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MEMORANDUM

February 28, 2011

TO: Katherine Pinch, Chair
Curriculum Policies Committee

FROM: Jeffrey Brodd, Chair 
Program Review Oversight Committee

SUBJECT: Department of Family and Consumer Sciences Program Review

The Program Review Oversight Committee has reviewed the Department of Philosophy Program Review report prepared by Mary Jane Lee and the Review Team, and agrees that it is ready for final approval. Chair Dianne Hyson has provided an "Update" document that is to be included in the file. The Committee commends those involved in the review for their collegial and effective approach to the process.

The Review is ready for action by the Faculty Senate.

cc: Dianne Hyson, Chair, Department of Family and Consumer Sciences
Charles Gossett, Dean, College of Social Sciences & Interdisciplinary Studies
Mary Jane Lee, Chair, Program Review Team
Donald S. Taylor, Director, Academic Programs and Academic Engagement
Joseph F. Sheley, Provost and Vice President for Academic Affairs

Department of Family and Consumer Sciences

Update - July 27, 2009

Dianne Hyson, Chair

The following is a brief summary of the state of the Department of Family and Consumer Sciences (FACS). This report is intended to highlight data related to progress, plans, and issues that are important to the success of the FACS programs and to incorporate key observations and recommendations of the recent program review in 2008-09. Direct written quotes from the external review report by Alyce Akers of CSU Northridge, a long-standing expert in Family and Consumer Sciences, are presented in italics.

Positive indicators of FACS standing and growth

- The number of FACS student majors has nearly doubled in four years.
"The department has clearly demonstrated growth potential"
- All major concentrations are now showing growth. Spring 2009 enrollment data showed that the number of majors declaring the Family Studies concentration was higher than it has been for several years and reflects a significant increase of 73% since 2004. The number of Nutrition and Foods majors has increased by 84% and Apparel Marketing and Design by 35% over the past 5 years.
- The FACS Department consistently accounts for approximately 10% of the total FTES in the College of Social Sciences and Interdisciplinary Studies (10.3% in 2007-08) and students majoring in FACS represent approximately 9 % of the total student count for the college.
- The average FACS class size has significantly increased since 2004 in terms of the number of students enrolled per course compared with the college and university (60 versus 41 versus 38, respectively). In addition, student/faculty ratios (SFRs) are slightly higher than college ratios (28.4 versus 26.9) and significantly higher than university ratios (21.6).
- The external reviewer noted that *CSUS FACS program's offerings are congruent with and parallel those curricular offerings in FACS-type programs across the nation including California State University, Northridge, California State University, Long Beach, San Francisco State University, California State University, Fresno, Illinois State University, Auburn University, University of Georgia, Iowa State University.*
- The General Education program includes a variety of fully enrolled FACS courses and the external reviewer notes that the FACS department's courses *are well represented in the GE program at CSUS.*
- Transfer student retention rates for FACS are slightly higher than those for the college and university.

Positive indicators of FACS Department function, faculty and programs

- *FACS has clearly and methodically utilized assessment data to make changes in the curriculum. The process of revising the assessment measures is ongoing.*

The SSIS college assessment coordinator used the FACS 2008-09 assessment report and approach as a model for other departments in the college.

- *The faculty are a cohesive group and work well as a team. Without exception, individual faculty members expressed a supportive attitude toward the group, stating they enjoyed working together.*

All tenure track faculty fully engaged in the revision and new direction of the assessment plan, provided input into the program self-study, and were committed to the program review process.

- *The students were very positive in their evaluation of the program quality and management.*
- *Students described feeling competent and ready to go into the field. They were highly complimentary of the discipline and were pleased that they had selected FACS as a major.*

Highlight on Family Studies concentration

- The Family Studies area is a major contributor to the FTES of the FACS department, accounting for 33% of its total FTES.
- The external program reviewer recommended that the *Family studies area remain in FACS and be enhanced through curricular revisions* (which are underway).
- The external reviewer also commented that *"the Family Studies curriculum is essential to the discipline of FACS as the name implies. Family Studies is the "glue" of the integrative nature of the discipline and essential to discipline's mission to promote and empower the well-being of individuals, families and communities"*.

Current Issues, recommendations and actions

Family Studies

- The stagnation* in FTES in Family Studies has been an issue since the last program review in 2002. All FACS faculty participated in a focused inquiry including focus groups, employer surveys, internal and external curriculum and content review and student surveys. The external program reviewer examined the results of the focused inquiry and also conducted an independent examination of the Child Development Program at CSUS. In conjunction with input from the CSUS internal program review committee she offered the following comments.

Some of the FTES issues related to the Family Studies concentration are due to the Child Development program in the College of Education. As the Child Development program evolved from being an interdisciplinary program to a department it began to duplicate courses that were already being taught in FACS (e.g., FACS 52 and ChDv 35).

After studying the CSUS catalog, the reviewer came to realize that the Child Development program truly was encroaching on curricular areas already offered by FACS, Psychology, Social Work and Sociology, as new course proposals are related to family rather than the child. It is recommended that the campus address the mission and boundaries of the Child Development program as related to other CSUS programs.

Cross-listing of the courses (e.g., FACS 154) was approved by the campus, resulting in further loss of FTES to FACS. This issue was identified as problematic for the FACS department in the interview with the site visitor and the on campus program review committee. It is recommended that the cross-listing strategy be revisited as clearly there is duplication of efforts and resources (e.g., new courses offerings being used to justify new faculty hires).

**Note: Committed efforts in the Family Studies concentration over the past year have resulted in a significant increase in the number of family studies majors (45% increase in spring 2009 vs. prior spring and 73% since 2004). Several activities aimed at student recruitment/retention were initiated in 2008-09 and will be continued as appropriate. These include outreach to community colleges, formation of a student club, incorporation of student peer mentors, streamlining advising and informational materials and collaborative faculty effort to increase the program's visibility.*

Faculty

The number of tenure track faculty in FACS has declined from 13 to 7 (including the chair) since the last program review. In the 2002 program review the recommended number of tenure track faculty members was set at 17. *This decrease in full-time faculty occurred at the same time that FACS student majors nearly doubled in number. Although two new tenure track faculty are expected in fall 2009, this will bring the total only to nine.*

The reduced number of full-time faculty has resulted in a heavy reliance on part-time lecturers and a corresponding overburden on full-time faculty in the areas of advising, accreditation reports and reviews, assessment, curriculum review and development, committee work and program development. In spite of this, the department continues to grow and FACS has strong faculty representation on college and campus committees. However, there is concern regarding potential burnout of talented and energetic faculty if the current pace is maintained.

