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December 20, 2019

Memorandum

TO: Faculty Senate Executive Committee

FROM: Jeffrey Brodd, Chair 
Academic Program Review Oversight Committee

SUBJECT: Program Review of the Department of Family & Consumer Sciences

The Academic Program Review Oversight Committee has reviewed the Academic Program Review report of the Department of Department of Family & Consumer Sciences prepared by Review Team chair Stephanie Biagetti and her team and agrees that it is ready for final approval. The Committee thanks and commends all of 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: Lynn Hanna, Chair, Department of Family & Consumer Sciences
Dianne Hyson, Dean, College of Social Sciences & Interdisciplinary Studies
Kitty Kelly, Chair, Curriculum Policies Committee
Amy Wallace, Associate Vice President, Academic Excellence

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

OVERVIEW OF THE PROGRAM REVIEW PROCESS

The Department of Family and Consumer Sciences, one of fourteen academic units in the College of Social Sciences & Interdisciplinary Studies, submitted its Self-study in Spring, 2016. While a search for suitable external consultants was conducted soon afterward, the program review was not assigned a chair until Spring 2018. In Fall 2018, a second search for external reviewers was conducted which resulted in securing a visit on December 5-6, 2018, by Dr. Nancy Rabolt of San Francisco State University and Dr. Kathryn Silliman of CSU, Chico. They submitted the External Consultant's report in mid-December 2018. It is important to note that the external reviewers utilized a new template for their on-site visit and external reviewer report provided to them by the Office of Academic Excellence and approved by the Academic Program Review Oversight Committee. However, the template did not perfectly align with the Self-study template, so there are gaps in the information provided by Family and Consumer Sciences and the information on the template.

In the intervening months since submission of the external reviewers' report, the Academic Program Review Oversight Committee has finalized a proposal for major revision to our campus' approach to program review. This Academic Program Review Report attempts to incorporate key elements of this revised approach while adhering to the still-current policy, as revised in 2013. These elements include focus on review of the specific degree programs offered by the academic unit, recognition of the external consultants' review and recommendations as representing an expert and authoritative perspective relative to that of the internal Review Team, and an outcome aimed at facilitating meaningful steps toward improving opportunities for student learning. Essential components of this outcome are recommendations that clearly indicate who needs to be responsible for taking appropriate action while also being broad enough in scope to solicit response from all necessary participants (e.g., sometimes including not only the Department but also the College and sometimes also the Provost). The proposal for revision to approach to program review calls for production of an MOU/action plan once the program review report has been finalized; all reports must aim to facilitate this crucial subsequent step.

Drs. Rabolt and Silliman were capable external consultants with extensive experience as external reviewers in program review across the CSU. Since the submission of the Self-study, the FACS department has submitted curriculum proposals to elevated three of their concentrations to full undergraduate bachelor's degrees – a BS in Human Development and Family Studies, a BS in Fashion Merchandising and Management, and a BS in Nutrition and Food. The former Special Major in Dietetics is now proposed to be an emphasis within the proposed BS degree in Nutrition and Food. The pre-credential subject matter program remains as a concentration within the current BS in Family and Consumer Sciences. The Review Team Chair accepts the external reviewers' report, most of which is incorporated within the body of this program review report. This report will augment the external reviewers' report by providing commentary intended to contextualize the report's findings based on relevant specifics of our situation here at Sacramento State.

In its production of the Self-study, the Department appropriately followed the instructions contained in the Sacramento State *Academic Program Review Manual* as last revised in 2016. The Self-study consists of three main sections:

1. General information about the program, e.g., data on students, faculty, staff, facilities, etc. (most of which is supplied by Office of Institutional Research, Effectiveness, and Planning);
2. A statement of intended student learning outcomes at the program level; methods for assessing them, including the use of direct measures; assessment results to date; and documentation of the use of assessment results in efforts to achieve program improvement (assistance with the preparation of which is available from the University Assessment Coordinator); and
3. The results of a focused inquiry addressing issues of particular interest/concern to the Department, in the context of what is currently important to the College and University.

