chair and all of his/her advisees to discuss research progress and provide professional socialization. This process helps students have regular access to their advisor and to each other and to encourage progress on existing projects.

Another mentoring program is the Cohort class. During the first year students in both the masters' and PhD programs meet regularly with a faculty (separate for each graduate program) who discusses professional issues and progress in the program. This is different from Small Group in that it occurs in a cohort group, and is helpful in strengthening these relationships. Other mentoring occurs from the students who are involved in the student organization (SAMFT) through activities and student functions.

PFP

The following activities/classes are provided for students in the PFP Masters Degree Programs:

- MS Faculty Advisor—one faculty serves as the faculty advisor for students in the MS program of study. This person and the staff advisor assist students in class selection and scheduling of classes.
- New-Student Orientation—beginning recently, all MS students are strongly encouraged to attend the new-student orientation where they are introduced to the PFP faculty, staff, and the program.
- Personal Financial Planning Association—this student group is a recommended method of meeting students and faculty in the PFP program and learning about the profession through guest speakers that are brought to campus.
- PFP 5198 (Professional Practices in PFP)—this class is offered each Spring for students in the graduate program to learn about becoming a professional in financial planning.
- PFP 5210 (Professional Field Experience)—this class is offered every Fall and occasionally in the Spring. Students attend national professional conferences and, prior to attending, learn how to make the most of this type of opportunity.
- PFP 5399 (Internship in PFP)—summer internships are available nationally and internationally for students who want to get first-hand experience working in the financial planning profession.
- Guest speakers—throughout the curriculum, students have the opportunity to hear guest speakers (professionals from across the county) who visit TTU to share their expertise and wisdom.
- Although the program does not have a formal mentoring program for MS students, the PFP faculty practice an open-door policy and are available to advise and mentor students in both academic and career-related areas.

The following activities/classes are provided for students in the PhD Program:

- PhD Faculty Advisor—one faculty serves as the faculty advisor for students in the PhD program of study. This person and the staff advisor initially assist students in the application process and class selection their first semester.
- Mentoring program—PhD students are assigned a temporary faculty mentor upon entering the program. This person serves as an advisor until the student selects another faculty, typically their dissertation chair, to serve as their primary mentor.
- Personal Financial Planning Association—this student group is a recommended method of meeting students and faculty in the PFP program and learning about the profession through guest speakers that are brought to campus.
- PFP 6101 (Applied Research Seminar in FP)—this class is designed to focus on what it is to be an academic in PFP, including teaching, research, and service. PhD students are required to enroll three semesters but are strongly encouraged to attend all semesters of their program.
- PFP 6395 (Financial Planning Program Development Seminar)—this class is designed to teach students how to build and enhance university programs in financial planning. Focus is on building a program while one is also developing their own teaching and research career paths.
- PFP 6399 (Residency in Financial Planning Research and Education)—residency opportunities are available nationally for students who want to get first-hand experience teaching and conducting research at other colleges/universities.
- Academic and Professional Conferences—students are encouraged to attend national conferences (both academic and professional conferences) and to submit papers for presentation where appropriate. Partial funding has been available to assist students on these trips.

M. Department efforts to retain students and graduation rates.

FCSE

Retention efforts include an orientation to graduate school, held each fall for newly admitted students to provide information about program expectations and resources available to graduate students, and a graduate seminar which students take during the first semester of enrollment. In addition, the graduate advisor and other members of the graduate faculty maintain close contact with students' which encourages retention and helps to identify and resolve problems that might prevent program completion.

Retention in the FCSE graduate program is good to excellent. During the last six years, 85% of the students admitted to the M.S. program and more than 90% of those admitted to the Ph.D. program have graduated or are currently enrolled. In addition, 29 students have completed, or are currently enrolled in, the FCS post-baccalaureate teacher certification program, a retention rate of 82%. Most students who leave the graduate program do so for personal reasons. The students who left the doctoral program

transferred to and completed other doctoral programs that better matched their career goals.

MFT

Student retention has not generally been a problem for the MFT program. Both the master's program and the doctoral program were quite successful in moving students through towards graduation during the period from 2001-2007. Of the 20 students admitted into our master's program during this time, only one dropped out, with the rest completing the degree (95% graduation rate). Many of those completing the master's degree then were admitted into our doctoral program.

Of our 42 doctoral students admitted during this same time, only 4 have dropped out or been asked to discontinue. Therefore, the current graduation rate is moving towards 90%, although some of those currently making progress in the program may yet discontinue.

Retention in the MFT program is facilitated by close faculty contact, frequent student interaction, and an active student organization (SAMFT). The mentoring programs mentioned above are part of our overall retention effort as well. Alumni surveys from our graduates have often spoken of the positive and supportive environment that students had here, and we deliberately make that part of the mission of our MFT program.

PFP

The PFP Division has both a MS faculty advisor and a PhD faculty advisor who maintain contact with students in the financial planning graduate programs. In addition, temporary mentors are assigned to PhD students as they enter the program. All faculty members maintain an open-door policy and are available to work with students on issues, including those that may affect retention. Class sizes are relatively small (8-25) so that most students feel comfortable interacting regularly with faculty. In addition, an active student group is available which adds to the "community" environment in the program.

The PFP program prides itself on being a very high quality program, and in our masters program we allow admission to all who we feel will be able to complete the program of study. That combination can contribute to a moderate retention rate. However, during the last six years, 163 of the 184 students admitted to and starting the MS degree program in PFP have graduated, are currently enrolled in the program, or have entered the PhD program. That produces a retention rate of 89%.

Of the 64 students admitted to and starting the Ph.D. program during this same time, only 11 have dropped out or been asked to discontinue. Therefore, the current graduation rate is 83%, although some of those currently making progress in the program may yet discontinue.

- N. Percentage of Full-Time Master and Doctoral students – Rolling three-year average of the FTS (≥ 9 SCH) divided by the number of students enrolled (headcount) for the last three fall semesters.

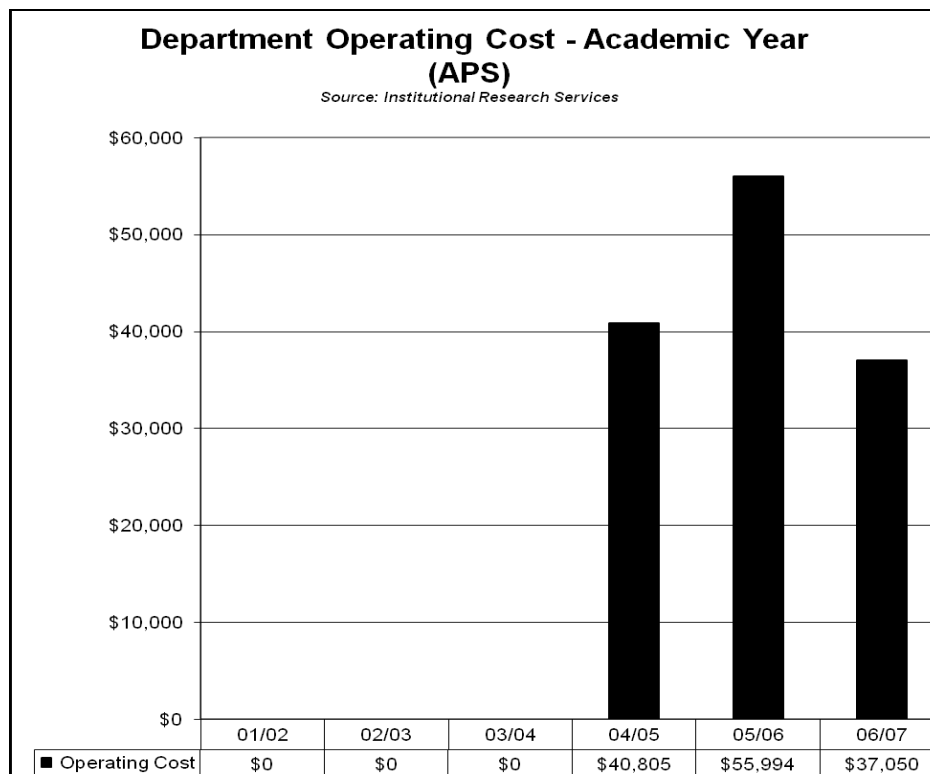
	Full Time Student	Total Students	Percentage
Fall 2005	72	111	65%
Fall 2006	72	119	61%
Fall 2007	84	131	64%

- O. Student-Core Faculty Ratio – Include data for master's and doctoral students - The rolling three-year average of full-time (≥ 9 hours) student equivalent (FTSE) divided by rolling. 'Core Faculty' is full-time tenured and tenure-track faculty who teach 50 percent or more, (or other individuals integral to the program) and, for doctoral programs, those who can direct dissertation research.

	Full Time Student	Core Faculty	Percentage
Ph.D.			
Fall 2005	42	19.25	218%
Fall 2006	46	23.37	197%
Fall 2007	43	22.39	192%
M.S.			
Fall 2005	28	19.25	145%
Fall 2006	24	23.37	103%
Fall 2007	38	22.39	170%

V. Department

A. Department operating expenses



As can be seen from the chart above, the APS department has been underfunded since its inception. Though I cannot state with certainty, given I was not the Chair at the time and that Chair has moved to a different university, the spike in 05/06 was a result of complaints regarding underfunding and someone had pity on us and provided more funds. However, as can be seen above, pity was not a long-lasting feeling as our funding went even lower in 06/07.