Program visibility

- The external program reviewer recommended that the *FACS department consider adopting an "option" status for all three concentrations in order to be listed in the CSU undergraduate application* and to consider an approach similar to the Design Department in terms of catalog listings.

- The Nutrition concentration will be converting the special major in dietetics into an option within the department in accordance with the increased enrolment and the requirements of the Commission for Accreditation for Dietetics Education (CADE, the accrediting agency for dietetics).
- The faculty have expressed a strong desire to explore an alternate name for the department in order to more clearly reflect the curriculum and career opportunities. A review of similar departments in the CSU and across the nation demonstrated that many departments have altered their names to align with a more contemporary approach.

Curriculum

- An exploratory meeting was arranged with the Chair and a faculty representative of the Child Development Department to discuss the overlap in curriculum and the possibility of a collaborative approach related to family focused courses.
- Based on the program review focused inquiry and input from the review teams, the FACS Department is working on expanding the lifespan approach in the curriculum, with planned alignment and cooperation with Gerontology, Psychology, and Sociology. *This may involve developing a course on young and middle adulthood to complete the coverage of the entire lifespan.*
- An increased emphasis on opportunities for service learning and internships to prepare students for careers in family services will be adopted.
- Several courses to expand the Family Studies curriculum are being explored (within the constraints of the current budget) including:
 - *Family issues in public policy with a service learning component*
 - *Management of non-profit family services agencies*
 - *A GE course in Marriage and Family Relations or Intimate Relations.* Student feedback has indicated an interest in a course of this nature and other campuses have successfully used a similar course to generate potential majors in FACS.

Conclusion

This brief report is not intended to replace the extensive FACS self-study or the program review reports (unfortunately, at the current time the program review report of the internal CSUS review team has not been completed). However, it is clear that FACS is a strong and growing program housing dedicated, relatively young faculty (majority < 8 years at CSUS) with ideas, energy and a collaborative spirit. We are gaining momentum including community involvement, a renewed vision and increased visibility. There are many exciting possibilities and new initiatives yet to implement.

Academic Program Review Report
Family and Consumer Sciences
California State University, Sacramento

Review Team

Dr. Shihlung Huang, Criminal Justice

Dr. Mary Jane Lee, Computer Science (Review Team Chair)

Dr. Mridula Udayagiri, Sociology

External Consultant

Dr. Alyce Akers, Department of Family and Consumer Sciences
California State University, Northridge

Spring 2010

Overview

In the process of this program review of Family and Consumer Sciences, the Program Review Team interviewed the following individuals in Spring 2009:

Prof. Dianne Hyson, Department Chair, Family and Consumer Sciences
Prof. Amy Liu, Assessment Coordinator, College of Social Sciences and Interdisciplinary Studies
Dean Otis Scott, College of Social Sciences and Interdisciplinary Studies (SSIS)
(Dr. Charles Gossett became the new dean of SSIS in Fall 2009.)

Full-Time Faculty in Department of Family and Consumer Sciences:

Prof. J. Ann Moylan (Family Studies)
Prof. Jerry Cook (Family Studies)
Prof. Dong Shen (Apparel Marketing and Design)
Prof. Wendy Cunningham (Nutrition/Dietetics)
Prof. Mical Shilts (Nutrition/Dietetics)
Prof. Seunghee Wie (Nutrition/Dietetics)

Two new faculty members who joined the Department this Fall 2009 were not interviewed. One is in Apparel Marketing and Design and the other Nutrition/Dietetics

Staff in the Department of Family and Consumer Sciences:

Judi Brenner, Administrative Support Coordinator
Carolann Forseth, Instructional Support Assistant

Students in Family and Consumer Sciences:

Group of students in different concentrations in Family and Consumer Sciences

The Program Review Team reviewed the following documents:

Family and Consumer Sciences Self-Study Report Fall 2008
Family and Consumer Sciences Program Review Report Spring 2002
Document: 1992-2006 Summary of Changes in Child Development Program (Teacher Education) and Family Studies concentration (Family and Consumer Sciences) from a FACS faculty member
Website for the College of Social Sciences and Interdisciplinary Studies
Website for the Department of Family and Consumer Sciences
External Consultant's Report for Family and Consumer Sciences Spring 2009
Professor Alyce Akers, Family and Consumer Sciences, CSU, Northridge
Office of Institutional Research Factbook Fall 2009 for Family and Consumer Sciences, Fall 2003 - Spring 2008

The Review Team wishes to thank the Family and Consumer Sciences faculty and staff for their cooperation in the preparation of this review report. The Review Team appreciates the willingness of Chair Hyson to respond to follow up questions and to provide additional information as requested. Finally, the Team enjoyed the gracious hospitality of the faculty and staff.

Summary of Commendations

1. The Review Team and external consultant commend the FACS Department faculty and, in particular, Department Chair Dianne Hyson, for submitting a well-written self-study report that involved faculty participation.
2. The FACS department is commended for the quality of research, “frankness of their analysis of the Family Studies concentration” (Akers, p. 1), and completeness of their focused inquiry.
3. Chair Dianne Hyson is “highly competent, positive and supportive of staff, faculty, and administrators in her administration of her duties” (Akers, p. 4). She is commended for her outstanding leadership and for creating a positive atmosphere in the Department in the short period of time she has been Department Chair.
4. The FACS department is commended for its highly effective advising program in spite of the relatively small number of permanent faculty. The department has made effective use of its Web site, group advising, and student mentors in guiding students through the program.
5. The Review Team and external consultant commend the FACS faculty for the outstanding assessment program they have established in the department. The department is commended for involving all tenure-track/tenured faculty members in the assessment process.
6. The FACS department is congratulated on the recertification of the Certified Family Life Educator (CFLE) related to the Family Studies concentration.

