Unit Mission

The Department of Merchandising, Apparel, and Textiles is committed to excellence in merchandising, apparel, and textiles in an increasingly diverse and technological world. Teaching, research, and service programs support student development and contribute to the economic and social well-being of the Commonwealth, the nation, and the world.

Unit Objective

MAT Objective 1 Prepare Students for Leading Roles in an Innovation-Driven Economy and Global Society

Related Goals/Metrics

Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society
MAT Goal 1. Prepare students for Leading Roles in an Innovation-Driven Economy and Global Society
MAT Metric 1.1 Increase percentage of entering freshmen that graduate within six years of entering the program.
MAT Metric 1.2 Graduate 75% of full-time graduate students within two years.
MAT Metric 1.3 Reduce the ratio of majors to faculty to less than 30/1.
MAT Metric 1.4 Implement learning outcome assessment process.
UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.

Related Mission Area

Education

Strategies

Integrate experiential education into the curriculum by partnering with business and industry professionals.
Promote student participation in personal and professional development opportunities including student research, conference presentations, student and professional organization memberships, and international/domestic travel experiences and internships.
Increase web-enhanced and technology-enriched courses.
Pursue funding from diverse sources for the graduate program.
Implement strategies to enhance timely graduation of students.
Increase faculty recognition for excellence in teaching, research, advising and extracurricular activities.
Seek better classroom facilities and laboratories.

Assessment Method

1. Six-year freshman graduation rate is measured using IRPE data, departmental records, and the GRADMIT - Applicant Review on the Graduate School Website.
2. Two-year graduation rate for graduate students is measured by the department chair.
3. The ratio of majors to faculty is reported from an annual college report.
4. Reporting on the Student Learning Outcomes project is reported by the director of undergraduate studies.

Actual Results

Data Tables
Descriptive Results

Year 1

Results (July 1, 2009 – June 30, 2010)
1. The most recent six-year graduation rate data are from the 2003 cohort, with 37.5% of entering freshmen graduating.

2. In Fall 2008, four students were admitted to the MAT graduate program. Three of the students graduated during 2010 (May or August) resulting in a 75% graduation rate in the 2 year period from 2008-2010.

3. The Apparel & Textiles program has a decrease in the student faculty ratio from 32:1 to 29:1.

4. The Student Learning Outcomes initiative is under way.

Year 2

1. The most recent six-year graduation rate data are from the 2004 cohort, with 54.5% of entering freshmen graduating.

2. Six full-time graduate students were admitted in Fall 2009. Two Master's students graduated in May 2011. (Additionally, two Master's students graduated in August 2011.)

3. 2009-2010 - 29:1, 2010-2011 – 30:1

4. The Student Learning Outcomes initiative remains in place, with both bachelor and master's outcomes complete for 2010-2011.

Year 3

1. The most recent six-year graduation rate data from the 2005 cohort show 35.0% of entering MAT freshmen graduated in 2010-2011.

2. Six full-time graduate students were admitted to the MAT program in Fall 2010. Two of those students students completed their degrees in 2011-2012.


4. Both the bachelor's and master's Student Learning Outcomes were completed in 2010-2011 and Student Learning Outcomes remain in place.