The focused inquiry is described in Section III (Focused Inquiry) of the Self-study (pp. 31-36). The Department received the results of the summer 2015 Office of Institutional Research Alumni Survey and noticed a disparity in the Nutrition and Food (NUFD) Concentration results. While the alumni assigned high ratings in the quality of courses (4.2 out of 5) and overall major experience (4.5 out of 5), only 39.5% of alumni “reported having been or currently employed in the field of their concentration compared to all FACCs majors (45.3%)...The department felt that this disparity required further inquiry.” The following is taken from the FACS Self-study:

The goal of the focused inquiry is to critically review curriculum and experiential learning activities to prepare NUFD graduates for relevant careers.

Therefore, the specific objectives of the focused inquiry are:

1. Assess NUFD graduates’ perception of the program to prepare them for a relevant career.
2. Conduct an employer survey to determine valuable curriculum content and experiential activities for career readiness.
3. Establish an Advisory Committee to inform the department of curriculum, internship and job opportunities.
4. Develop strategies to enhance career readiness.

The structure of this report is based on the structure of the new template for the external review report. The sections include: Culture of Continuous Improvement, Student Learning and Curriculum, Student Success, Resources and Capacity, and Strategic Planning and Budgeting. General information about the Program, issues involving learning outcomes and assessment, and an analysis of the focused inquiry findings are described within the sections. A final recommendation is made to the Faculty Senate. The text of Drs. Rabolt’s and Silliman’s external consultants’ report is indented and set in Calibri font in order to enhance clarity.

EXECUTIVE SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS

Commendations:

Commendation #1: The Department is in the process of formally elevating three concentrations in the BS degree in Family and Consumer Sciences to three separate BS degrees which will elevate the stature of each program, make it easier for students to find each major, and improve campus understanding of the varied disciplines within the Department.

Commendation #2: The Department Self-study, while completed two years ago, was very self-reflective.

Commendation #3: The Department systematically assesses PLOs each year. The past and future assessment plans are well integrated with Sacramento State's learning outcomes.

Commendation #4: The new degree program PLOs in the five-year comprehensive assessment plans have more specificity and should lead to more meaningful assessment.

Commendation #5: The Department reinstated the Pre-Credential Single Subject Matter Program in Family and Consumer Sciences, even though the number of majors is small. The program is an important contribution to the field given the current nationwide shortage of teachers.

Commendation #6: The concentration elevations to BS degrees will allow the Department to better track student data (diversity, retention, and graduation) for each program.

Commendation #7: The Department's Freshman (3 year) and Transfer (2 year) student retention rates are higher than the university average.

Commendation #8: The development of the advisory committee representing all concentrations will provide helpful feedback for curricula.

Commendation #9: Students and alumni have great respect, appreciation and affection for their faculty in the Department. Faculty are available to students, listen to their concerns, and encourage and support them.

Commendation #10: Student/faculty programs such as the annual Fashion Show, "Farm to Fork," and College Holiday Party events help to showcase the Department and provide meaningful "hands on" practical experience for students. The "Farm to Fork" event also gets the students involved with community service.

Commendation #11: The chair is respected by the faculty and she has given strong leadership to the Department. There is a history of strong leadership in the Department and the new Department Chair is well equipped to help lead the unit.

Commendation #12: The survey of Nutrition and Food Concentration alumni and employers provides helpful information.

Commendation #13: The Focused Inquiry was thorough and provided useful information that resulted in proposed actions designed to increase student career readiness.

Recommendations:

Recommendation #1: Course coordinators should consider holding regular meetings of all instructors who teach multi-sectioned courses to share teaching strategies, assessment methods, and ensure student learning is comparable.

Recommendation #2: The Department should consider drawing on the expertise of lecturers, many of whom are working professionals, and including them in curricular discussions.

Recommendation #3: The Department should determine which specific additional class sections should be offered to fulfill student needs, and request funding for the additional sections from the Dean.

Recommendation #4: The Department should consider continuing open and honest discussions about its future direction and ultimately decide as a unit what is best for the programs and students. At the same time, it should articulate the department mission and fit of each program.

Recommendation #5: The Department continue to explore the feasibility of developing a Master's program in the Department or in conjunction with another unit on campus or in the CSU system.