Summary of Recommendations

To the Department of Family and Consumer Sciences:

1. Students are concerned about scheduling required classes because of insufficient summer offerings and cancelled classes. With some required courses offered only once per year, students recommend greater care to avoid time conflicts among FACS courses. The department is already exploring alternate scheduling, such as, 7 ½-week courses, on-line and hybrid offerings, and early and late classes for working students.
2. As they have done in Nutrition, the department should implement course coordinators in all multiple-sectioned courses due to the large percentage of temporary faculty. Course content and syllabi should be standardized to insure quality and consistency across course sections. Standardized syllabus for each course in the curriculum should be on file.
3. The external consultant and the Review Team recommend that the Apparel Marketing and Design area “may want to consider adding the history of costume and fashion in the arts and humanities section or perhaps the social-psychological aspects of apparel in the individual and society section” (Akers, p. 2).
4. The external consultant and the Review Team recommend that the application of CAD tools in apparel design be incorporated in the Apparel Marketing and Design concentration.

5. The Review Team supports the department's recommendation to increase student experiences with diverse ethnic and cultural populations through internships, service learning, and other experiences mentioned in the FACS self-study report.
6. As discussed in the self-study report (p. 26), the department will consider offering a new Family Studies-oriented GE course or revising an existing FACS GE course to be used to attract majors to the concentration. The external consultant suggests that the department consider "the development of an upper division GE course in Marriage and Family Relations or Intimate Relations" (Akers, p. 7). Such a course "could be a good addition to the GE curriculum and may expose students to Family Studies. Such a course could become part of the Family Studies minor should the department want to propose a minor" (Akers, P. 7).
7. To increase the visibility of Family Studies, the external consultant and Review Team recommend that the department investigate option status for all three concentrations so that they are listed in the CSU undergraduate application for prospective students.
8. The Review Team recommends that the FACS department consider the following five suggestions made by the external consultant (Akers, pp. 5-6):
 - a. "The Nutrition concentration needs to consider converting the special major in dietetics into an option within the department. In 2011, the Council of Accreditation for Dietetics Education (CADE, the accrediting agency for dietetics) will review the degree offerings at CSUS and is unlikely to reaccredit the DPD program if the option is not part of the regular department offerings."
 - b. "In the next five years, the department might consider developing a master's degree in the nutrition area. Such a program would not duplicate a UC Davis program and would be the only M.S. degree in nutrition in the northern/central California area."
 - c. "The Nutrition concentration might also investigate developing a food science/service/culinary arts concentration/option to serve students who do not want to become dietitians."
 - d. "The department lost the main faculty member in Consumer Affairs area to an administrative assignment and they may need to hire a new faculty member in the area to be in charge of what is potentially a growth program, especially if curricular revisions accompany the hire. The consumer area is a good fit for the college, the Sacramento political scene, and is integral to the discipline of FACS."
 - e. "Because of the close proximity to the state government, adding a course in family issues in public policy with a service learning component seems logical and doable."

To the College of Social Sciences and Interdisciplinary Studies:

The Review Team recommends that the College support the allocation of additional FACS faculty positions and that the college facilitate the search process.

To the Provost of California State University, Sacramento:

1. The external consultant and the Review Team recommend that sufficient technological resources be allocated and computer access be made available to meet the technological needs of the FACS department, particularly in the area of Apparel Marketing and Design.
2. The Review Team and the external consultant strongly recommend that additional faculty positions be allocated to the FACS department over multiple years to increase the number of tenure-track/tenured positions. "This recommendation is based on the increase in the number of majors, the high SFR for the department, increasingly high class enrollments, the need for full-time faculty for advising and mentoring students and participation in faculty governance, and the need for a critical mass of faculty to provide leadership for each of the concentrations" (Akers, p. 5). Additional permanent faculty are needed not only to conduct systematic curriculum review, but also to implement curricular changes in key core courses many of which are currently being taught by part-time faculty.
3. The external consultant and the Review Team recommend that the Provost assist in the coordination of discussion of related topics in FACS, Child Development, Gerontology, Sociology, and Psychology to better define program areas and boundaries, reduce duplication of courses, and improve cooperation among the programs.

To the Faculty Senate:

The Review Team recommends approval of the Family and Consumer Sciences Program for the next six years.

Introduction

Family and Consumer Science (FACS) is one of seven programs undergoing review in 2007-2008 cycle that participated in a new pilot program for program review. FACS selected Option C Focused Inquiry. The FACS self-study was divided into three parts:

Overall program mission and goals; degree program information; and data on faculty, staff, facilities, and enrollment; changes, accomplishments, and challenges.

Assessment efforts since 2002 when the department's assessment committee was formed.

Focused Inquiry of this self-study: Family Studies concentration and issues related to its declining enrollment and decrease in the number of faculty supporting this concentration.

As a departmental effort resulting from faculty reflection and extensive discussions, the FACS self-study report is a well-articulated presentation of the issues and challenges facing the department regarding its core option Family Studies.

Commendation 1. The Review Team and the external consultant commend the FACS department faculty and, in particular, Department Chair Dianne Hyson, for submitting a well-written self-study report that involved faculty participation.

Commendation 2. The FACS department is commended for the quality of research, "frankness of their analysis of the Family Studies concentration" (Akers, p. 1), and completeness of their focused inquiry.

The FACS Department is one of fifteen departments in the College of Social Sciences and Interdisciplinary Studies (SSIS). According to the department's homepage, its mission is "to provide knowledge and skills that will enhance the well-being and quality of life for individuals, families, and communities." The university catalog for FACS states that "Our programs and profession focus on individuals and families in order to achieve an optimal balance between people and their environments. The mission of Family and Consumer Sciences is to empower individuals and families to function interdependently in a global society."

The FACS department offers a Bachelor of Arts degree in Family and Consumer Sciences with the following areas of concentrations:

- Apparel Marketing and Design
- Family Studies
- Nutrition and Food
- Pre-Credential Single Subject Matter

The FACS department also offers a Bachelor of Science degree Special Major in Dietetics, a minor in Family and Consumer Sciences (24 units), and a certificate in Family Life Education (CFLE).