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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>1. We will work towards increasing the six-year graduation rate.</td>
<td>1. The department needs to give attention to the six-year graduation rate.</td>
</tr>
<tr>
<td>2. Graduate students’ inability to graduate in a two-year period typically reflects individual situations. Individual situations include financial hardships and the necessity for full-time employment, personal family situations, and career changes. One element that would help would be more faculty time for consultation/advising to assist graduate students who are undergoing a crisis. Given the undergraduate teaching load at four courses per year, it is difficult to devote substantial time to graduate students who are in crisis. Given the merger with HMT and the probable increase to 400 undergraduate students, new faculty hires will be needed for time to devote to graduate students in need.</td>
<td>2. The department will continue to work with graduate students to continue to reach the 75% graduation rate over a two-year period. However, new faculty hires are needed to assist graduate students in need.</td>
</tr>
<tr>
<td>3. The ratio of students to faculty has fallen some.</td>
<td>3. Increasing the number of faculty in the department will help us reach this goal.</td>
</tr>
<tr>
<td>4. The Student Learning Outcomes project is moving along well.</td>
<td>4. We will continue to monitor the SLO project.</td>
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<tr>
<td><strong>Year 2</strong></td>
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<tr>
<td>1. This is an increase of 17% over the previous year’s data.</td>
<td>1. We will continue to strive to increase the six-year graduation rate.</td>
</tr>
<tr>
<td>2. 66% of the graduate students admitted in fall of 2009 graduated by August 2011.</td>
<td>2. The MAT department will continue to mentor, assist, and advise graduate students in order to attain the goal of 75% graduation rate over a two-year period.</td>
</tr>
<tr>
<td>3. The ratio of students to faculty has risen slightly due to an increase in the number of students enrolled in the program.</td>
<td>3. An increase in the number of faculty members would reduce the majors to faculty ratio and meet the goal.</td>
</tr>
<tr>
<td>4. The Student Learning Outcomes project is well established.</td>
<td>4. The SLO project will continue to be monitored.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
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<tr>
<td>1. Data for the 2005 cohort shows a 19.5% decline in the six-year graduation rate. The current rate is very similar to the six-year graduation rate for year one of the reporting period, suggesting an anomaly in the year two statistics.</td>
<td>1. The department chair will continue to monitor the six-year graduation rate. The department faculty will devise means to effectively mentor students and increase this figure.</td>
</tr>
</tbody>
</table>
2. 33% of the graduate students admitted to the MAT program in 2010 received Master's degrees in 2011-2012.

3. The ratio of students to faculty fell substantially from 2010-2011 to 2011-2012, decreasing by more than 23%. While the number of faculty remained constant, the number of students enrolled in the program decreased, thus lowering the percentage.

4. The Student Learning Outcomes (SLO) project is firmly established and functioning as intended.

Year 4

Year 5

2. The MAT graduate students will continue to be mentored and advised by the department in order to increase the two-year graduation rate and attain the 75% goal.

3. While this goal has been met, the department will continue to explore ways to increase the number of faculty members.

4. The department will continue to promote and monitor the SLO project.
### Unit Objective
MAT Objective 2  Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

### Related Goals/Metrics
- Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders
- MAT Goal 2. Promote Research and Creative Work to increase the Intellectual Society and Economics Capital of Kentucky and the World Beyond its Borders
- MAT Metric 2.1 Publication of at least 2 refereed journal articles per research FTE per year
- MAT Metric 2.2 Increase total amount of external and internal awards
- UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.

### Related Mission Area
Research and Creative Work

### Strategies
- Pursue extramural and internal research funding from state and federal sources.
- Develop inter- and multi-disciplinary research teams within the College and School.

### Assessment Method
1. Count refereed journal articles in the college annual departmental reports or the Kentucky Agriculture Experiment Station annual reports.  
2. Use OSPA data for external award figures and use departmental data for internal award information.

### Actual Results

### Data Tables
Descriptive Results

Year 1

1. Refereed journal articles per research FTE in FY 2009 totaled slightly less than 3. In FY 2010 the total was 2.38 refereed journal articles per research FTE.

2. External grant dollars totaled $74,7498 in fiscal year 2009 and $38,785 in fiscal year 2010. No internal awards were received by the MAT department in FY 2010.

Year 2

1. The number of refereed journals per research FTE was 2.04 in FY 2011.

2. External awards – FY 2011 – $247,275
   Internal awards – In 2011, Vanessa Jackson was awarded $14,000 from the Dean’s Office of the College of Agriculture for online class development of Rural Retail Development (MAT 759). In 2011, Min-Young Lee was awarded $11,000 from University of Kentucky Teaching Innovation and Incentive Funds for the online class Developing Retail Entrepreneurship (MAT 559).

Year 3

1. The number of refereed journal articles per research FTE per year was 3.9 in 2011-2012.

2. External awards: Fiscal Year 2012 - $93,353. Internal awards: Fiscal Year 2012 - $14,000. Dr. Vanessa Jackson again received $14,000 to continue development of the online class MAT 759, Rural Retail Development.