Department Operating Costs as a Fraction of Employees

	01/02	02/03	03/04	04/05	05/06	06/07
Dept Operating Cost				\$40,805	\$55,994	\$37,050
Faculty & Staff				27	29	30
Dept Op Cost /FS				\$1,511	\$1,931	\$1,235

*** Faculty and staff numbers reflect tenure/tenure track and non-tenure track faculty as provided in Section III. A.

B. Summary of Proposals (submitted)

Summary of Number of Proposals Written and Accepted

Note: *These numbers were provided by the Graduate School as provided by the VPR's office.*

	Foundation		State		Federal		Others		Successfully funded	
	D	M	D	M	D	M	D	M	D	M
2006	3	6			6	1			18	27
2005	1				1	16			10	31
2004	3	6			1	11		5	11	25
2003	1	5		2		3	1		13	31
2002	2					9			15	12
2001				3	1	6	4	2	13	12

D = proposals written by CO-PI's from your department only

M = proposals written by CO-PI's from multiple departments

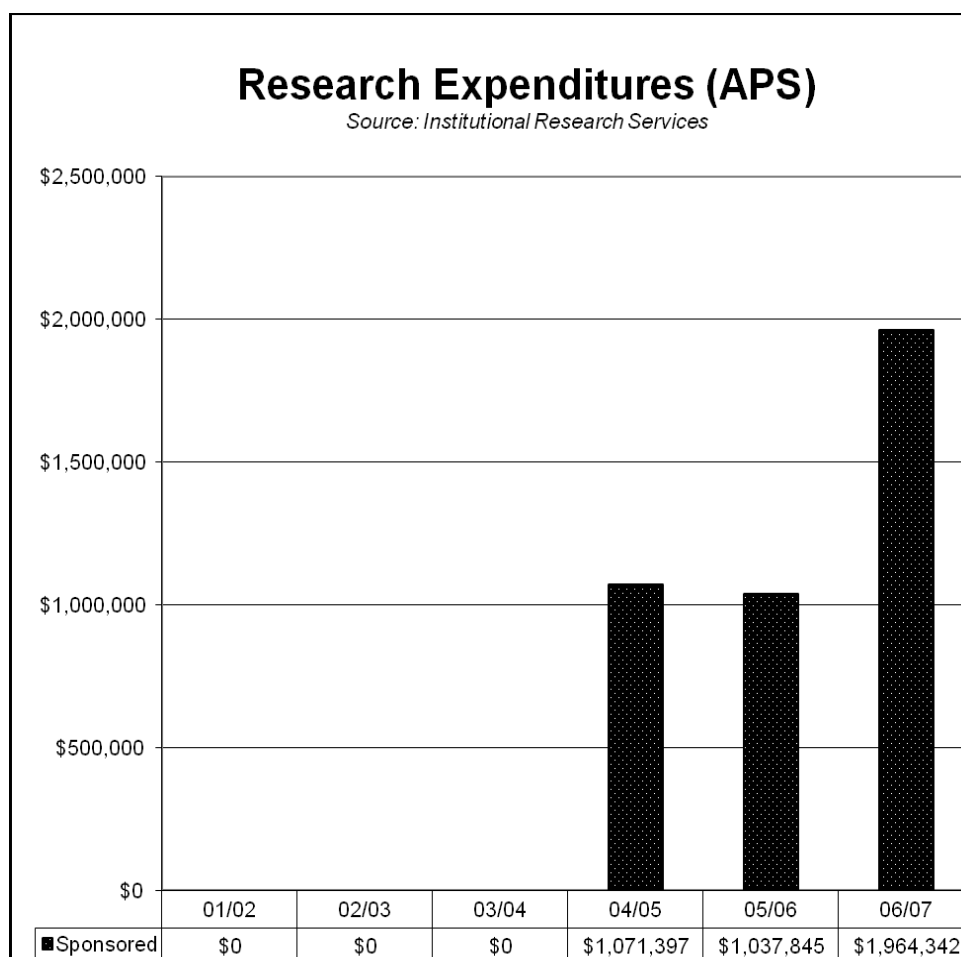
C. External Research expenditures

SUMMARY OF FACULTY AWARDS BY HOME DEPARTMENT

Source: Office of Research Services

Year	Number of Awards	Facilities & Administrative	Award Amount
01/02	n/a		
02/03	n/a		
03/04	n/a		
04/05	15.90	\$53,024	\$1,071,397
05/06	22.81	\$37,655	\$1,037,845
06/07	26.04	\$170,613	\$1,964,342
<i>Totals:</i>	64.75	\$261,291	\$4,073,584

As a Department, we feel that our faculty members are extremely productive in securing significant research funding. Are numbers have risen consistently and will move higher from those represented here. This is a constant area of focus for this Department and our faculty members. This is also an area where the skills of our newer faculty members will help to increase these numbers even more significantly.



Comparison of Research Expenditures	01/02	02/03	03/04	04/05	05/06	06/07
University of Nebraska-Lincoln (FCSE)	did not supply	did not supply	did not supply	did not supply	did not supply	did not supply
University of Missouri – Columbia (PFP)	did not supply	did not supply	did not supply	did not supply	did not supply	did not supply
Purdue University (MFT)	did not supply	did not supply	did not supply	did not supply	did not supply	did not supply
University of Georgia (MFT)	did not supply	did not supply	did not supply	did not supply	did not supply	did not supply
Texas Tech	n/a	n/a	n/a	\$1,071,397	\$1,037,845	\$1,964,342

Given there is no information provided from the peer institutions, there is no helpful data here. However, as a Department, we have the highest level of research expenditures within the COHS despite being a new department.

D. Internal Funding

Waiting for Katy Henderson to respond

Source of Internal Funds (TTU)

Source: Institutional Research Services

	01/02	02/03	03/04	04/05	05/06	06/07
Research Incentive					\$10,898	\$47,414
Line Items						
Seed Grants				\$18,000	\$18,000	\$22,500
New Faculty Start-ups					\$54,528	\$32,674
Matching from VP of Research						
Special needs and opportunities						
Research Promotion						
Graduate School Fellowships	\$35,500		\$25,000	\$13,500	\$13,900	\$36,650
HEAF				\$20,000	\$24,236	\$20,000
TOTALS:	\$35,500	\$0	\$25,000	\$51,500	\$121,562	\$159,238

E. Scholarships and endowments

As a Department, given we are so new, scholarships and fellowships are made available to APS graduate students via the COHS scholarship program—we have no departmental endowments of our own. We are working on some as I write this commentary. The College administers a scholarship program totaling approximately 9.5 million, with graduate students eligible to compete for some of the awards. Internally, APS offers a more modest scholarship endowment from our graduate tuition account. The funding for our graduate tuition scholarship is derived from the graduate tuition surcharge returned to the department. The COHS currently offers the Helen Devitt Jones Fellowship in the amount of \$10,000 per year for three years. For the 2006/2007 academic year we had four doctoral students in our Department who received this fellowship. These students included: Kimberly Bridges, Lukas Dean, Kami Schwerdtfeger, and Erica Wilkins. Given that only six of these fellowships were awarded by the COHS during this academic, this attests to the quality of the graduate students in our Department. In addition to departmental and college awards, graduate students in APS are often nominated for the Fellowship programs available through the Graduate School. As indicated above, graduate students in APS received \$36,650 in Fellowship funding from the Graduate School during the 2006-2007 academic year.

F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

Teaching spaces for graduate level classes consist of classrooms, two seminar rooms and a computer lab. Most of the classrooms and seminar rooms are equipped with multimedia electronic equipment for teaching. For those that are not equipped, the department has two portable computers with projectors. All faculty offices are equipped with computers. ITV resources are offered in the building but are not being used for current classes. A technology complex for the Division of Personal Financial Planning is currently under construction and will be opening in Spring 2009. Most of the faculty members conduct social science research. Needs for such research include providing space for project staff members, data storage, and space to collect data from research subjects. For the most part, given limited space, these projects occupy faculty offices.

Family Therapy Clinic

Texas Tech's Family Therapy Clinic serves clients from West Texas and Eastern New Mexico with referrals from physicians, inpatient facilities, courts, school systems, social service agencies, and therapists in private practice. The on-site clinic consists of seven large therapy rooms equipped with one-way mirrors, observation rooms, and computer equipment, along with a clinic office, a therapist staff office, and a waiting area. As one of the few accredited MFT doctoral programs in the nation, the program trains family therapy professionals while offering affordable therapeutic services to those in need.

To maintain the highest quality of education and training, the program admits a select group of students annually to pursue graduate degrees in Marriage and Family Therapy. As part of the rigorous program requirements, students conduct therapy sessions in the Family Therapy Clinic under the guidance of faculty supervisors, who are practicing Licensed Marriage and Family Therapists (LMFT's) and recognized as Approved Supervisors by the American Association of Marriage and Family Therapy (AAMFT).

The Curriculum Center for Family and Consumer Sciences

The Curriculum Center for Family and Consumer Sciences supports teachers and students with a broad range of resources, from print to multimedia to in-service training. A library is available for use Monday through Friday.

The following table outlines the departmental resources for space. The physical spaces are located throughout the College of Human Sciences, concentrated on the first and second floors and the basement.

Type of Space	Number of Rooms	Total Assignable Square Feet
OFFICES:		
Faculty & Administration	25	5327
Clerical	3	571
Graduate Assistant	8	2264
Conference Rooms	2	684
LABS:		
Special Instruction Labs	12	11,559
Computer Lab	1	585
STORAGE:		
Storage Closets	2	220
CENTERS & OTHERS		
<u>Center for Financial Responsibility</u>		
Office	1	301
<u>Family Therapy Clinic</u>		
Offices	3	380
Therapist's Room	1	405
Clinic Observation Rooms	13	1688
<u>Curriculum Center for Family and Consumer Sciences</u>		
Office Suites	7	3484
Library	1	1025
Storage	1	565
TOTAL SQUARE FEET		29058

G. HEAF expenditures

	Labs	Classroom	Other (identify)	TOTAL
FY 06/07				\$20,587
FY 06			\$13,965	\$13,965
FY 05		\$5,996	\$18,070	\$24,066
FY 04				
FY 03				
FY 02				

APS maintains one classroom, two classrooms-on-wheels (COWs), and one conference room. Each COW consists of a laptop and projector securely fastened to a cart. The COWs are used for instructional purposes in the classrooms that lack multimedia technology. The “other” category listed below includes HEAF expenditures for the purchases of computers, furniture, and other office equipment for faculty and graduate students.

H. External Program Accreditation – Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

FCSE

The FCSE program is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Mission of NCATE is to help establish high quality educator preparation programs. Through the process of professional accreditation of schools, colleges, and departments of education, NCATE works to make a difference in the quality of teaching, teachers, specialists, and administrators. Accreditation specifics include specific evaluations of the following:

- Standards
- Unit conceptual framework
- Candidate knowledge, skills, and professional dispositions
- Assessment system and unit evaluation
- Field experience and clinical practice
- Faculty qualifications, performance, and development
- Unit governance and resources

Last NCATE review was in 2006 and the next review will be done in 2013.

MFT

The MFT Program (doctoral) is accredited through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The TTU MFT program was last reviewed in January of 2003, and will again be reviewed (through a self-study process and site visit) in January of 2010. The master's program is not accredited, although we may be moving toward that direction soon.

The American Association for Marriage and Family Therapy (AAMFT) Commission on Accreditation for Marriage and Family Therapy Education ("COAMFTE" or "the Commission") is the national accrediting agency for marriage and family therapy education and training. The Commission recognizes the following specific purposes in performing its function:

- To provide oversight and ensure, on behalf of the Association, quality MFT education through accreditation.
- To stimulate the improvement of professional marriage and family therapy education, including helping training institutions and agencies develop quality programs by fostering ongoing self-study and development.
- To establish and maintain standards which will ensure that institutions and agencies meeting them provide students with appropriate learning resources to acquire the requisite skills, knowledge, and ethical sensitivity to be professionally competent.
- To provide an authoritative guide to programs in the field of marriage and family therapy which deserve public and professional confidence and support, including providing prospective students with a dependable basis for the selection of educational programs and providing state boards which license or certify marriage and family therapists with a list of accredited graduate degree and post-degree programs.