The Family Studies program is approved by the National Council on Family Relations in the area of Family Life Education. Students in this concentration are able to receive the Certified Family Life Educator after two years of provisional status. Two other accredited programs are offered by the department: a Didactic Program in Dietetics (DPD) and a post-baccalaureate Supervised Practice Program (Dietetic Internship DI) developed by Nutrition and Food faculty.

FACS' Response to 2002 Program Review Recommendations

The Review Team found that while the self-study report did not address all of the 44 recommendations from the prior review individually, accomplishments were achieved in the changes made and activities reported to represent significant program improvements. First, a department website has been developed. This website is well-designed, colorful, and easy to navigate. In addition to basic information about the program, its mission and goals, faculty, and curriculum, a separate web page for each concentration, including a 4-year plan of study, a list of major course requirements with prerequisites clearly identified and a list of major advisors is provided. Second, initiation of a successful peer mentoring program in 2005 enables the department to obtain valuable student input and participation in curriculum, advising materials, information sessions, orientation, and outreach. An effective mentoring program, recommended in the previous review, not only benefits mentees but also builds confidence among the mentors and a strong sense of support and camaraderie among the majors. Group advising sessions, group email by concentration, and improved advising materials provide students with additional advising support. Faculty sponsorship and support of student clubs, such as, the Food and Nutrition Club and the Student Fashion Association, encourage students to assume leadership roles and participate in outreach and community activities. These changes along with enforcing prerequisites indicate to the Review Team that the FACS faculty has sufficiently responded to the 2002 recommendations related to student advising and course sequencing.

In terms of curricular issues, several changes have been implemented in response to the 2002 recommendations. Electives in the Apparel Marketing and Design concentration were "tightened". FACS 113 Nutrition and Metabolism, a required course for majors in Nutrition and Foods Concentration, was changed to a non-Writing Intensive GE course to better meet the needs of its majors. FACS 112 Current Topics in Nutrition Sciences was added as a non-FACS major Writing Intensive course in General Education (GE) area B5. FACS 162 Family Support Services was added as a new service learning course. Other curricular changes include updates to the Apparel Marketing and Design to consolidate course offerings and a revision of FACS 195C Internship – all needed changes and improvements to the program. The self-study reports that articulation agreements have been updated and are current.

In terms of faculty governance, the department has made the resource allocation and budgeting process more transparent holding monthly (or more frequent) meetings of curriculum, assessment, and area committees. FACS faculty appear to have a strong sense of ownership of the program, curriculum, and direction of the department as well as commitment to student learning.

To maintain consistency among multiple sections of courses, the self-study reports implementation of course coordinators in Nutrition and Foods concentration. Since a large percentage of courses are currently being taught by temporary faculty (69% as discussed below), course coordination is critical.

Facilities for FACS include a dedicated classroom and two state-of-the-art lab/classrooms, one for food production and one for sewing and other equipment for Apparel Marketing. The department office has adequate space although the conference room would be crowded for a meeting of the entire department.

Faculty

During the last program review in 2001-2002, there were 10 FTEF (9 tenure-track or tenured faculty plus 2 FERPs). Data from the CSUS Office of Institutional Research (OIR) Factbook Fall 2008 for Family and Consumer Sciences, summarized in the table below, indicate changes in the number of tenure-track/tenured faculty and temporary faculty between 2003 and 2007.

Full-Time Equivalent Faculty (FTEF)

	F 2003	F 2004	F 2005	F 2006	F 2007
Tenured-Track/Tenured Faculty	14	13	12	11	8
Temporary Faculty	7	5	5	14	19

Including the two recent hires this Fall, there are now 9 tenure-track/tenured (t-t/t) faculty members including the department chair. In the period between 2002 and 2007 the number of tenure-track/tenured faculty increased to 14 in 2003 and then dropped almost every year resulting in seven faculty members by Spring 2009. The department's self-study reported that between 2005 (13 FTEF) and 2007 (7 FTEF), there was a net loss of 6 faculty positions or -46%. The total number of majors increased from 209 in 2001-02 to 370 in 2007-08, an 80% increase. As a result, the number of temporary faculty during this period increased from 7 to 19 FTEF and class sizes and student-faculty ratios (SFRs) increased dramatically and at a far greater rate than those of the College and the University. Data from OIR are summarized and presented in the table below to emphasize the dramatic disparity between the Department, College, and University SFRs not only in terms of raw numbers but also in terms of rates of change since 2003-04. It should be noted that the external consultant used 10-year mean SFR numbers which showed significant but less dramatic differences in SFR.

Student-Faculty Ratio (SFR)

	2003-04	2007-08	Difference	% Change
FACS Lower Division	36.35	49.3	12.95	35.6%
FACS Upper Division	18.95	27.65	8.7	45.9%
Department Total	23.9	33.15	9.25	38.7%
College Total	24.8	25.45	0.65	2.6%
University	20.5	20.85	0.35	1.7%

In 2007-08 the average SFR for the department, 33.15, exceeded the average SFR of the College, 25.45, by 30% and exceeded the average SFR for the University, 20.85, by almost 60%. The number of temporary faculty has increased and tenure-track/tenured faculty are advising an increased number of students and carrying a much heavier administrative/committee role. Lecturer student credit units (SCU) increased substantially. SCU data for tenure-track/tenured faculty and temporary (lecturers and part-time) faculty for 2003-2007 provided by OIR are presented in the table below. Percentages are given in parentheses.

Number and Percentage of Student Credit Units (SCU)

Faculty	F 2003	F 2004	F2005	F 2006	F 2007
Tenure-Track/ Tenured	4,186 (71%)	4,854 (90%)	4,593 (81%)	3,297 (60%)	1,825 (31%)
Temporary	1,647 (28%)	552 (10%)	1,020 (18%)	2,216 (40%)	4,122 (69%)
Total	5,833	5,406	5,688	5,525	5,947

These figures clearly indicate that there is an over reliance on temporary faculty in the delivery of instruction in 2007 with the ratios of percentages of permanent to temporary faculty SCU changing from 7:3 to 3:7 in five years. In the last program review, the hiring plan projected a goal of 17 tenure-track/tenured faculty by 2005. In 2005, there were 12 tenure-track/tenured faculty. With the addition of two new faculty in Fall 2009, the department now has 9 tenure-track/tenured faculty, far short of its 2002 goal.