Year 4

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<tr>
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<tr>
<td>We as a faculty body need to continue to work on strategies to increase these two indicators.</td>
<td>We can work to identify collaborative research teams, identify possible grant sources, and assist junior faculty in publications.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
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<tr>
<td>1. The number of refereed journal articles per research FTE remains above 2.0, although it declined slightly from the previous year. A slight decrease in the number of refereed journal publications per research FTE is insignificant due to aberrations within the journal publication cycle.</td>
<td>1. As a faculty, we need to continue to work to increase the number of refereed journal articles.</td>
</tr>
<tr>
<td>2.External awards increased by $208,490 in FY 2011. In FY 2011, internal awards increased by $25,000. Departmental strategies to increase both internal and external awards have proven successful.</td>
<td>2. As a faculty, we will continue to implement strategies to pursue both external and internal awards.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
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<tr>
<td>1. Compared to 2.04 refereed journal articles per research FTE per year in 2010-2011, the number of refereed journal articles per research FTE for the year nearly doubled, increasing by 1.88 in 2011-2012. This increase represents the continued emphasis that the department has placed on publications.</td>
<td>1. The department will continue to encourage and mentor faculty in the writing and submission of journal articles for publication.</td>
</tr>
<tr>
<td>2. Analysis of external awards received in FY 2012 shows a decrease of $153,922. This decrease may be the result of the national trend indicating a decline in the amount of external grants awarded nationally or it may represent an anomaly for the 2012 fiscal year. Internal awards for FY 2012 also decreased by $11,000. This decrease may be the result of UK's current budgetary crisis or simply a deviation in annual internal awards.</td>
<td>2. The procurement of both external and internal awards remains a priority of the MAT department. The department will stress the importance of both external and internal awards at faculty meetings and during annual faculty performance reviews.</td>
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<td><strong>Year 4</strong></td>
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### Unit Objective
MAT Objective 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature

### Related Goals/Metrics
Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature
MAT Metric 3.1 Increase faculty from seven (2000) to 14 (2014)
MAT Metric 3.2 Receive one local, regional, national, or international faculty honor per two years
UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.

### Related Mission Area
Education

### Strategies
The department will strive to recruit, develop and retain nationally distinguished faculty and a chair.
The department will improve recruitment, retention and remuneration of staff.
The department will continue to review, evaluate, and coach all employees.

### Assessment Method
1. The department chair will report on progress towards reaching the goal of increasing faculty from 7 in 2000 to 14 in 2014.
2. The department chair will report on local, regional, national and international awards received by faculty, based on a two-year rolling time frame.

### Actual Results

### Data Tables
Descriptive Results

Year 1

1. Starting in 2010, one faculty hire is in progress. In 2010, two faculty members moved to this department from another department in the school.

2. There are no faculty awards to report at this time.

Year 2

1. The number of faculty members increased from seven in 2009-2010 to nine in 2010-2011.

2. No MAT faculty members received local, regional, national, or international honors in the last two years

Year 3

1. The number of faculty members increased from nine in 2010-2011 to ten in 2011-2012.

2. One MAT faculty member received an internal (UK or College of Agriculture) award in 2011-2012: Min-Young Lee received the Patricia Brantley Todd Award of Excellence (Research) from the School of Human Environmental Sciences, November, 2011. One MAT faculty member received an international honor in 2011-2012: Tracy Lu was appointed Editor-in-Chief of the International Journal of Hospitality and Event Management (IJHEM) on March 22, 2012.

Year 4

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<tr>
<td>1. Some progress is being made in regards to faculty recruitment.</td>
<td>1. With the merger in progress, the Director of the School and the Dean have received approval for the hiring of one new faculty. After the merger, continued assessment of student faculty ratio will be conducted. The relationship between student increases and faculty responsibilities such as advising, graduate responsibilities will also be assessed to determine future request for faculty.</td>
</tr>
<tr>
<td>2. We need to give more attention to the collection of information on honors and awards.</td>
<td>2. The faculty members need to devise a mechanism to annually report honors and awards to the chair.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
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<tr>
<td>1. The increase in two faculty members in 2010-2011 resulted in a 22% increase in faculty.</td>
<td>1. The number of faculty members needs to be increased significantly in order to meet the goal of 14 faculty members by 2014.</td>
</tr>
<tr>
<td>2. We as a faculty need to be more diligent in applying for and reporting information on local, regional, national, and international honors and awards.</td>
<td>2. A system to apply for and report honors and awards to the department chair annually needs to be devised by the faculty.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
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<tr>
<td>1. The number of faculty members increased by 11% from 2010-2011 to 2011-2012. While this is significant progress, additional faculty are needed to reduce the student to faculty ratio. However, given the current budgetary climate this is not likely to happen.</td>
<td>1. The number of faculty members must be increased by four over the next two years to meet the goal of 14 faculty members by 2012.</td>
</tr>
<tr>
<td>2. The MAT department received one local and one international award in 2011-2012 and has achieved this goal. The department continues to work on a system to compile faculty awards and honors.</td>
<td>2. This goal has been met, but the department will continue to stress the importance of applying for and reporting information on local, regional, national, and international honors and awards and will complete a system to log faculty honors and awards.</td>
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**Unit Objective**
MAT Objective 4 Promote Diversity and Inclusion