PFP

The PFP degree programs (BS, MS, and PhD) are registered through Certified Financial Planner Board of Standards, Inc. The TTU PFP program was reviewed last in May 2003, and they will be reviewed again through a self-study process in September, 2009.

Certified Financial Planner Board of Standards (CFP Board) is a non-profit, standards-setting organization that confers the CPF certification. The mission of CFP Board is to benefit the public by granting the CFP® certification and upholding it as the recognized standard of excellence for personal financial planning. CFP Board-Registered programs provide the education component of the four Es that are required to become a CFP certificate: education, examination, experience, and ethics.

To be registered, all programs must meet several core requirements. The institution must be a regionally-accredited institution of higher education and the program's courses must cover specific financial planning topics that have been identified by practicing CFP® certificants during periodic job analysis studies as important for a financial planning practitioner to master. Following are basic criteria for registering a program:

- All courses must be at the upper division baccalaureate level or higher, and the curriculum must be at least 15 semester credit hours in length, or the equivalent.
- All lead faculty must hold either appropriate graduate degrees or the CFP® certification plus a bachelor's degree.
- At a minimum, the program must cover, generally at the highest cognitive levels, CFP Board's Financial Planning Topic List, which outlines the knowledge needed for competence in the tasks performed by a CFP® certificant.
- For degree programs, CFP Board will accept the level and credit hour determinations of the institution. For certificate programs, American Council on Education (ACE) recommendations will be accepted, or the institution may substantiate the length and level requirements in the application.

- VI. Conclusion** – a one- to two-page summary of the observed deficiencies and needs identified by your review. Identify areas of greatest need and areas of significant contributions.

APS Department

The APS Department has been in operation for a little more than 3 years. We feel that the Department has done very well building a strong foundation for future success with limited resources. Though contributions and needs will be addressed for each program, some of the contributions and needs within the Department are highlighted here. The contributions include:

- Two APS projects are listed in the TTU Redbook of Federal Initiatives.
- The CFAS major experienced significant growth during the first year and has significant potential for semester credit hour growth given its University core status and mega-section development.
- The development of “mega-section” courses will yield significant undergraduate student credit hours with less cost to the Department (limit GPTI’s and allow more flexibility in funding). The CFAS major and ADRS courses are actively being grown.
- Both internal and external applications and funding are on the rise.
- APS faculty had...
 - *26 articles published or in press in 2007*
 - *23 articles accepted for publication in 2007*
 - *29 articles submitted for publication in 2007.*
- Two faculty members hold Regents Professorships (K. Harris & S. Shumway).
- University awards include two TTU Alumni Association New Faculty awards – K. Alexander 07 and S. Smock -08. We also have five faculty members in the TTU teaching academy.

There are also some very important needs the APS Department has. These include:

- **Departmental Operating Expenses (DOE)**—APS is way behind the curve in this area. Over 60K of staff are paid on course fee accounts and there are specific administrative needs/costs that are unique to a department with four programs/divisions that are not being met. We would like to have more DOE account funds to pay staff salaries and increase travel monies for productive faculty members.
- **Summer School**—Declining summer budgets within the context of the rapid increase in number of faculty and salaries is a problem for APS. The PFP Division needs approximately 100K to fund the gap that will be left when the CFP grant is completed (Summer 2009). When the CFP grant originated, the agreement was that the Board would provide the seed monies and TTU would pick up the tab at completion.

- **Startup Needs for New Faculty**—Startup needs for new faculty need to be better clarified and resources provided in a manner that are simple, equitable, and have the potential in dollar amount to make a difference.
- **Space**—A master-plan of APS faculty offices would be helpful to create uniformity and cut down the distance between faculty members (even within Divisions/Programs). APS administrative office space needs to be considered as part of any master plan. We are low on space and our elevation (curb appeal) is not good. Plans need to include space for full-time and part-time instructors.
- **Community Clinic Space**—MFT/PFP/CSAR off campus clinic space is needed if the community clinic idea is to be pursued and successfully carried out.

FCSE

The FCSE graduate program has outstanding faculty and students and is recognized as a high quality program in Texas and throughout the nation. Major strengths include professional leadership roles of faculty, significant grant activity, and involvement in two distance education initiatives. Faculty (tenure-track FTE=3) have generated more than \$1.75 million in grants from state and federal sources during the last six years. The online M.S. in FCSE, offered through the Great Plains Interactive Distance Education Alliance (Great Plains IDEA), is a collaborative effort of universities in six states. The first students were admitted in the Fall 2006; currently a total of 32 students are enrolled in the program, including 12 at Texas Tech. FCSE also participates in the Texas FCS Distance Education Alliance, a consortium of Texas universities offering online teacher certification courses for both graduate and undergraduate students. Given the limited number of FCSE graduate programs available in Texas and other states, both distance education initiatives offer significant potential for program growth.

The most pressing need of the FCSE graduate program is the addition of an additional tenure-track faculty position. The current number of graduate faculty members (3) is only marginally sufficient to sustain current enrollment in the Ph.D. program (18 students enrolled, 4 applications pending), the M.S. and post-baccalaureate teacher certification programs (15 students enrolled), and the M.S. online program offered through Great Plains IDEA (12 students enrolled). The addition of a fourth graduate faculty member will allow FCSE to serve current students more effectively.

There also is an unmet need to expand distance education offerings to serve prospective Master's and post-baccalaureate certification students at Texas Tech's satellite campuses in Central Texas. The identification by the Department of Labor of teaching as a high-growth, high-demand profession documents the need not only for more classroom teachers, but also for more teacher education professionals with advanced degrees. The potential for growth of FCSE graduate programs will be unrealized without additional graduate faculty.

MFT

There are many strengths of the MFT Program. The Doctoral program is one of the largest and best known in the country, with more faculty and students than almost any other. The Master's program is poised to grow significantly in its new configuration, and is gaining attention. The undergraduate CFAS program likewise is growing, and is partially staffed by MFT faculty. All of the faculty members are very active researchers with many of them receiving funding. Students participate in these many projects and are mentored in the process, which helps them become successful in their own publishing and presenting. The students also receive strong clinical training in our on-site clinic that serves the Lubbock community. It is our expectation that the MFT program will continue to grow and be very successful.

Despite the strengths of the MFT program, there are challenges. There have been many transitions over the last few years including changing faculty and program directors. The new faculty are strong, but untenured (there will be four untenured after the upcoming hire). This turnover has been particularly challenging for those students who are in the candidacy stage of their doctorate, as many have had to switch chairs and committee members. We expect more stability over the next several years. Also, the program would benefit from more resources to fund faculty travel and graduate assistantships. Another growth area would include increasing the reach and income of the Family Therapy Clinic in order to help this entity become a generator of resources into the program.

PFP

Significant Contributions/Strengths

With the support of the CFP Board grant and TTU support, the PFP Division has been positioned to generate the future faculty of college/university financial planning programs and the future leaders of the profession.

- Ph.D. in Personal Financial Planning—Developed and grew enrollment in the first Ph.D. in PFP in the nation.
- 150-hour program in PFP—Developed and will begin offering the first 150-hour program in PFP in the nation.
- Diversity—Have successfully attracted a diverse population of students into the PFP program, with the strongest success in the Ph.D. program.
- Summer Scholars Program—Developed and offer an innovative summer scholars program that facilitates diversity, the Ph.D. program for summer scholars, the dual-degree programs, and the ability of students to move through the graduate programs more quickly.

- Internship Program—Developed and maintain an excellent national and international internship program required of undergraduate students and available to graduate students.
- Technology Complex and Research Generator—Received \$1M from Schwab Foundation to build the Schwab Technology Complex, to enhance education and research in PFP, and to support applied research to benefit the profession.
- Practicum Opportunities—Red-to-Black provides financial planning education opportunities and financial planning experiences are available via practitioners moving back-office operations to Lubbock and through the PFP internship program.
- Financial Literacy—Teach undergraduate and graduate courses in Personal Finance for non-majors. PFP faculty and Ph.D. students teach personal financial skills to over 1,000 TTU students per year.

Areas of Greatest Need

The PFP Division has marked many successes over the past six years; however, the program has been subsidized by a significant grant from the CFP Board. The purpose of the grant was to seed a model program that would generate programs across the country. Clearly that purpose has been realized. However, for the program at TTU to continue to grow to its national reputation and maximize semester credit hours for TTU, resources are needed to replace those that will be lost in 2009 when the CFP Grant ends.

Consistency of funding is critical to the success of graduate recruitment and growth. Areas of need include the following:

- Funding for the Summer Scholars Program—regular, consistent funding for the Summer Scholars Program is critical to maintaining and growing student credit hours, the successful diversity program, and the Ph.D. program for students (several of who are faculty in minority institutions) who can come to campus only during the summer. Funding is needed for faculty salaries and for graduate student support during the summer.
- Graduate Student Support—additional, consistent funding is needed for assistantships and scholarships for graduate students 12 months a year. We will not be able to maintain graduate student credit hours without this support as a very small percentage of our Master's students receive any university support, and as the Ph.D. program grows funding also needs to grow.
- Space for Research Activities—our program has the opportunity to become the magnet for research activities in the financial planning profession, but currently we have no space to dedicate to a research laboratory. Secure research space is needed so researchers can work on projects and publish.

VII. Appendices – should include, but not be limited to, the following:

- A. Strategic Plan
- B. Graduate Course Offerings
- C. Recruiting Materials
- D. Graduate Student Handbook
- E. Graduate Student Association(s)
- F. Graduate Faculty Information
- G. Cross-Listed Course Syllabi

APPENDIX A

Strategic Plan

DEPARTMENT OF APPLIED AND PROFESSIONAL STUDIES

STRATEGIC PLAN

MISSION STATEMENT

The Department of Applied and Professional Studies provides the highest standards of excellence in higher education in the fields of addiction and recovery, family and consumer sciences education, marriage and family therapy, and personal financial planning while contributing to new knowledge in these areas through meaningful research and community outreach.

VISION STATEMENT

The Department of Applied and Professional Studies will:

- Produce graduates who are knowledgeable, well respected and highly sought after in their respective professions
- Develop exemplary programs in each academic area represented in the department
- Be a department of nationally known and respected scholars and educators
- Develop new knowledge and applications that benefit individuals, families, and society as a whole
- Integrate diversity into every aspect of the departmental mission including faculty, students, curriculum, and research
- Assume a vital role in professional and community activities through engagement and partnerships at the local, state, national, and international levels
- Actively support individual program missions through facilitation of departmental activities and appropriate resource allocation
- Empower students, faculty, and staff to achieve fulfilling personal and professional lives through education and a sustained culture of respect, the highest ethical standards, mutual cooperation, and effective problem solving

CORE VALUES

- Respect
- Integrity
- Valuing and support of diversity
- Excellence
- Caring

STRATEGIC GOALS

Access and Diversity: Recruit, retain, and graduate a larger, more academically prepared and more diverse student body.