Additional faculty positions are desperately needed for the following reasons:

- increase in need for advising due to an almost doubling of number of FACS majors since 2002
- high SFR and SCU
- increased faculty participation in governance, assessment, and curriculum development
- additional positions are needed in the areas of Family Studies and Apparel Marketing and Design, currently at two each, to achieve critical mass and provide leadership in curriculum updates.
- to realize the growth potential of the FACS program

There is a crucial need to hire new faculty in FACS for the next several years to adequately support this growing program and maintain program quality. The external consultant suggests that the department consider “converting some of the part-time positions into full-time lecturers”. (Akers, p.5)

When the Review Team questioned the departure of six faculty members between 2005 and 2007, responses from current FACS faculty and administrators were varied. Of the six, one fully retired after 4 years in FERP, one is currently an ACE fellow serving in the office of Academic Affairs, and four (3 probationary and 1 tenured) faculty left for academic positions out of state. More than one faculty member indicated that the environment in the Department prior to 2007 was stressful and low starting salaries, uncertainty in the direction of the department, RTP policies were some of the reasons cited.

Now faculty members believe that the current atmosphere in the Department is more collegial and that their opinions are welcomed and valued by the Department Chair. In addition, faculty members feel that the Department Chair appreciates and supports their efforts.

According to Dr. Akers (p. 3), “The faculty is a cohesive group and work well as a team. Without exception, individual faculty members expressed a positive attitude toward the group, stating that they enjoyed working together.” Under Chair Hyson’s leadership, all faculty members have been actively engaged in curriculum updates, department governance, and program assessment as evidenced by significant accomplishments in these areas. Dr. Akers further added, “All of these positive indicators are even more noteworthy because of some challenges the FACS faculty admirably met upon the departure of the former chair.”

Commendation 3. Chair Dianne Hyson is “highly competent, positive and supportive of staff, faculty, and administrators in her administration of her duties” (Akers, p. 4). She is commended for her outstanding leadership and for creating a positive atmosphere in the department in the short period of time she has been Department Chair.

The previous dean, Otis Scott, had a good relationship with the department. The faculty appreciated his management and style. The faculty felt comfortable in the College of Social Science and Interdisciplinary Studies. Respect and open communication between the dean and

the faculty were evident. Dean Scott expressed strong support for the FACS department and stated to the Review Team that he was committed to the success of the FACS program. Dean Scott stated that if the FACS faculty genuinely want to grow the program in Family Studies, they have his support.

In our meetings with the program coordinators and faculty, it is apparent that they are a very dedicated group actively engaged in the development of the curriculum and committed to the success of their students. They have an enthusiastic and positive attitude toward their students and believe that engagement with students in the form of advising, mentoring, and counseling is an important part of student academic success.

Students

The Review Team met with a group of FACS majors in the food laboratory. Eight students from the group spoke with the Team (3 in Family Studies, 2 in Nutrition, 2 in Dietetics, and 1 in Apparel Marketing and Design). Students were asked about advising, how they learned about the FACS major, and anything else they wished to discuss. All students stated that their advisors were approachable and very helpful, especially full-time faculty and the Department Chair. One student said that there are wait lines for advising and that there are so many students seeking advising that a faculty member had to watch the time in order to try to advise all the students. Another student stated that peer mentoring was very helpful and effective advising method. Students were very positive about their major and supportive of the efforts of the FACS faculty and their Department Chair.

When asked how they learned about the FACS program, they responded as follows:

FACS Website:	1	Sierra College:	3
GE Courses (FACS 10, 50):	3	High School:	1

A majority of students present recommended that students take FACS 168 Senior Seminar two semesters before graduation since student resume writing, needed when interviews begin early in a semester, is not covered in the course until later. In addition, because a several required courses are offered once per year, care should be taken to avoid time conflicts among FACS courses. Due to course cancellations, students also recommend closer coordination with the credential program.

Students were pleased to see more activity with student clubs. They reported that the Family Studies Club just held its first meeting, the Nutrition Club has 30 active members, and the Apparel Club will be hosting a fashion show.

Recommendation to the Department 1. Students are concerned about scheduling required classes because of insufficient summer offerings and cancelled classes. With some required courses offered only once per year, students recommend greater care to avoid time conflicts among FACS courses. The department is already exploring alternate scheduling, such as, 7 ½-week courses, on-line and hybrid offerings, and early and late classes for working students.

Commendation 4. The FACS department is commended for its highly effective advising program in spite of the relatively small number of permanent faculty. The department has made effective use of its Web site, group advising, and student mentors in guiding students through the program.

Curriculum

According to the external consultant, “the CSUS FACS curriculum offering is fairly typical of comprehensive FACS programs in California and across the nation”. (Akers, p. 1) Curriculum areas are similar with some programs including housing and interior design, and hospitality management which are not offered here at CSUS.

In terms of sources of FTES generated, a 5-year department average shows that 67% of the FTES come from GE students and 33% from majors. Family Studies account for 1/3 of the FTES from majors and 47% of the FTES from GE. Clearly Family Studies is a major contributor of FTES for the department.

FACS GE courses are drawn from the Family Studies and Nutrition areas and are well-represented across three areas in the University’s GE Program:

Area B5: FACS 112, FACS 113

Area D2: FACS 50

Area E: FACS 10, FACS 52, FACS 140, FACS 141, and FACS 150

These courses typically have high enrollments. FACS 10 and FACS 50 have average class sizes exceeding 100. Students in these entry level courses are introduced to the area of family and consumer sciences and a number of FACS majors are recruited through these courses.

With the high percentage of temporary faculty, the department has implemented course coordinators in multiple-section classes in Nutrition. Standard course syllabi and implementation of course coordinators help to insure quality and consistency across course sections.

Recommendation to the Department 2. As they have done in Nutrition, the department should implement course coordinators in all multiple-sectioned courses due to the large percentage of temporary faculty. Course content and syllabi should be standardized to insure quality and consistency across course sections. Standardized syllabus for each course in the curriculum should be on file.

Recommendation to the Department 3. The external consultant and the Review Team recommend that the Apparel Marketing and Design area “may want to consider adding the history of costume and fashion in the arts and humanities section or perhaps the social-psychological aspects of apparel in the individual and society section” (Akers, p. 2).