**Related Goals/Metrics**
- Ag Goal 4 Promote Diversity and Inclusion
- MAT Goal 4. Promote Diversity and Inclusion
- MAT Metric 4.1 Increase male enrollment
- MAT Metric 4.2 Increase African-American undergraduate enrollment at or above 6.6% (state's population)
- MAT Metric 4.3 Increase the number of male faculty
- MAT Metric 4.4 Encourage faculty participation in an international experience each year
- MAT Metric 4.5 Increase number of students participating in an international experience
- UK Goal 4. Promote Diversity and Inclusion

**Related Mission Area**
Research and Creative Work

**Strategies**
- Actively recruit students from underrepresented groups.
- Utilize alumni from underrepresented groups to assist in recruitment of students.
- Actively pursue international graduate students, post docs, and faculty exchange programs.
- Utilize undergraduate and graduate curriculum to provide students with diversity experiences.

**Assessment Method**
1. Using IRPE data, annually monitor the number of male students.
2. Using IRPE data, annually monitor the number of African-American undergraduate students.
3. Have the chair report annually on the number of male faculty.
4. Have the faculty members report to the chair annually their participation in an international experience.
5. Have the faculty members report to the chair annually the number of students participating in an international experience.

**Actual Results**

**Data Tables**
Descriptive Results

Year 1

1. Male enrollment was six percent 2008-2009 and 5.82 percent in 2009-2010.

2. African-American undergraduate enrollment was four percent in 2008-2009 and ten percent in 2009-2010.

3. Male faculty in 2009 totaled 0 and in 2010 totaled 1.

4. One faculty member participated in an international experience in 2009 and one in 2010.

5. The number of students participating in an international experience in 2009 was 0 and in 2010 was 0.

Year 2

1. Male undergraduate enrollment was 5.82% in 2010 and 6.39% in 2011.

2. African-American undergraduate enrollment was 10% in 2009-2010 and 12% in 2010-2011.

3. Male faculty totaled 1 in 2009-2010 and 2 in 2010-2011.

4. Five faculty members participated in international experiences during the 2010-2011 academic year: Kwaku Addo, Vanessa Jackson, Min-Young Lee, Jason Swanson, Preeti Joshi, and Tracy (Ying) Lu.

5. 29 MAT students (9 HMT and 20 MAT students) participated in international experiences in 2011.

Year 3

1. Male undergraduate enrollment in the 2011-2012 academic year was 5.71% of the total departmental undergraduate enrollment, compared to 6.39% in 2010-2011.

2. African-American undergraduate enrollment in the 2011-2012 academic year was 11.4% of the total MAT undergraduate enrollment, compared to 12% in 2010-2011.

4. Three faculty members participated in four international experiences during the 2011-2012 academic year: Tracy Lu (two experiences), Jason Swanson, and Scarlett Wesley (one experience each).

5. 15 MAT students participated in international experiences in 2011-2012.