Benchmarks

- Develop both undergraduate and graduate degree programs related to every academic area in the department.
- Develop a distance or off-campus degree or certificate program at either the undergraduate or graduate level in every academic area in the department.
- Maintain current levels of enrollment in PFP undergraduate and doctoral programs and MFT master's and doctoral programs and increase enrollment in FCSE undergraduate and graduate programs, PFP master's program, and MFT master's program by 20% collectively over the next 5 years.
- Increase minority (including African-American, Hispanic, and Native American) and first-generation college student enrollment by 15% over the next 5 years.
- Increase graduation rate for undergraduates to 40% in four years and 60% in five years.
- Increase graduation rates to 60% for full-time master's students (2 years) and 55% for full-time doctoral students (4 years).
- Increase average SAT scores (undergraduates) and GRE scores (graduate students) for students entering departmental degree programs by 5%.
- Increase number of undergraduate students on scholarships by 10%.
- Increase number of graduate students on scholarships by 10%.
- Increase number of graduate students on assistantships by 15%.

Objective 1.1: Implement an enrollment management plan to achieve optimal enrollment in all undergraduate and graduate programs.

Strategies

- Implement a new undergraduate major in Community, Family, and Addiction Services which is the joint responsibility of the ADRS and MFT faculty.
- Develop and seek approval for a new Ph.D. in Personal Financial Planning.
- Refocus degrees in areas in which enrollment is too low and update curriculum.
- Develop and expand distance-based programs where appropriate.

Objective 1.2: Recruit and retain a diverse student body.

Strategies

- Increase financial support for undergraduate and graduate students.

- Facilitate learning opportunities and support for part-time students.
- Develop articulation agreements with community colleges to attract more students from underrepresented groups.
- Update departmental and program websites to showcase and emphasize program quality and diversity.
- Participate in TTU programs designed to engage students from underrepresented groups, including Upward Bound, the McNair Scholars, and Mentor Tech.

Objective 1.3: Recruit, retain, and graduate academically prepared undergraduate and graduate students.

Strategies

- Work with college and university recruiters to attract highly qualified students.
- Increase GPA requirements in programs where it is appropriate to graduate academically prepared students.
- Develop student organizations in each academic area of the department at both the graduate and undergraduate levels and engage students in these organizations through meaningful activities such as community engagement, opportunities for contact with future employers, attendance at national professional meetings, and recognition of student achievement.
- Involve undergraduates in faculty research.
- Monitor progress of students by appointing a faculty liaison from each academic area to the COHS advising office.

Objective 1.4: Serve the University through courses for non-majors.

Strategies

- Develop at least one course in each academic area that meets the University general education requirements or the College of Human Sciences core requirements.
- Offer sections of these courses each semester, including summer.

Objective 1.5: Increase financial support for students.

Strategies

- Communicate scholarship opportunities to students via classroom, student meetings, websites, and e-mail.
- Help the College Development Office identify sources of scholarship funding.
- Require all graduate students with assistantships to apply for work-study.
- Provide an appropriate number of sections of courses taught by graduate instructors under faculty supervision.
- Increase the number of graduate students supported on research grants.

Human Resources and Infrastructure: Increase and use resources to recruit and retain high quality faculty and staff and support an optimal work environment.

Benchmarks

- Maintain existing number of faculty positions in each area and justify new faculty positions in each area, based on enrollment and instructional needs.
- Add one additional staff position to improve program support and productivity.
- Keep faculty and staff turnover at less than 8%.
- Increase the diversity of the faculty (underrepresented groups) by 5%.
- Maintain the diversity of staff in terms of underrepresented groups.
- Increase operating funds by 20%.
- Identify and address equity problems in pay among faculty and among staff.
- Develop innovative ways to obtain summer support for faculty.
- Develop at least one chair or professorship in each academic area.
- Provide appropriate workspace for all faculty and staff.
- Develop and equip a seminar room for each of the four academic areas in the department.
- Provide appropriate technology support for all faculty and staff in terms of computer equipment, instructional equipment, and appropriate software.

Objective 2.1: Recruit and retain an excellent and diverse faculty.

Strategies

- Work with the Office of Diversity to support targeted searches for faculty from underrepresented groups.
- Conduct annual performance evaluation and meet with faculty members one-on-one to identify needs and ways to maintain or increase productivity and satisfaction.
- Identify salary inequities and make a case for amelioration of these inequities to College administrators.
- Support faculty development activities, including travel to professional meetings and specialized workshops.
- Propose and seek funding for three endowed professorships.
- Assess course fee structure and other possible sources of funding to provide summer salary for faculty and salary supplements for faculty with administrative assignments.

Objective 2.2: Recruit and retain an excellent and diverse staff.

Strategies

- Work to increase staff salaries in line with their responsibilities.

- Add an additional staff position to provide more effective program support and increase efficiency and satisfaction.
- Provide regular feedback on performance, conduct annual performance evaluations, and develop ways to maintain or increase productivity and satisfaction.
- Support efforts to increase skill levels.
- Provide flexible work hours for those who desire additional education.

Objective 2.3: Provide appropriate facilities to support the instructional mission of the department and optimal performance of faculty and staff.

Strategies

- Identify any large projects essential to the instructional mission of each academic area and work with faculty and College administrators to obtain resources necessary to accomplish these projects. Potential projects include:
 - A Personal Financial Planning Clinic.
 - Expanded and renovated offices for MFT and PFP faculty.
 - Updated equipment in the Family Therapy Clinic.
- Work with College administrators to identify a seminar room for each academic area.
- Provide desk space for all doctoral students and all master's students with an assistantship.

Objective 2.4: Provide appropriate technology to support the instructional mission of the department and optimal performance of faculty and staff.

Strategies

- Collaborate with COHS administrators and other COHS units to provide instructional design support for online courses and effective department and program websites.
- Provide opportunities for faculty and staff to increase their skills in use of technology, including distance education, on-line learning, and effective websites.
- Provide updated equipment and software to faculty and staff to function effectively in an on-line environment.
- Increase use of technology in all classes to increase quality of instruction and to prepare students for an on-line environment.
- Provide high-speed internet access in all graduate student office space.

Undergraduate Teaching and Learning: Provide high quality, effective, and nationally recognized undergraduate instruction.

Benchmarks

- Decrease FTE student to FTE faculty ratio in majors courses by 5%.

- Improve teaching and course effectiveness scores on *Student Evaluation of Course and Instructor* forms by 5%.
- Increase number of students taking certification and licensure examinations by 5% in all areas in which such exams are available.
- Achieve and maintain above-average passing rates on such exams.
- Maintain specialized accreditations for all programs where such accreditation is available.
- Increase the number of faculty nominated to the Teaching Academy and/or who are nominated for teaching awards by 3%.
- Implement an effective strategic planning process, including course-level student learning objectives, assessment, and evidence that information is used to improve each program.
- National recognition of programs through professional association and/or media recognition.
- Increase the number of students in honor societies by 10%.
- Institute a teaching practicum for all graduate part-time instructors with ongoing faculty supervision of teaching.

Objective 3.1: Increase the quality of teaching.

Strategies

- Recognize faculty who are members of the Teaching Academy and who win teaching awards.
- Support faculty in efforts to upgrade their skills in technology.
- Maintain an effective peer and student evaluation of teaching process, including feedback to instructors of how they could improve.
- Provide special instruction in teaching for graduate part-time instructors and provide ongoing faculty supervision of their teaching.
- Develop standardized teaching manuals and resources for courses offered in multiple sections taught by GPTIs.

Objective 3.2: Achieve national recognition for excellence in all undergraduate programs.

Strategies

- Assist students to obtain employment in their field.
- Encourage student involvement in alumni activities after graduation.
- Encourage student participation in national conferences.
- Obtain feedback from employers on ways to improve preparation of students.

Objective 3.3: Implement an ongoing process of strategic planning, including curriculum review.

Strategies

- Devote faculty meeting time to the strategic planning process.
- Recognize curriculum revision as significant service activity on faculty annual evaluations.
- Implement an exit assessment strategy for seniors and recent graduates to evaluate curriculum.
- Encourage participation of faculty in national groups that set standards for practice in their respective fields.
- Assess program goals through student performance in capstone experiences during senior year.

Graduate and Professional Education: Enhance graduate and professional education opportunities.

Benchmarks

- Develop a graduate certificate program in each academic area of the department with a graduate program.
- Develop at least two distance education courses in every academic area in the department.
- Increase by 15% the number of articles authored by graduate students in peer-reviewed journals and conference proceedings.
- Increase by 15% the number of national conference presentations authored by graduate students.
- Increase by 5% the percentage of graduates who report achieving licensure or certification within five years of graduation.
- Maintain specialized accreditations for all programs where such accreditation is available.
- Increase the number of doctoral students obtaining faculty positions upon graduation by 10%.
- Develop policies and procedures to provide supervised teaching experiences for graduate students.
- Increase by 5% the number of class sections available for eligible graduate students to teach.
- Develop an effective strategic planning process, including course-level student learning objectives, assessment, and evidence that information is used to improve the program.
- Achieve national recognition of programs and faculty as evidenced by the following:
 - References and appearances in the popular media.
 - References in professional and academic publications.
 - Service on local, state, and national professional boards and committees.
 - Responses by alumni to program evaluation surveys.

Objective 4.1: Increase faculty involvement in graduate education.

Strategies

- Assign a faculty advisor to each doctoral student.
- Encourage faculty to publish and present with graduate students.
- Encourage faculty and graduate students to attend national and state-wide meetings.
- Encourage faculty to engage in ongoing collaboration with and supervision of graduate student research.
- Provide faculty supervision of practice and of teaching.

Objective 4.2: Achieve national recognition for excellence in all graduate programs.

Strategies

- Assist students to obtain employment in their field.
- Encourage and assist students to publish in national, peer-reviewed journals.
- Encourage and assist students to present at national meetings.
- Provide opportunities to conduct faculty-directed and independent research.
- Nominate faculty and graduate students for national and state awards.
- Encourage faculty and graduate student service in state and national professional organizations and boards.
- Encourage faculty to seek funding through grants and contracts that provide support for graduate students.
- Participate in national groups that set standards for practice in the field.

Objective 4.3: Implement an ongoing process of strategic planning, including curriculum review.

Strategies

- Devote faculty meeting time to strategic planning process.
- Recognize curriculum revision as significant service activity on faculty annual evaluations.
- Design and implement a survey for recent graduates to evaluate each graduate program.
- Recruit actively students who will enhance diversity of programs.

Objective 4.4: Provide ongoing financial support for graduate students.