There are a number of computer-aided design (CAD) tools available for apparel design. A graduate in the Apparel Design concentration should be knowledgeable and have experience with the application of CAD software used in the apparel design. FACS 131, 132, and 133 are apparel courses in which CAD tools could be incorporated. As activity courses, FACS 132 and/or FACS 133 could easily cover the application of CAD principles and tools.

The Apparel Marketing and Design concentration will need additional resources to emphasize the technological aspects of the program (i.e., CAD software and appropriate hardware and access to computers for students). With a new faculty member in the design area, curriculum revision in this concentration to incorporate new technologies in apparel design is expected.

Recommendation to the Department 4. The external consultant and the Review Team recommend that the application of CAD tools in apparel design be incorporated in the Apparel Marketing and Design concentration.

Recommendation to the Provost 1. The external consultant and the Review Team recommend that sufficient technological resources be allocated and computer access be made available to meet the technological needs of the FACS department, particularly in the area of Apparel Marketing and Design.

Staff and Facilities

The FACS department has two very capable full-time staff members, an Administrative Support Coordinator II and an Instructional Support Assistant II. The staff report that they have a good working relationship with faculty and department chair. The staff provide an atmosphere in the department office that is both welcoming and helpful to students and visitors.

Department office space is open, attractive, and appears to be adequate. A small room used as a conference/meeting room is adequate for small group meetings. The FACS department has one dedicated classroom and two state-of-the-art lab/classrooms. One is a lab/classroom for Apparel Marketing and Design students and includes 25 sewing machines and other equipment. The other is a well-equipped food production lab/classroom designed for Nutrition and Food/Dietetics students with five stations for food preparation accommodating six students each. There is adequate space for storage, pre-preparation, and special food production equipment. The department facilities are well-designed and organized.

Assessment of Student Learning Outcomes

The assessment efforts of the FACS department can be divided into two time periods: before 2007 and after 2007 (six learning outcomes). In the period 2003-2006, there were 46 learning outcomes categorized into three broad areas of foundations, professional practice, and communication skills. The department conducted three major assessment efforts:

- Direct assessment of written communication

- Indirect assessment of three broad areas of foundations, professional practice, and communications skills

- Direct assessment of foundation skills

In 2003, written communication was assessed using a rubric which was validated for reliability and consistency. Student performance was assessed in written organization, concept development, use of language, support/development, and documentation/referencing. Students performed satisfactorily in all criteria except documentation/referencing (51%). In 2005, after implementing curriculum changes to improve student performance in this area, 95% of the students met/exceeded requirements. The FACS department was successful in effectively closing the loop for written communication.

In 2004-2008, students in FACS 168 Senior Seminar completed a survey which asked FACS seniors if they agreed or strongly agreed that their skills and knowledge needs in the three broad areas were met by the program. The results, adjusted to the revised abbreviated set of 6 learning outcomes (after 2007), revealed that students believe the program is meeting their needs.

In 2004-2005 and 2005-2006, a direct assessment of foundation skills by concentration was conducted using student grades. The department immediately and correctly realized that using course grades did not provide detailed information on which performance criteria was satisfied or not satisfied.

In 2007, the department developed learning outcomes that were measurable and more aligned with program goals and University baccalaureate learning goals. The six student learning outcomes (FACS Self-Study Report, P. 14) are listed below:

1. Competence in chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.
2. Effective communication skills as individuals and collaborators in written and verbal delivery and receipt including the use of current technology.
3. Analytical thinking and effective problem solving ability.
4. Understanding of ethical practice and key values as individual citizens and in their chosen field of study.
5. Cultural and global awareness/sensitivity including demonstrated understanding, respect, and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures.
6. Awareness of the integration of different concentrations in FACS and their importance to the relationships between humans and their diverse environments as individuals and groups as a whole.

From 2007 to 2008, the department assessed learning outcome #3. Outcome #3 was assessed using both direct and indirect methods. Direct assessment using a rubric in randomly selected assignments in each of the three major concentrations of Apparel Marketing and Design, Family Studies, and Nutrition and Foods found that a majority of students were highly competent in (1) problem identification and (2) selection/use of appropriate methods and resources, but not in (3) recognizing the limitations of their solutions or considering other points of view. The department conducted a curriculum review and considered revising assignments in each concentration to include limitations and alternate viewpoints. Because this change applies to all concentrations and due to the variation in results across the three major concentrations, the capstone course, FACS 168, is being considered as a possible course for improving outcome #3. FACS plans to reassess outcome #3 in their 2008-2009 assessment cycle.

In the indirect assessment of outcome #3, students in FACS 168 were asked to rate how effectively FACS classes prepared them to “reflect upon experiences in the field and how these experiences related to concepts and theories in their specializations” (self-study, Appendix 1, page 31). Results indicated that 60% agreed and 19% were neutral. The department plans to complete this review by Spring 2009.

Also in 2008-2009, the Department plans to assess learning outcome #6 - an awareness of the different concentrations in FACS. This sense of identify is related to the focused inquiry for the department. (See Focused Inquiry section.)

The department has identified weaknesses in learning outcomes, reviewed their curriculum, developed and implemented curricular changes to strengthened weaknesses, and reassessed those outcome(s). The department’s assessment efforts have been methodical, systematic, and sound. According to Dr. Amy Liu, SSIS College assessment coordinator, the department’s assessment efforts are outstanding.

Commendation 5. The Review Team and the external consultant commend the FACS faculty for the outstanding assessment program they have established in the department. The department is commended for involving all tenure-track/tenured faculty members in the assessment process.

Focused Inquiry

According to the FACS self-study (page 16),

“The Family Studies area is of critical importance to the entire FACS Department due to the integrated nature of the FACS discipline and the role of Family Studies as the common link in our department identity. Furthermore, Family Studies courses account for 33% of the FTES generated by the FACS Department and 70% of our GE offerings”.

Family Studies accounts for 1/3 of the FTES generated by FACS majors and almost 50% of the FTES generated in GE. Although Family Studies has traditionally had the smallest number of majors of the three concentrations, the recent drop in Family Studies majors is of major concern for the department. This “focused inquiry into the current status of the Family Studies concentration” (FACS Self-Study, p. 16) is needed at this time.