Recommendation #6: The Department should continue to analyze, discuss, and use assessment data to improve student learning

Recommendation #7: The Department should consider exploring creative ways of offering advising so that all students are served including promoting departmental peer advising and college and campus advising resources.

Recommendation #8: The Department should consider having faculty advisors self-identify the career pathway in which they have expertise in order to make advising sessions more career focused.

Recommendation #9: The Department should consider articulating career opportunities to students in each program.

Recommendation #10: The Department should consider monitoring and discussing strategies to improve the 4-year and 6-year graduation rates as part of the University's Graduation Initiative 2025 efforts.

Recommendation #11: The Department should consider using the Advisory Board for feedback on program curriculum and program improvement.

Recommendation #12: The Department should maintain the website to ensure information is current and that links work.

Recommendation #13: The Department should collaborate with College administration to develop a priority list for faculty hires over the next five years to increase department resources and tenure-track hires.

Recommendation #14: The Department should consider reducing the costume collection and relocate it to an available space on campus to preserve the most valuable historic pieces.

Recommendation #15: The Department should consider working with the Dean to resolve the shortage of faculty offices and move forward with the current plan to create new faculty office space.

Recommendation #16: The Department should consider developing a strategic plan to include long-term plans for faculty hires, equipment replacement, and budget, and develop action plans for overall improvements in student success and learning.

Recommendation to the Faculty Senate:

Based on this program review, the Self-study report prepared by the Department of Family and Consumer Sciences, and the external consultants' report, the Program Review Chair recommends that the degree programs in Family and Consumer Sciences be approved for six years or until the next scheduled program review.

GENERAL INFORMATION

Overview of the Department of Family and Consumer Science

Drs. Rabolt and Silliman begin their report with the following "Introduction" section:

The Family and Consumer Sciences Department (FACS) at CSU Sacramento is located in the College of Social Sciences and Interdisciplinary Studies (SS&I) and includes four concentrations: Family Studies, Fashion Merchandising and Design, Nutrition and Food, and FACS Education. The current self-study report that we received was finalized in Spring 2016. We reviewed this report, the previous Fall 2009 self-study, the online department assessment reports from 2013-14, 2014-15, 2015-16, and 2016-17, the FACS website, and the most current proposals to elevate three concentrations to full degree programs. We conducted an on-site visit December 5-6, 2018 consisting of appointments with Associate Vice President for Academic Excellence, Amy Wallace; Review Team Chair, Stephanie Biagetti; Dean of the College of SS&I, Edward Lascher; Dean of Undergraduate Studies, James German; Department Chair, Lynn Hanna; 12 full- and part-time faculty; two staff; and department students in a Nutrition and Food class in addition to touring the department facilities in Mariposa Hall. The following is the assessment of our review.

I. Culture of Continuous Improvement

This section addressed the Department's responses to the recommendations from the last program review that were included in the Self-study. The external reviewers' report notes that there were 11 recommendations from the Fall 2009 program review report, and that each of the recommendations were addressed in the Self-study. While Drs. Rabolt and Silliman report that there appears to be a culture of continuous improvement, they caution that "given limited resources and the development of three new elevated degrees, the Department will need to prioritize their challenges and efforts" (p. 1). The external review report notes Department progress on each of the 11 recommendations.

The first recommendation from the 2009 program review report called for the implementation of course coordinators to ensure quality, consistency, and standardization of courses. Drs. Rabolt and Silliman note:

The Department implemented a system in which every course has a course coordinator selected from the full-time faculty. In addition, every course has a master syllabus, which is located on the department's shared network. These two changes have resulted in better coordination between multiple sections of the same course.

During the campus visit, the Review Team interviewed lecturers. Based on the interview and recognizing that part-time faculty often do not have departmental curricular voting rights, the external reviewers made their first two recommendations:

Recommendation #1: Course coordinators should consider holding regular meetings of all instructors who teach multi-sectioned courses to share teaching strategies, assessment methods, and ensure student learning is comparable.

Recommendation #2: The Department should consider drawing on the expertise of lecturers, many of whom are working professionals, and including them in curricular discussions.