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<tr>
<td>1. Male enrollment remains steady at six percent; we need to continue to work on increasing this indicator.</td>
<td>1. Additional efforts should be made to recruit male undergraduates.</td>
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<tr>
<td>2. African-American undergraduate enrollment increased from the baseline year to year one of reporting.</td>
<td>2. African-American undergraduate enrollment is at a good level.</td>
</tr>
<tr>
<td>3. Increasing male faculty remains a priority.</td>
<td>3. Seeking male applicants for open faculty positions remains a priority.</td>
</tr>
<tr>
<td>4. Increasing the number of faculty members who participate in an international experience remains a priority.</td>
<td>4. Having faculty members participate in international experiences remains a priority and we will seek ways to make this happen.</td>
</tr>
<tr>
<td>5. Increasing the number of students who participate in an international experience remains a priority.</td>
<td>5. Having students participate in international experiences remains a priority and we will seek ways to make this happen.</td>
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<tr>
<td><strong>Year 2</strong></td>
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<tr>
<td>1. The percentage of male enrollment increased by .57% from 2010 to 2011.</td>
<td>1. We need to continue efforts to recruit male undergraduates.</td>
</tr>
<tr>
<td>2. African-American undergraduate enrollment in 2010-2011 increased 2% from the previous year.</td>
<td>2. While this goal has been met, the department will continue to pursue the recruitment of African-American undergraduate students.</td>
</tr>
<tr>
<td>3. 2010-2011 realized a 100% increase in male faculty members.</td>
<td>3. A substantial increase in the number of male faculty members has been achieved.</td>
</tr>
<tr>
<td>4. This is a significant increase from one faculty member who participated in an international experience in 2009-2010 to five faculty members in 2010-2011.</td>
<td>4. We will continue to encourage faculty members to pursue enriching international experiences.</td>
</tr>
<tr>
<td>5. The increase from zero students who participated in an international experience in 2009-2010 to 29 students in 2010-2011 is a substantial increase.</td>
<td>5. We will continue to encourage and facilitate student participation in international experiences that expose them to diverse cultures.</td>
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<tr>
<td><strong>Year 3</strong></td>
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<tr>
<td>1. The percentage of males enrolled as undergraduates in the MAT department decreased by .68% in 2011-2012. Undergraduate male enrollment in the MAT</td>
<td>1. The department will continue its efforts to recruit male undergraduates and will devise new strategies to attract males to the undergraduate program.</td>
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</table>
department has hovered around 6% since the beginning of the current strategic planning cycle. Additional measures are needed to entice males into the program.

2. African-American undergraduate enrollment in 2011-2012 decreased by .6%, yet the 11.4% total still remains well above the state's 6.6% African American population.

3. The percentage of male faculty members remained static from 2010-2011 to 2011-2012. Prospects for increasing this percentage remain slight, due to recent budget limitations.

4. The number of faculty who participated in an international experience decreased in 2011-2012 compared to 2010-2011, yet still represented nearly one third of the total faculty. This decrease may be the result of the economic downturn in general, but another year of data is necessary to determine if this is a trend.

5. The number of students who participated in an international experience in 2011-2012 fell to 15 compared to 29 students in 2010-2011. For 2011-2012, 7.2% of the undergraduate population participated in an international experience. The decrease in students who participated in an international experience may also be the result of the depressed economy, forcing students to forego international study opportunities.

Year 4

Year 5

2. This goal was met in 2010-2011. However, the department will remain vigilant in its efforts to recruit African-American undergraduate students.

3. While 20% of the current departmental faculty is male, efforts will continue to recruit additional male faculty members.

4. The department will continue to encourage and support faculty members who pursue international experiences.

5. The MAT department will increase efforts to foster and facilitate student participation in international experiences that expose them to diverse cultures.
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<th><strong>Unit Objective</strong></th>
<th>MAT Objective 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</th>
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| **Related Goals/Metrics** | Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service  
MAT Goal 5. Improve the Quality of Life for Kentuckians through Extension, Outreach and Service  
MAT Metric 5.1 Hire a full-time extension specialist for MAT by 2014  
MAT Metric 5.2 Community and Extension-based projects will contribute educative material to the community  
MAT Metric 5.3 Increase county level programming in MAT  
UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service. |
| **Related Mission Area** | Service |

**Strategies**
Sustain existing and promote new Extension collaborations within and outside UK.
Increase collaborations and projects with local community via The Kentucky Plaid Project, experiential learning projects, internships, and other research projects.
Educating community on weight issues via “Becoming Body-wise Project.”

**Assessment Method**

1. The chair will report on progress towards hiring an extension specialist by 2014.

2. The chair will report on community and extension-based projects that contribute educative material to the community.

3. MAT county-level programming information will be gathered by the chair.

**Actual Results**

**Data Tables**
**Descriptive Results**

**Year 1**

1. Discussion continues concerning the hiring of an extension specialist by 2014.

2. Dr. Vanessa Jackson taught MAT 759 Rural Retail Management during the 2010 Fall Semester. This course design is based on data collected in Nebraska, Ohio, and Michigan on rural retailing. In the UK class, students worked with small rural businesses in Flemingsburg, KY.