FACS faculty sought to answer a number of questions related to the Family Studies concentration as part of their data gathering efforts:

- What is the value of a Family Studies concentration to students, employers, and to academic feeder schools?
- What are the current trends within California and nationwide?
- What are the career opportunities?
- How do we attract new majors?
- How do we increase the visibility of the concentration?
- What is their relationship with Child Development and other related programs? Can FACS identify a niche area for Family Studies?
- How do we even plan to implement the recommendations resulting from this study with the large proportion of part-time faculty teaching in Family Studies.

The FACS faculty gathered information using a focus group of current students and surveys of current students, recent graduates, employers, and a survey of other Family Studies programs in the state and nation.

Student Focus Group

FACS reached the following conclusions (and associated department actions):

Expansion of the lifespan focus to include early and middle adulthood not covered in the 3-course sequence of FACS 52 The Child in the Family, FACS 152 Adolescent Development, and FACS 159 Adulthood and Aging is needed. (FACS faculty will recommend that part-time faculty currently teaching FACS 159 increase coverage of material on early and middle adulthood.)

Include more information on transition to work including career opportunities and needed professional skills. (A student peer mentor was hired in Spring 2008 develop this information and distribute them as flyers, at orientations, and on the FACS website.)

Students recommend outreach to community colleges and the promotion of job opportunities as ways to increase enrollment in Family Studies.

Survey of Current and Recent Graduates

Surveys were emailed to current and recent graduates soliciting the following information: 1) Why they selected Family Studies? and 2) Were they prepared for their careers? Survey results indicate that:

Students are attracted to the major because of its broad coverage of the area rather than the narrow focus of programs, such as, Psychology and Child Development

Students want more information on job opportunities
Many students just “happened upon” the major through GE courses indicating a need for FACS to actively promote and advertise the Family Studies program.

As stated in their self-study report (p. 22), the department will pursue “further exploration of job satisfaction, salaries, specific strengths and weaknesses of the curriculum, and detailed input from prospective and current employers will be additionally valuable in further planning to increase enrollment in the Family Studies concentration”.

Employer Surveys

A survey of various family support agencies in education, military, and community resource centers indicated that:

Specific desirable/required skills sought by employers in new hires matched several of the student learning outcomes defined by the department (e.g., effective communication skills, ability to be a team player, and effective research and problem solving skills). More hands-on experience with diverse populations and with parents is recommended. This may be accomplished with expanded internships, and/or requiring service learning and field work experiences as part of the course work.

Recommendation to the Department 5. The Review Team supports the department’s recommendation to increase student experiences with diverse ethnic and cultural populations through internships, service learning, and other experiences mentioned in the FACS self-study report.

Survey of Family Studies Programs

A questionnaire on how they promoted their major in Family Studies was sent to programs with comparable Family Studies concentrations. Either a Family Studies faculty member or a department chair completed the survey. Four CSU programs (Northridge, LA, San Diego, and Long Beach) and five programs out of state (Illinois-Chicago, Northern Iowa, Kansas State, Towson, and Georgia Southern) were surveyed. Results indicate that:

Like CSUS, many of these programs recruit students through exposure to GE courses. A special GE course “more tailored to introducing and promoting the concentration” (self-study, p. 25), e.g., a marriage and family course offered at CSU, Northridge or an early to middle adulthood course (discussed by the focus group) were suggestions made.

The role of internships in providing valuable hands-on experiences in a broad field like Family Studies is critical.

Direct Assessment of Student Learning Outcome #6

Critical to the focused inquiry on declining enrollments in Family Studies is the identity of the Family Studies concentration and the pivotal role it should play in the curriculum. Past program reviews noted very little overlap among the concentrations

In 2008-2009, the department conducted a direct assessment of student learning outcome #6 – “An awareness of the integration of the different concentrations in FACS and their importance in the relationships between humans and their diverse environments as individuals and groups as a whole.” Students in FACS 160 Communication and Education in Family and Consumer Sciences, a common core course taken by majors after completing 15 units of FACS courses, were assessed on the following performance criteria for learning outcome #6:

Understanding of distinct disciplines/concentrations

Integration of knowledge between two or more concentrations

Articulation of the advantage of combined perspectives
Recognition of limitations of combined approach

With the exception of the last performance criteria, all criteria were assigned points on the student grading rubric which students used to grade their classmates presentations.

Only four tenure-track/tenured faculty members were available in Spring 2009 to participate in the development of the assignment and the assessment rubric used. (Of the seven tenure-track/tenured faculty, three were on sabbatical leaves.) Forty-two students were grouped into 11 teams with the requirement that each team must consist of students from each of the three concentrations. Student teams were asked to give a visual presentation, oral and written, of the integration and connection among the concentrations as they relate to the particular issue or topic selected.

Results of the study indicated that:

A majority of students had a beginning level of understanding of distinct disciplines.

A majority of students failed to present an integrated approach on their topic.

A majority of students did not mention the benefits of combined perspectives.

None of the groups discussed potential limitations of a multidisciplinary approach on their topic.

Given these results, the department will focus on revising the student assignment, aligning the student grading rubric with the assessment rubric, refining the assessment rubric, and assessing students in a later course since FACS 160 may be too early in the program for students to have acquired such an understanding of the discipline. More importantly, the department has concluded that a "systematic review of the curriculum in all FACS concentrations is warranted with an emphasis on opportunities to have students reflect on multidisciplinary approaches." The following core courses have been identified for incorporation of class activities (e.g., debates and pro/con analyses, reflective assignments): FACS 50, 160, and 168.

To implement these and future assessment efforts, the department must have a critical mass of tenured-track/tenured faculty in each of the three concentrations to revise the curriculum. Permanent faculty provide the vision and leadership for systematic curriculum review and are the key to consistent implementation of curriculum changes. Instructors for FACS core courses, such as, FACS 160 and 168 (Senior Seminar), have been temporary faculty.