Strategies

- Offer assistantships to all doctoral students in their first three years of full-time doctoral work.
- Assist graduate students in obtaining scholarships.

- Increase the number of graduate students on research assistantships supported by grants.

Engagement: Provide scholarly outreach opportunities that contribute to students' learning and that benefit our communities, the State, and the nation.

Benchmarks

- Offer at least one service learning opportunity in every degree program in the department.
- Increase enrollment in service learning courses by 10%.
- Include an internship requirement in every undergraduate degree program.

Objective 5.1: Develop, require, and increase enrollment in service learning courses in every degree program in the department.

Strategies

- Devote faculty meeting time to discuss how to incorporate service learning opportunities into courses.
- Revise annual evaluation form to include description of service learning activities in courses.
- Include service learning courses in plans of study.

Objective 5.2: Require internship and/or supervised student teaching experiences in every undergraduate degree program.

Strategies

- Cultivate and develop internship/teaching sites.
- Assign faculty and instructors to coordinate graded internship/teaching opportunities.
- Evaluate all internship/teaching sites.
- Obtain feedback from all internship/teaching sites on performance of students.
- Invite representatives of internship/teaching sites to campus or to off-campus conferences to discuss internships/teaching sites and quality of students.

Objective 5.3: Develop practicum opportunities in every degree program.

Strategies

- Cultivate and develop practicum sites for every degree program.
- Assign faculty and instructors to coordinate practicum opportunities.
- Evaluate all practicum sites.
- Obtain feedback from all practicum sites on performance of students.
- Invite representatives of practicum sites to campus or to off-campus conferences to discuss ways to improve practicum and quality of students.

Research Productivity: Increase quality and quantity of scholarship that positively impacts individuals, families, and communities.

Benchmarks

- Increase the number of articles published in peer-reviewed journals by 10%.
- Increase the number of submissions for outside research funding by 20%.
- Increase the number of research proposals for Federal funding by 20%.
- Increase the number of research proposals funded by 10%.
- Increase participation of undergraduate students in faculty research by 15%.
- Require research publication activities in every doctoral degree plan of study.
- Require involvement in research and publication in every thesis master's degree program.

Objective 6.1: Increase the number of submissions and proposals funded.

Strategies

- Present current research projects at faculty meetings.
- Encourage faculty participation in the discussion of research funding opportunities.
- Encourage collaboration between previously successful grant recipients and faculty with less experience with grants.
- Obtain start-up funds for every new tenure-track faculty member.
- Increase accountability among faculty receiving start-up and seed grant funding to produce grant and peer reviewed research submissions.

Objective 6.2: Increase participation of students in research.

Strategies

- Create sufficient flexibility in degree requirements to provide credit for research activities.
- Require appropriate research experiences in each graduate program.
- Encourage presentation of student research.
- Encourage faculty to include undergraduates and graduate students on research projects.
- Provide travel support for students presenting research at national meetings.
- Increase concurrent submission of manuscripts to a peer reviewed journal at the time of the dissertation defense.

Objective 6.3: Increase the involvement of faculty in research.

Strategies

- Highlight publications, grants, and other research accomplishments.
- Encourage mentoring relationships between established, successful faculty and less-established faculty.
- Create an annual departmental research seminar to encourage cross-disciplinary collaboration among faculty.
- Provide travel support for faculty presenting research at national meetings.
- Encourage all faculty to register for the Community of Science grant locator service.

Partnerships: Develop strategic partnerships and alliances within the college and university, and with communities, businesses, and industries.

Benchmarks

- Develop at least one articulation agreement with a community college for each undergraduate degree program.
- Increase number of projects with K-12 schools by 10%.
- Increase number of corporate partnerships by 10%.
- Increase number of projects with community agencies by 10%.
- Increase number of multidisciplinary projects by 10%.
- Increase projects with those in other countries.

Objective 7.1: Establish multidisciplinary relationships among programs within the college, university, and the broader community.

Strategies

- Identify and explore potential partnerships that support instruction and research.
- Develop partnerships with community, non-profit agencies.
- Include internships in all degree programs.
- Incorporate a component of service learning in program areas.
- Encourage interaction among business/community leaders and faculty members.

Objective 7.2: Enhance existing partnerships and create new partnerships with community colleges and post-secondary educational institutions.

Strategies

- Increase the number of articulation agreements with two-year colleges.
- Renew and create new partnerships with community colleges and post-secondary institutions in program areas.

Objective 7.3: Renew and extend relations with business and governmental entities.

Strategies

- Continue to involve corporate partners in the PFP Student Managed Portfolio.
- Develop funding initiatives.
- Provide training and workshops to corporate partners.
- Keep contact with program graduates who are working in the business sector.
- Renew and create new industry based advisory groups to provide opportunities for curriculum enhancement, professional development, and career preparation.
- Renew and establish formal partnerships with the private sector that advance curriculum development, external funding, research/development contracts, and internship/career placement opportunities.
- Encourage faculty to volunteer time in terms of Board memberships, workshops, and supervision of interns.

Objective 7.4: Develop international partnerships.

Strategies

- Continue to develop research collaborations and joint educational programs with the Center for the Study of the Family (CIFAC) in Monterrey, Mexico.
- Initiate internship placements in international corporations.

APPENDIX B

Graduate Course Offerings

FCSE graduate course offerings are listed below and located at the following website:

<http://www.depts.ttu.edu/officialpublications/courses/FCSE.php>

FCSE 5118 Seminar. May be repeated for credit.
FCSE 5301 Administration in Family and Consumer Sciences Education Administration of Family and Consumer Sciences Education programs with emphasis on leadership development in a variety of educational settings.
FCSE 5302 Curriculum Development in Family and Consumer Sciences Education. Philosophy and development of curriculum for secondary schools, higher education, and extension programs.
FCSE 5303 Evaluation in Family and Consumer Sciences Education Assessment of individual performance in all subject areas of family and consumer sciences. Includes development of instruments and interpretation of assessment data.
FCSE 5304 Techniques of Research in Family and Consumer Sciences Education. Methods of research in family and consumer sciences, including interpretation and application of results.
FCSE 5307 Supervision in Family and Consumer Sciences Education Methods and theories of supervision in family and consumer sciences educational settings.
FCSE 5308 Communication Processes in Family and Consumer Sciences Education. Exploration of communication theories and processes in family and consumer sciences educational programs.
FCSE 5309 Family and Consumer Sciences Occupational Programming I Teaching methods in occupational family and consumer sciences, including cooperative and laboratory programs.
FCSE 5311 Special Problems in Family and Consumer Sciences Education May be repeated for credit.
FCSE 5312 Family and Consumer Sciences Occupational Programming II Focus on tasks, skills, and equipment for teaching in family and consumer sciences occupational programs.
FCSE 5341 History and Philosophy of Family and Consumer Sciences Education. Historical, philosophical, and legislative bases of family and consumer sciences education. Consideration of current and future roles of family and consumer sciences in a variety of educational settings.
FCSE 5342 Adult and Continuing Education in Family and Consumer Sciences Education. Development and administration of adult and continuing education programs in family and consumer sciences education.
FCSE 5344 Internship in Family and Consumer Sciences Education Prerequisite: Consent of instructor. Supervised experiences in family and consumer sciences education.

FCSE 5350 Special Topics in Family and Consumer Sciences Education Study of a specific topic relevant to family and consumer sciences education. May be repeated for credit (different topics) for maximum of 12 hours.
FCSE 6307 Professional Issues in Family and Consumer Sciences Education Social, economic, and environmental issues affecting society and the response of family and consumer sciences education professionals.
FCSE 6343 University Teaching in Human Sciences Analysis of the faculty role in higher education. Strategies for planning, implementing and evaluating instruction.
FCSE 6000 Master's Thesis
FCSE 7000 Research
FCSE 8000 Doctor's Dissertation

MFT graduate course offerings are listed below and located at the following website:
<http://www.depts.ttu.edu/officialpublications/courses/MFT.php>

MFT 5300. Introduction to Marriage and Family Therapy Practice (3:3:0). Analyses of and solutions for common problems in marriage and family therapy practice.
MFT 5301. Family Therapy I Examination of structural, strategic, and systemic approaches to family therapy including the work of Minuchin, Haley, Mental Research Institute, and Milan Associates.
MFT 5302. Family Therapy II Examination of transgenerational and object relations approaches to family therapy including the work of Bowen, Boszormenyi-Nagy, Whitaker, and Satir.
MFT 5304. Systemic Evaluation in Couple and Family Therapy This course provides an in-depth examination of a systemic approach to clinical evaluations. Students receive training in administration and application of systemic assessment methods.
MFT 5311. Problems in Marriage and Family Therapy Individual study in problems related to marriage and family.
MFT 5322. Family Systems Application of general systems theory and cybernetics to family systems. Examination of structural, strategic and systemic approaches to family therapy, including the work of Minuchin, Haley, Mental Research Institute, and key modern and post-modern family therapy theorists.
MFT 5351. Research Methods in Marriage and Family Therapy Study of research strategies and methodologies relevant to marriage and family therapy, including experience in conducting research investigations.
MFT 5370. Issues in Professional Development An examination of the major issues for professionals in marriage and family therapy. Emphasis on ethical standards, professional identity, and private practice issues.
MFT 6000. Master's Thesis
MFT 6303. Family Therapy III Focuses on the theory and practice of couple therapy and sex therapy. Includes approaches to enhance couple relationships through therapeutic intervention.