3. In 2010, Dr. Kimberly Miller-Spillman was involved with the Becoming Body Wise program which is part of the Weight the Reality Series.

**Year 2**

1. A full-time extension specialist for MAT has not been hired.

2. Jason Swanson completed an Aspiring Innkeeper’s Manual for the Kentucky Bed and Breakfast Association. Vanessa Jackson continued work on rural retail development presentations in Paintsville and Pine Mountain. An online class teaching modules on rural retail development (MAT 759 – Rural Retail Development) was created. This class may be taken by Extension agents working towards their master’s degree.

3. Dr. Miller-Spillman continues work on the “Becoming Body Wise” program. During 2011, several Extension publications from the program became available to agents. Several “Becoming Body Wise” articles also became available to the public online. Future plans for the program include training via the internet in spring 2012. Approximately 11 Kentucky counties participated in the annual denim drive from September – November 2010 and 11,273 pairs of jeans were collected. The blue jeans were converted into insulation for Habitat for Humanity homes. Enough denim was collected in 2010 to insulate over 22 Habitat for Humanity homes.

**Year 3**

1. Due to budget constraints, the MAT department has not yet hired a full-time extension specialist.

2. No new community and extension-based projects were developed by the departmental faculty in 2011-2012.

3. There was no increased county-level programming in 2011-2012.

**Year 4**

**Year 5**
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</tr>
<tr>
<td>1. A primary goal of the department is to hire an extension specialist in the foreseeable future to collaborate with faculty.</td>
<td>1. Continue to address with college administration the need for an extension specialist.</td>
</tr>
<tr>
<td>2. Faculty in the department are making good progress in becoming involved in community and extension-based projects that contribute to education in the communities. Future growth and implementation of the rural retail development modules beyond Flemingsburg will require more research to determine if the design can function in all counties.</td>
<td>2. Students in the MAT 759 class developed modules that can be used by extension agents to teach business strategies to rural retailers. The modules are ready for review and then will be distributed to cooperative extension agents. The modules are designed according to extension module development requirements.</td>
</tr>
<tr>
<td>3. County-level programming has begun. Departmental faculty need motivation and/or incentives to conduct the type of work that can be translated into extension educational materials.</td>
<td>3. The Becoming Body Wise program has only been available to cooperative extension agents a short time, so by next year an assessment of the program will be possible.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
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</tr>
<tr>
<td>1. The hiring of an extension specialist remains a priority for the department.</td>
<td>1. The department chair will continue to work with college administration to address the need for an extension specialist.</td>
</tr>
<tr>
<td>2. Faculty members within the department continue to be involved in and increase community and Extension-based projects that enhance educational opportunities within communities.</td>
<td>2. Faculty members will continue to strive to develop new classes, programs, and materials that contribute to community education.</td>
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<tr>
<td>3. The department has effectively increased its county-level programming across the state.</td>
<td>3. The development of county-level programming by the departmental faculty will continue to be a priority.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
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<tr>
<td>1. After consultation with the Dean of the College of Agriculture, the likelihood of hiring an extension specialist in the current budget climate appears improbable. However, this remains a priority for the MAT department.</td>
<td>1. College administration and the department chair will develop new strategies to facilitate the hiring of a MAT extension specialist.</td>
</tr>
<tr>
<td>2. The on-going efforts of faculty members within the department to increase community and extension-based projects that enhance educational opportunities within communities continue. The rural retail development project continues with MAT 759 Rural Retail Management available as a distance learning course for fall 2012 and accessible by Extension agents working toward a master's degree.</td>
<td>2. The department will continue to encourage faculty members to develop new materials, programs, and classes that contribute to community education throughout the state.</td>
</tr>
<tr>
<td></td>
<td>3. The MAT department remains focused on the development of county-level programming by MAT faculty members. The departmental chair will continue to encourage the creation of county-level programming.</td>
</tr>
</tbody>
</table>
3. Departmental progress in increasing county-level programming across the state remains unfulfilled due to budget constraints. However, the "Becoming Body Wise" series continues to be available through the Extension web site and the MAT department recycled denim drive will continue in fall of 2012.

Year 4
Year 5