Recommendation to the Provost 2. The Review Team and the external consultant strongly recommend that additional faculty positions be allocated to the FACS department over multiple years to increase the number of tenure-track/tenured positions. "This recommendation is based on the increase in the number of majors, the high SFR for the department, increasingly high class enrollments, the need for full-time faculty for advising and mentoring students and participation in faculty governance, and the need for a critical mass of faculty to provide leadership for each of the concentrations" (Akers, p. 5). Additional permanent faculty are needed not only to conduct systematic curriculum review, but also to implement curricular changes in core courses many of which are currently being taught by part-time faculty.

Recommendation to the College The Review Team recommends that the College support the allocation of additional FACS faculty positions for the reasons stated in the recommendation to the Provost and that the college facilitate the search process.

Recommendation to the Department 6. As discussed in the self-study report (p. 26), the department will consider offering a new Family Studies-oriented GE course or revising an existing FACS GE course to be used to attract majors to the concentration. The external consultant suggests that the department consider “the development of an upper division GE course in Marriage and Family Relations or Intimate Relations”. (Akers, p. 7) Such a course “could be a good addition to the GE curriculum and may expose students to Family Studies. Such a course could become part of the Family Studies minor should the department want to propose a minor” (Akers, p. 7).

Recommendation to the Department 7. To increase the visibility of Family Studies, the external consultant and Review Team recommend that the department investigate ways to organize the concentrations so that they are listed in the CSU undergraduate application for prospective students.

The following recommendation is related to the curricular suggestions made by the external consultant. The Review Team encourages the FACS faculty to consider them.

Recommendation to the Department 8. The Review Team recommends that the FACS department consider the following four suggestions made by the external consultant (Akers, pp. 5-6):

- a. “The Nutrition concentration needs to consider converting the special major in dietetics into an option within the department. In 2011, the Council of Accreditation for Dietetics Education (CADE, the accrediting agency for dietetics) will review the degree offerings at CSUS and is unlikely to reaccredit the DPD program if the option is not part of the regular department offerings.”
- b. “In the next five years, the department might consider developing a master’s degree in the nutrition area. Such a program would not duplicate a UC Davis program and would be the only M.S. degree in nutrition in the northern/central California area.”
- c. “The Nutrition concentration might also investigate developing a food science/service/culinary arts concentration/option to serve students who do not want to become dietitians.”
- d. “The department lost the main faculty member in Consumer Affairs area to an administrative assignment and they may need to hire a new faculty member in the area to be in charge of what is potentially a growth program, especially if curricular revisions accompany the hire. The consumer area is a good fit for the college, the Sacramento political scene, and is integral to the discipline of FACS.”
- e. “Because of the close proximity to the state government, adding a course in family issues in public policy with a service learning component seems logical and doable.”

Chair Hyson stated that the department has already had discussions on many of the suggestions in the above recommendation. They will consider the impact of implementing these ideas.

According to the external consultant (Akers, p. 6), “The focused inquiry portion of the self-study dealt with the Family Studies concentration. The Family Studies curriculum is essential to discipline of FACS as the name implies. Family Studies is the “glue” of the integrative nature of the discipline and essential to discipline’s mission to promote and empower the well-being of

individuals, families and communities. Additionally, the Family Studies area is a major contributor to the FTES of the FACS department. ... It is recommended that the Family Studies area remain in FACS and be enhanced through curricular revisions.”

During the Review Team interviews with faculty, it was reported that Child Development in Teacher Education was offering new courses which were very similar to existing FACS courses. This resulted in a loss of FTES for FACS. According to the external consultant, this situation occurred as the Child Development program evolved from an interdisciplinary program to a department. For example, Child Development offers ChDv 35, a course which is a duplicate of an already existing course FACS 52. According to the external consultant, “Cross-listing of the FACS courses (e.g., FACS 154) was approved by the campus, resulting in further loss of FTES to FACS.” Both the external consultant and the Review Team have identified this situation as problematic for the FACS department. It is recommended that the cross-listing of FACS courses be revisited since there is a clear duplication of efforts and resources. Increased FTES in Child Development can be used to justify new faculty hires. The external consultant, after reviewing the CSUS catalog, also concluded that the Child Development program was encroaching on curricular areas already offered by FACS, Psychology, Social Work and Sociology, as with new course proposals are related to family rather than the child. It is recommended that the campus address the mission and boundaries of the Child Development program as they relate to other CSUS programs.

A copy of the 1992-2006 Summary of Changes in Child Development Program and Family Studies concentration was distributed to the Review Team during faculty interviews. The Review Team subsequently discussed the curricular relationship between Child Development and Family Studies with Dean Scott and the Chair Hyson. It is the Review Team’s understanding that discussions between Child Development and FACS have already commenced. The Review Team commends this effort and encourages continued discussion of curricular boundaries as well as areas of cooperation between the two programs.

Recommendation to the Provost 3. The external consultant and the Review Team recommend that the Provost assist in the coordination of discussion of related topics in FACS, Child Development, Gerontology, Sociology, and Psychology to better define program areas and boundaries, reduce duplication of courses, and improve cooperation among the programs.

Commendation 6. The FACS department is to be congratulated on the recertification of the Certified Family Life Educator (CFLE) related to the Family Studies concentration.

According to Akers (p. 7), “The faculty has identified several curricular directions that, in the judgment of the reviewer, would position the program well for the future and reflect developments in professional practice. Those directions include:

Developing a lifespan approach in the curriculum, with alignment and cooperation from Psychology, Sociology and Gerontology. This may involve developing a course on young and middle adulthood to complete the coverage of the entire lifespan, An increase in opportunities for service learning and internships to prepare students for careers in family services. Networking with professionals in the field can assist graduates with their job searches and increase possibilities for collaborations with community agencies.

Because of the close proximity to the state government, adding a course in family issues in public policy with a service learning component seems logical and doable.

The addition of a course in the management of non-profit family services agencies may prepare graduates for administrative or supervisory positions.”

In summary, FACS has proposed changes/improvements in the following areas:
curriculum (e.g., service learning and internships, a freshman seminar course, lifespan focus, scheduling and delivery),
advising (e.g., career path, graduate school)
outreach (e.g., community colleges and high schools, student clubs, communication with related academic departments on campus).

These changes are supported by the external consultant and the Review Team.

Recommendation to the Faculty Senate: The Review Team recommends approval of the FACS Program for the next six years.