MFT 6305. Developmental Issues in Therapy An examination and integration of human development topics within a systems framework.
MFT 6311. Contemporary Directions in Marriage and Family Therapy (An examination of postmodern thought on marriage and family therapy with emphasis on the collaborative and narrative approaches.
MFT 6322. Family Systems II Advanced topics and issues in systems theory. Special focus on marriage and family therapy research.
MFT 6323. Qualitative Research Methods in Marriage and Family Therapy Focuses on qualitative research methodologies specifically related to marriage and family therapy research. Students will gain practical experience applying qualitative methods to their research with clinical populations and family therapy topics.
MFT 6342. Advanced Family Therapy Topics Advanced topics in the field of family therapy that may include family therapy with special populations and recent developments in family therapy theory and application.
MFT 6370. Diversity in Marriage and Family Therapy An examination of issues of race, ethnicity, and culture as they relate to family therapy. The course is designed to raise awareness and to train multiculturally competent therapists.
MFT 6395. Practicum in Marriage and Family Therapy Supervised experiences designed to prepare the student for involvement in marriage and family therapy and family life education.
MFT 6396. Supervision of Marriage and Family Therapy Theory, research, and supervised practicum in supervision of family therapy.
MFT 6397. Supervision Practicum in Marriage and Family Therapy Course provides structured experience in supervision of marriage and family therapy students.
MFT 7000. Research
MFT 7395. Internship in Marriage and Family Therapy Full-time supervised internship in an appropriate setting.
MFT 8000. Doctor's Dissertation

PFP graduate course offerings are listed below and located at the following website:
<http://www.depts.ttu.edu/officialpublications/courses/PFP.php>

PFP 5175. Special Topics in Personal Financial Planning Study of special topics in personal financial planning. Can be repeated for up to 6 hours when topics vary.
PFP 5198. Professional Practices in Personal Financial Planning Emphasis on the principles of professional practice focusing on ethics, effective managerial strategies, and the student's transition to the professional workplace. Enrollment precedes PFP 5399.
PFP 5210. Professional Field Experience Supervised attendance and participation in professional conferences, tours of professional practices, and seminars focusing on professional issues. May be repeated for up to 4 hours credit.
PFP 5311. Independent Study in Personal Financial Planning Individual study or research under the guidance of a personal financial planning faculty member to enhance the degree program. May be repeated for credit.
PFP 5322. Personal Finance: Professional and Personal Applications Survey course in personal financial planning for nonmajors who want to use this information in their personal and professional lives. F, S, SS, Distance.
PFP 5330. Financial Planning and Law for Settlement Planners Exploration of the theoretical and practical environmental framework upon which settlement planning rests. Topics include principles of financial planning, property law, alternative dispute resolution, planning for incapacity, and other relevant topics.
PFP 5335. Settlement Planning Seminar Exploration of the emerging profession of settlement planning, defined as personal financial planning for the recipient of a legal settlement. Topics include forecasting needs, structured settlement annuities, dissipation risk, and many others.
PFP 5340 Case Studies in Settlement Planning Case study course designed to enable students to synthesize their understanding of settlement planning by producing comprehensive settlement plans. Emphasis will be on the needs of catastrophically injured persons.
PFP 5350. Individual Tax Planning Topics Studies legal research skills and the impact of federal and state tax regulations on personal financial planning decisions.

PFP 5362. Asset Management I Investment management concepts in a personal financial planning context; client goals, expectations, and risk tolerance; capital markets; investment alternatives; security valuation; risk assessment; and portfolio management concepts.
PFP 5367. Product Evaluation and Applications in Financial Planning This course focuses on the evaluation and use of financial planning products to meet client needs and on related client communications.
PFP 5370. Consumers in the Marketplace Analysis of current consumer problems and the decision-making process. Overview of consumer policies and programs for consumer protection and education, including decision-making and other relevant theories.
PFP 5371. Introduction to Personal Financial Planning Focus on the financial planning process and the profession, including the study of cash management, time value of money, education funding, and other planning areas.
PFP 5372. Asset Management II (Portfolio management and theory in a personal financial planning context, evaluation of client risk tolerance, market efficiency, fundamental analysis, investment selection, and analysis of portfolio performance.
PFP 5373. Personal Financial Planning Capstone Techniques and methods for utilizing financial planning practice standards in the development of comprehensive financial plans for clients.
PFP 5377. Personal Financial Counseling The study and use of methods to assist families of different socioeconomic groups in correcting financial behavior.
PFP 5378. Research Methods I Positivistic, interpretive, and critical modes of research inquiry in personal financial planning and consumer economics.
PFP 5380. Technological Applications in Personal Financial Planning Advanced studies in professional software packages for financial planning and investment portfolio applications.
PFP 5385. Behavioral Finance from a Personal Financial Planning Perspective (This course introduces concepts in behavioral finance that relate to an individual's decision making within the area of personal financial planning.
PFP 5390. Practicum in Personal Financial Planning Supervised experience designed to prepare the student for a career in financial planning/counseling. May be repeated for up to 6 hours credit.

PFP 5394. Retirement Planning The study of retirement planning models, retirement plans, and selected employee benefit plans from the perspective of employees and employers. Current retirement issues will be studied.
PFP 5395. Risk Management and Employee Benefits Application of risk management theory, personal risk analysis, and financial loss prevention with private insurance and employee benefits throughout the family life cycle.
PFP 5396. Asset Management III Synthesis of portfolio management and risk tolerance assessment concepts, participation of an actual securities portfolio, and evaluation of portfolio performance.
PFP 5397. Life and Health Insurance Planning (Explores the use of life insurance, health insurance, and annuities in financial planning with heavy emphasis on advanced planning techniques.
PFP 5398. Estate Planning Application of estate planning methodologies and policies to personal financial planning.
PFP 5399. Supervised internship experiences in established career-related positions in the financial planning field.
PFP 6000. Master's Thesis
PFP 6101. Research Seminar in Personal Financial Planning Seminar in current research topics and methodology in personal financial planning. Should be taken by doctoral student each semester of the program.
PFP 6330. Research Fund Development Exploration of processes for preparing research ideas for presentation to individuals, groups, and/or organizations. Study of research proposal characteristics, how proposals are reviewed, strategies for success, and public versus private funding sources.
PFP 6374. Family Economics Economic status of families at all income levels; factors influencing their standard of living; interrelationships with the economy.
PFP 6375. Current Consumer Issues Analysis of current consumer problems and decision-making responsibilities. Policies and programs for consumer protection and education.

PFP 6376. Family and Personal Consumption Behavior Emphasis on factors involved in individual and family consumption. Concepts related to levels and standards of living and quality of life will be examined.
PFP 6378. Research Methods II Application of statistical packages to analyze data and interpret results. Includes mainframe and micro applications.
PFP 6383. Regulatory Policy A survey of regulatory policies focusing on current issues, alternatives, and dilemmas concerning consumers.
PFP 6395. Financial Planning Program Development Seminar Seminar focusing on the development and management of high-quality, university-level programs in personal financial planning.
PFP 6397. Doctoral Seminar in Personal Financial Planning Doctoral seminar on theories and empirical evidence in personal financial planning and its areas of specialization.
PFP 6399. Residency in Financial Planning Research and Education Prerequisite: Consent of instructor. Supervised residency teaching and conducting research in personal financial planning at cooperating universities.
PFP 7000. Research
PFP 8000. Doctor's Dissertation

APPENDIX C

Recruiting Materials

APPENDIX C

Graduate recruiting materials are located at the following websites:

Family and Consumer Sciences Education

www.hs.ttu.edu/aps/fcse

www.hs.ttu.edu/gpidea

www.gpidea.org

Marriage and Family Therapy

<http://www.depts.ttu.edu/hs/mft/>

Personal Financial Planning

www.pfp.ttu.edu

APPENDIX D

Graduate Student Handbook

APPENDIX D

FCSE does not have a Graduate Student Handbook. Information about the graduate program is available online at www.hs.ttu.edu/aps/fcse

MFT has a Graduate Student Handbook for the M.S. and the Ph.D. programs. The department will provide copies of them.

PFP has a Graduate Student Handbook. It can be found online at http://www.depts.ttu.edu/pfp/phd/2007_PFP_Ph.D_Manual.pdf

APPENDIX E

Graduate Student Association(s)

APPENDIX E

FCSE and MFT do not have a Graduate Student Association.

The Division of PFP has the Personal Financial Planning Association (PFPA) which is open to **all graduate and undergraduate students in personal financial planning. The mission of this organization is to provide opportunities for professional development through meaningful student involvement in the Financial Planning Association (FPA). The association hosts monthly meetings as well as social and service events and functions with a slate of elected officers under the guidance of a faculty advisor.**

APPENDIX F

Graduate Faculty Information

DEPARTMENT ATTACHES COPIES of entire Confirmation/Reappointment forms submitted for Graduate Faculty Reviews for every faculty member employed during the six years covered in this review (even tenure-track and non-tenured).

APPENDIX G

Cross-Listed Course Syllabi



TEXAS TECH UNIVERSITY
Graduate School™

Graduate Program Reviews

2008-2009

FACULTY AND STUDENT SURVEY RESULTS

College: Human Sciences

Department: Applied & Professional Studies

Conducted by: Institutional Research Services

**FACULTY SURVEY RESULTS –
APPLIED & PROFESSIONAL STUDIES**

Number of faculty participating in survey

Professor	6
Asso.Prof	5
Asst.Prof	5
PARTICIPANT TOTAL	16

SCALE

5	4	3	2	1	-	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Average

Q-1 The facilities and equipment available to teach graduate courses are adequate.						
6	6	3	1	0	0	4.06
Q-2 I have adequate access to facilities and equipment needed for my graduate work						
5	5	3	3	0	0	3.75
Q-3 The quality and availability of departmental graduate student office space is adequate for my needs						
5	7	3	1	0	0	4.00
Q-4 Library resources available to me are adequate						
5	7	2	1	1	0	3.88
Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs						
2	8	3	1	1	1	3.60
Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program						
6	6	2	2	0	0	4.00
Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.						
9	4	3	0	0	0	4.38
Q-8 The graduate teaching assistants available to faculty in the program are of appropriate quality						
1	9	2	3	0	1	3.53
Q-9 Graduate courses in other fields, needed to support your program or minor, are sufficiently available						
2	10	1	1	0	2	3.93
Q-10 There is adequate communication about policy and program changes in your department						
4	6	4	1	1	0	3.69
Q-11 There is adequate communication from the upper administration regarding policy changes.						
1	4	4	1	3	3	2.92
Q-12 I am satisfied with the professional interaction with faculty throughout TTU.						
5	8	3	0	0	0	4.13

Q-13 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently accepted.

1	9	4	0	0	2	3.79
---	---	---	---	---	---	------

Q-14 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).

0	11	2	0	0	3	3.85
---	----	---	---	---	---	------

Q-15 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).

1	7	5	1	0	2	3.57
---	---	---	---	---	---	------

Q-16 I am satisfied with the professional interaction with the graduate program coordinator(s).

2	11	2	1	0	0	3.88
---	----	---	---	---	---	------

Q-17 I am satisfied with the professional interaction with other faculty within the program(s).

2	13	1	0	0	0	4.06
---	----	---	---	---	---	------

Q-18 I am treated as a respected contributor to the graduate program in which I am involved.

3	11	1	0	0	1	4.13
---	----	---	---	---	---	------

Q-19 I have been given an opportunity to be engaged in decisions regarding changes in the program(s).

2	9	4	1	0	0	3.75
---	---	---	---	---	---	------

Q-20 Course and program changes are evaluated by all faculty and voted upon by those faculty.

6	6	2	0	2	0	3.88
---	---	---	---	---	---	------

Q-21 Sufficient graduate teaching assistantship stipends are available.

0	5	3	6	1	1	2.80
---	---	---	---	---	---	------

Q-22 The program offers adequate opportunity for its faculty to gain teaching training.

3	10	3	0	0	0	4.00
---	----	---	---	---	---	------

Q-23 Graduate teaching assistantships assignments are made equitably, based on established criteria.

1	9	2	2	1	1	3.47
---	---	---	---	---	---	------

Q-24 Graduate program policies are clearly defined and readily available to me.

3	10	2	1	0	0	3.94
---	----	---	---	---	---	------

Q-25 Graduate program policies clearly identify petition and appeals procedures available.

3	8	4	0	1	0	3.75
---	---	---	---	---	---	------

FACULTY COMMENTS:

What do you consider to be the strengths of your graduate program(s)?

Ability of our program to act quickly to changes in the professional market for our students - this requires the support of all faculty, students, and administration, which we are fortunate to have.

Collaboration with excellent colleagues and a willingness to come together to get the job done.

Incredible cooperation between faculty members and a focus on program quality versus personal goals.

It is currently the highest quality Ph.D. program in financial planning in the U.S.

MFT program - we have a long history of graduating a consistently high number of Ph.D. students. The program has a great national reputation.

National recognition and faculty expertise.

Quality of students, good retention rates, scholarly productivity of faculty.

The collegiality of our faculty. We have a common purpose and goal and everyone strives to contribute and help one another.

Very unique and diverse.

We have an excellent faculty who work together for the good of the students. We value quality education and research and placing our graduates in both academic and professional careers. Our students are motivated to succeed, and we help them achieve.

What changes, if any, could be made to improve the quality of your graduate program(s)?

Hire additional faculty specifically to enhance the Ph.D. program - our numbers of Ph.D. students exceed the the current faculty resources available to support this strong and growing demand for our Ph.D. students.

Continue growing the program.

Institutional support for summer graduate coursework to continue serving a rapidly-growing student population.

More graduate student support. More college development efforts to endow chairs, professorships and other entities (i.e., MFT clinic operating budget) so we can continue to compete for the best faculty and students.

The addition of a tenure-track graduate faculty member and more financial assistance for students.

Better mentoring for non-tenured faculty. Giving credit for administrative responsibilities that contribute to the success of the program.

Funding for graduate students.

The single one thing that would improve the quality of our program, the number of students in the program, and the diversity of our program would to have known, consistent funding fall, spring, AND summer. We need summer faculty salaries and we need consistent graduate assistant support year round so that we can plan and recruit students effectively.

we could use more funding and resources to adequately add courses/faculty to strengthen our graduate program.

Please feel free to add any additional comments or questions in the space below.

I have worked in other departments where politics really gets in the way of getting the job done - here, it is refreshing that we can all work together to build and maintain one of the (if not the) strongest academic programs in our field. Thanks you for the opportunity to provide feedback.

The College of Human Sciences continues to struggle with a leadership philosophy that cannot achieve buy in at all levels. This is largely due to what appears to be a continued favoritism for some programs within the college and an overall disengagement of the Dean with the majority of the academic programs in the college. It seems as though it doesn't matter how successful a particular faculty member or program is, if you are not on the 'favored' list you will not be recognized. I believe this hampers the College's overall image and ability to be more successful at development efforts. Our program has grown markedly over the past 10 years, and we can continue to grow if funding is available. In addition to being available, it must be something we can count on from year to year in order to recruit students and plan degree programs.

STUDENT SURVEY RESULTS – APPLIED & PROFESSIONAL STUDIES					
Number of students participating in survey				Student participant: Years in program	
Doctoral	33			1 st year	16
Master’s Thesis	9			2 nd year	13
Other	4			3 rd year	7
PARTICIPANT TOTAL	46			4 th year	6
				5 th year	4
				6 th year	0

SCALE

5	4	3	2	1	-	Average
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	

Q-1 The research facilities and equipment available for my graduate research meet my needs						
14	20	6	2	1	3	4.60

Q-2 I have adequate access to facilities and equipment needed for my graduate work						
17	17	5	4	1	2	4.60

Q-3 The quality and availability of departmental graduate student office space is adequate for my needs						
11	15	7	6	5	2	4.13

Q-4 Library resources available to me are adequate for my needs						
17	17	4	4	0	4	4.10

Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs						
22	14	3	2	3	2	4.44

Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program						
18	18	3	4	2	1	4.00

Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.						
12	25	2	5	1	1	4.30

Q-8 The graduate teaching by faculty in the program is of appropriate quality						
13	23	4	4	1	1	4.00

Q-9 Graduate courses in other fields, needed to support my program or minor, are sufficiently available						
15	20	3	5	1	2	4.00

Q-10 Program seminars are adequate to keep me informed of developments in my field						
19	18	5	0	1	3	3.44

Q-11 The initial advising I received when I entered the program was an adequate orientation						
9	17	4	10	5	1	3.90

Q-12 I have a department mailbox or other form of communication with faculty & graduate students						
23	15	1	3	1	3	4.60

Q-13 I have adequate access to my major professor						
22	16	2	3	1	2	4.56
Q-14 I am receiving the research and professional development guidance I need						
15	14	4	5	6	2	4.20
Q-15 I am satisfied with the professional interaction with my major professor						
18	18	3	1	4	2	4.33
Q-16 I am satisfied with the professional interaction with faculty both within the program and at TTU						
17	19	4	2	3	1	4.20
Q-17 I am treated as a respected contributor to the research program in which I am involved						
18	15	4	1	2	6	4.29
Q-18 I have been given an opportunity to be engaged in significant research for my thesis or dissertation						
10	10	11	5	1	9	4.33
Q-19 If I decide to change my major professor, the mechanism for doing so is suitable						
8	11	10	4	2	11	3.88
Q-20 I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings						
27	14	1	3	0	1	4.40
Q-21 Graduate teaching or research assistantship stipends are adequate						
7	17	5	8	3	6	3.00
Q-22 The program offers adequate opportunity for its graduate students to gain teaching experience						
17	19	3	2	0	5	2.57
Q-23 Graduate teaching assistantships, assignments are made equitably, based on established criteria						
14	16	6	3	2	5	3.20
Q-24 Program policies are clearly defined and readily available to me						
18	17	6	1	3	1	4.20
Q-25 Graduate program policies clearly identify petition and appeals procedures available to me						
14	15	10	3	2	2	3.90
Q-26 There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever this is appropriate						
11	15	9	5	5	1	3.49

STUDENT COMMENTS:

What do you consider to be strengths of this program?

- Ph.D. students have the opportunity to begin doing research in their first year in the program. • In general, professors are supportive of both Ph.D. students who plan to go into academia and those who desire to take research positions in the industry. • All Ph.D. students are given an annual travel stipend (although an increase in the stipend to keep up with rising travel costs would be appreciated).
 - Program of study is relatively flexible in that it can be structured to meet the needs of a student body with various career objectives and areas of research interests.
- access to faculty, help with research.

Faculty.
Faculty and staff support.
Great reputation. Excellent faculty.
I believe that the faculty are skilled in research and clinical work. My experiences in supervision have been informative and provided an opportunity for me to grow as a clinician.
I cannot compliment the professors of my program enough. Each of them genuinely seem to care about the students and ensuring the success of those in the program.
Most faculty are very approachable and willing to offer assistance and advice. Lead faculty have a true comment to providing the technical resources and professional growth opportunities needed to be successful in program. Faculty is also committed to making courses available in a timely manner and have a genuine concern for student success.
Most of the planned approach to technical application is good.
My major professor is the major strength. She has made opportunities available and helped me establish a reputation within the field.
Only program in the country that offers this program. Great reputation, contacts, networks. The program is like a large family with concern for everyone shared among the group. Helpful attitude of the professors and students. Students are willing to mentor other students.
Practical usage of the material (partially) in a real world setting.
Research...Industry interaction...National recognition.
small cohorts, very accessible and friendly faculty
SOME of the faculty, including my major professor, are excellent resources. My major professor is fantastic in helping me get involved with a variety of projects.
Tenured Faculty.
The clinical focus in the program is strong; the practicum and internship requirements are outstanding. The supervision course was also especially helpful.
The cohesiveness of the faculty and the students helps aid in many ways. And Deena Katz and Harold Evensky are the greatest ever! While at the conferences, everyone was in awe that we had them as professors!
The faculty and the students. There is generally a spirit of openness and supportive collegiality between students and between students and faculty.
The importance of PFP is very timely and needs more emphasis both at TTU and with the legislature.
The leadership of the PFP program at Texas Tech is the best in the country. The combination of Dr. Hampton and Dr. Gustafson is what makes the program so successful. As a student I have always had access to great resources for research, teaching, technology, mentorship, and travel to professional conferences. As a doctoral student, we get trained by some of the best scholars in the field and also the best financial planning practitioners in the field (Evensky & Katz). The new Schwab Technology Center, and the way the technology course is being run by Sybrowsky will make the Tech PFP program shine even brighter.
The primary strength of the personal financial planning program is its reputation in the financial planning industry (maintained by a very well connected faculty member)
The professionalism and organization are great. I have not been in department that was more professional than this one.
The program is known throughout the industry as the leader in personal financial planning education. To support that claim, we have faculty members with diverse backgrounds to provide students with a variety approaches in the classroom. Another strength is the willingness to adapt to the growing needs of the program. It appears that the program has recently added, and continues to add,

(cont'd) qualified faculty members to meet demand. Also, program requirements are adapted as enrollment continues to grow.
The strengths of the PFP program are the faculties and the intersting of the program itself. Due to the high-sophisticated and open-minded faculties contribute the knowledge and the educational opportunities to all of the students. Moreover, the one of the PFP program which is serving the Ph.D. program makes intersting points ofthe department.
The strengths of the program are the knowledgable faculty and the programs reputation, as well as, the ability to bring finanical experts to hold seminars for us to attend. These combinations make a great learning environment for students.
There are many opportunities available for graduate students. I am very pleased with this aspect.
There is a wide variety of classes and students. The professors are great assets to the department.
They offer connections to both industry and academics. The majority of professors are concerned with our well being and progression in the program. I feel like an involved member of the program. My opinions are respected.

What do you consider to be the weaknesses of this program?
<ul style="list-style-type: none"> • Program lacks focus on publishing empirical work in mid- to high-tier journals in financial economics. The FPA president made it very clear at this year's AFS meeting that degree programs in PFP need to be structured more like finance programs. Therefore, there should be greater emphasis on doing the type of research that is conducted in such programs. • Some of the students in the program only want to teach and are not that passionate about research. This puts a drag on the quality of the quality of the program.
Some of the classes are not as rigorous as I would have hoped.
No organization. Everything is up in the air.
Professional guidance--coursework and degree plan.
Growth has exceeded resources. Not enough opportunity to do collaborative research with faculty members. Not enough opportunities for research assistantships. Too few faculty actively doing research. One or two faculty members (with their own agenda) controlling research program for entire program. Other faculty members too busy to contribute to research program or work with graduate students on research.
There has been a lot of turnover in terms of faculty and staff in my program and that has been difficult. I often times feel like the faculty have too many responsibilities and this can take away from the one on one time I would like to have with them.
I think improvements could be made on student access to necessary software (Principia, etc.). Perhaps the new technology center will have longer hours of operation than the current computer lab.
Not enough faculty members are research oriented and able to offer research opportunities (co-author, mentor, etc.). Those faculty members who have the necessary skillsets are limited in their desire, time, and/or willingness to be involved.
Some of the instructors are very poor at delivering technical content. Some of the instructors are poor at providing appropriate research critiques.
Our program doesn't have any stats class of their own. The stats classes we are required to take don't necessarily meet our needs. Also, too many politics to contend wth.
One faculty member, Dr. Huston, is not fitting in to the program very well. She needs to be given a research only role, and not teach students. Her teaching style drives good students away.
As it is a practical application oriented program, it appears to have lost that focus and is turning into a

(cont'd) research program with little practical emphasis.
Diversity.
outdated clinical facility.
SOME of the faculty probably should not be teaching doctoral coursework.
Nontenured Faculty.
Sexism and preferential treatment by certain faculty members is alive and well within this program. Some students are nurtured and guided by faculty, and others are not. Not all students are encouraged to pursue a research agenda, and I have done most of my research with colleagues in other universities for this reason. Female students are not taken as seriously as their male counterparts in many circumstances (research and teaching opportunities to name a few). The new faculty appear to be trying to fix the problematic structure of the program that has been in place for years.
The lack of one email list with everyone on it. I am on some lists, and not on others. I miss out on a lot of information (or used to) by not being on one or two lists. I have made the proper corrections for this problem.
Recent consistent turn over in faculty; small clinical space for the number of students actively involved in clinical training and related case administration.
The professors are all mostly new and inexperienced. They don't ask of much from there students as they should.
The goal appears to be for the bar to be raised higher, which is great. Many changes are being made w/o any input from current students and not being done on a 'what you enlisted in, is what you'll finish' basis. One example is the changing of comprehensive exams from 5 questions to 6. No rationale was given for the change, no input was sought, and it instantly impacted students that had been in the program for years even though this was a recent change. Any questions from students about the change seemed to be met with disdain. The transparency that we enjoyed w/ Hampton & Gustafson in charge of grad program have quickly changed to something less desirable. Every student wants to work with Finke or Durband because they are great researchers AND great to work with on a personal level. Other researchers demean students and talk bad about students and faculty so we walk a wide circle around them.
The personal financial planning doctoral program does not cater well to individuals entering the program without thesis-based master's degrees in the social sciences. Students with physical science/scientific research backgrounds entering the pfp program are in for a rude awakening as the research platform of the program is highly underdeveloped. The program admits too many students for the faculty available to mentor them. Resultantly, most graduate students are used as personal assistants to faculty members and are mentored in graduate level research or teaching if the student is a faculty member's personal favorite. Students who are not favorites, remain without mentorship and eventually become stalemate. Additionally, I think that the program's faculty is, at present, inept at mentoring all of its minority graduate students concurrently and maintains a "token system" as a management strategy.
It is very small and has limited funding, therefore limited class schedules for working students.
It seems that there needs to be more structure in orienting new students in the program. Too often, it seems that we need to rely on current students to answer questions about how things ought to be done rather than referring to an established set of guidelines. Also, it seems that new students are left mostly on their own in the construction of their degree plan.
The weakness of the PFP program is the less oppoetunity in assistantships position. I believe the students can improve their skills and knowledge from working. Thus, the most related with their study

(cont'd) is the assistantships, but in the PFP program has less of those.
Orientation of new students to the program and some class scheduling issues.
Some of the faculty are not adequate teachers and should not be teaching.
There are too many law students admitted to the basic courses. They think they are entitled to everything in the course. It makes it very difficult for the professors to remain fair when the law students are very disrespectful.
We could use some more graduate office space. Most faculty are not engaged in meaningful research. Senior faculty are more involved in political/social activities of the university instead of research and helping graduate students. Research tools are inadequate. It gives the impression that we do not matter. The pay is grossly insufficient!

What changes, if any, could be made to improve the quality of this graduate program?

<ul style="list-style-type: none"> • Students' desire to conduct research should be more strongly considered and carefully evaluated in the admissions process. • Additional funding should be made available to students presenting papers at conferences. • A course in Financial Econometrics should be offered so that students can apply their knowledge of statistics to empirical research projects in PFP. • The Investments Seminar in the Rawls College of Business should be offered more frequently. • PFP should, in general, develop a stronger relationship with the Finance area in the Rawls College of Business – courses in the Rawls College should be more accessible to students in PFP and the division should also explore the possibility of doing cross-disciplinary research with the finance area. • The possibility of allowing students to take courses at neighboring institutions that aren't currently available at Texas Tech but would improve the rigor of a student's research should be explored.
Structured class schedules. Make sure the rotation is on 2 years. Have more research instructors
Better orientation for new graduate students. More about program resources, payroll info for those employed by the university, employee benefits, etc.
Add enough faculty members to manage the load. Reduce number of students accepted into doctoral program until the program is able to provide adequate research support to existing students.
None.
Reduce the faculty:student ratio at doctoral level.
It seems that as the program has grown in number of professors the last couple of years, the program emphasis has been shifting to incorporate more microeconomic theory. Some of this is good for perspective, but it has re-focused the practitioner-oriented nature of the program to more of an economic-academic-oriented program that is not as enjoyable as it was.
Get rid of the politics. Faculty members can play favorites and opportunities are not distributed evenly between the students.
I think we need to increase the amount of time full-time faculty teaches at the undergraduate level. I think we should offer both CFA and CFP review courses. I think we could partner more with the business school on like minded activities.
Eliminate changes to curriculum (class content) made after students begin their program of study. Offer a DBA, if the PhD is not adequate to fulfill marketplace needs.
More funding to present research.
updated clinical facility.
I think the program needs to be more selective in who they accept into the graduate degree programs.
More real life applied examples of financial concepts.
Give the students more of a voice... large group should be about addressing what the students want to address, not about hearing about someone's boring research agenda. It would be helpful if the

(cont'd) faculty checked in with each student about their research progress and goals (especially in the first year). First year students should be encouraged to help with later year students on their research projects and dissertations, as these are good ways to interact with other students and get a feel for research.
Make the TA/GA positions known and make them competitive.
Improved facilities/resources for clinical training aspect of program. Improved availability of and mentoring regarding clinical internship opportunities that are related to student research for 7000 or Dissertation work.
More challenging testing.
Texas Tech has the best financial planning program in the nation, and it appears that it's getting better every year. My fear is that the type of transparent leadership and collegial faculty personalities that helped make it such an attractive program for me initially are no longer here. Dr Hampton and Dr. Gustafson are probably too busy to take the lead in PFP 6101 (weekly graduate seminar) anymore, but having access to their leadership and insights on a weekly basis in 6101 was one of the most valuable parts of my education. 6101 has been filled with good material by new professors, but maybe it highlights the need to have one weekly seminar directed towards research and one weekly seminar directed towards program building.
A formal new graduate student orientation is necessary- both and the graduate school level and at the financial planning program level. These orientation events should serve to firmly establish expectations. Additionally, the program should admit only the number of minority students it is truly capable of mentoring. Admitting more minority students than they can provide guidance for and maintaining a 'token system' as a coping strategy is highly unfair to minority students and a waste of their time when they have turned down other graduate institutions to matriculate into the financial planning program at Texas Tech. Moreover, hiring more minority professors (Native American, African American, Hispanic, etc) in the College of Human Sciences, period, would be an improvement in that it would engender an administrative culture that can reciprocate the cultural diversity fostered within the College's graduate student body.
I would hope the university would provide more funding to cater to professionals proceeding in this degree. The program is fabulous itself.
It would be nice if new students were assigned and notified about their temporary mentor before entering the program. Then, this mentor could guide the student through the selection of classes for the first semester. Also, it seems that temporary mentors should play a greater role in assisting students as they design their degree plan. At the beginning of the program, perhaps even a day or two before the semester starts, it would be nice if there was some sort of orientation meeting for new students, covering topics like assistantships and any required paperwork, available employee benefits, conference and travel information and paperwork, an introduction to support staff and faculty, and recommendations for how to proceed in the first year.
The program should give students more opportunities in working for the program and should provide more other sources of knowledge such as journals, magazines, software, etc.
Some of the faculty should not teach classes.
Not allow law students in the program! :)
We could use a cost of living increase; it has been a few years since the last increase.

Please feel free to add any additional comments or questions in the space below.

There is a disconnect between requirements for admission and course completion, and requirements to pass comprehensive exams and dissertation defense. Standards at the end are much higher than

<p>(cont'd) they were throughout the program. Several students of my cohort were forced out of the program after investing considerable time and money because they could not meet the standards. Standards should be clearly defined at the beginning of the program and held constant throughout the course of the program so that students do not waste time and money trying to reach an unattainable goal. Applicants should be screened more carefully so that students with a low probability of successfully meeting the standards are not accepted into the program. Additionally, power should be spread out among faculty members. Right now, too few faculty members hold too much power. The fate of the graduate students depends largely on whether they suck up to the right professor(s). Each of the students that I have seen dropped (at least 5 students) had a difficult time with one specific faculty member. Their fate in the program was essentially determined by that one professor (who happened to be an untenured professor who was new to the program--not one with a tried and true commitment to the program or to TTU).</p>
<p>graduate health insurance is the biggest obstacle ive encountered. the options available are way too expensive so the only option is to go uncovered.</p>
<p>I am enjoying the program overall.</p>
<p>I love this program. I have been in almost every college at this university at some point in my undergraduate work, and this program is by far the best run department I have ever seen. I also am a Graduate Instructor in another department, and I feel that PFP has their stuff together very nicely.</p>
<p>The criteria that the program should be judged upon is its CFP percentage pass rate.</p>
<p>The PFP program at Texas Tech is the best in the country, and I hope it stays that way for a long time. I really don't think enough can be said about the type of leadership and impact Dr. Hampton and Dr. Gustafson have had in building this program. I hope a lot is being done to keep them happy! And bringing in Evensky & Katz has really brought some credibility to the Texas Tech program on an international level in the financial planning profession.</p>
<p>PFP is the quickest responding department I have encountered at Texas Tech University and the most straight-forward. There are no hidden agendas of professors. The professors are genuinely concerned for your future in the program and beyond. I would say this is probably one of the top programs offered at Texas Tech and the department makes it easy to feel comfortable learning and growing. This department is handled very well. My only suggestion is that the school provide more funding for more options for classes and scheduling.</p>
<p>I'm very happy to be a part of this program. I'm excited for the developments being made, and I look forward to my continued educational pursuit in the Personal Financial Planning program at Texas Tech.</p>
<p>I absolutely love the MFT program at Tech. The faculty are very helpful in answering questions that we have as new students and are very approachable with problems that we might have.</p>