The second recommendation from the 2009 program review suggested that the Department schedule required classes more frequently to meet student needs. Drawing on the Department's Self-study, the external reviewers write:

The Department is now offering key required courses more frequently.

- FACS 119 Nutrition: Adolescence Through Older Adulthood is offered every semester (Fall, Spring)
- FACS 155 Family Life Education is offered every semester since 2014-15 (note: the current catalog states Fall only)
- FACS 162 Family Support Services is offered every semester since 2016-17.

In addition, the Department has a more robust summer session going from four courses per summer in 2008-09 to 14 courses in 2016. In order to help students and advisors better plan long-term schedules, the Department shifted the frequency of the six required courses [three offered in the Fall only (FACS 52, 155, 162) and two offered in the Spring only (FACS 152, 159)].

During the campus visit, Drs. Rabolt and Silliman met with Nutrition and Food students. They state that "there continues to be student concerns about availability of courses needed for students to graduate in a timely manner" (p. 2). The students confirmed that they had difficulty getting courses they needed to graduate. But the students all stated that the past semester was better. Based on the information gathered, the Review Team has the following recommendation:

Recommendation #3: The Department should determine which specific additional

class sections should be offered to fulfill student needs, and request funding for the additional sections from the Dean.

Another recommendation from the previous program review was for the Fashion Merchandising and Design Concentration to consider adding a course that explores the social-psychological aspects of apparel in the individual and society. The external reviewers' report states:

The Department developed and now offers FACS 30, Fashion and Human Environment, a 3-unit general education course in area D. This course serves as an introduction to the study of fashion and human environment and how fashion is perceived, marketed, and internalized within individuals across Western and non-Western cultures. A focus on both internal factors such as psychological, aesthetic and self-image, and external factors such as social, economic, cultural and political experiences will be addressed (<http://catalog.csus.edu/courses-a-z/facs>).

The Department addressed the fifth recommendation to enhance student experiences with diverse populations through internships and service learning. Drs. Rabolt and Silliman write in their report:

The Department has two field placement courses (FACS 162 Family Support Services – a service-learning course and FACS 117 Community Nutrition). There are other internship/practicum courses (FACS 195A, FACS 195C, FACS 195F). Students enroll directly with a faculty member for these independent study courses. Students are gaining experiences working with the richly diverse community in Sacramento and surrounding areas.

While the previous program review recommendation that the Family Studies Concentration should consider adding a GE course to attract majors to the concentration, both the Department and the external reviewers agree that the current GE course offerings are adequate.

The Department feels the current GE offerings are sufficient (FACS 50 The Family and Social Issues; FACS 52 The Child in the Family; FACS 150 Family Stress and Coping: Multicultural Focus; FACS 140 Family Resource Management; and FACS 141 Family Finance). The Review Team agrees with this Department assessment. These five GE courses come from a variety of GE areas (D, E, writing intensive, and ethnicity) and should draw from a wide audience of students who may be attracted to this concentration.

The next 2009 recommendation addressed was to increase the visibility of the Family Studies Concentration. The following is from the external reviewers' report:

The Department has listed all concentrations including Family Studies on the CSU undergraduate application and worked with campus advisors to increase awareness of the concentration. As of Spring 2018, the number of majors has grown from 35 to 142. In addition, the Family Life Education certificate program should increase visibility and attract additional majors. Finally, a proposal is under consideration to elevate the concentration to a BS degree in Human Development and Family Studies.

The Review Team also noted the Department's recent curricular efforts and offers a commendation.

The Review Team supports the Department's efforts to create separate BS degree programs for three current concentrations including Family Studies. This will elevate the stature of each concentration and speaks to the individual strengths of each program. Students will be able to find each program more easily. It will also improve understanding across campus of the varied disciplines within the Department.

Commendation #1: The Department is in the process of formally elevating three concentrations in the BS degree in Family and Consumer Sciences to three separate BS degrees which will elevate the stature of each program, make it easier for students to find each major, and improve campus understanding of the varied disciplines within the Department.

However, related to the new curriculum proposals, the Review Team makes the following recommendation.

Recommendation #4: The Department should consider continuing open and honest discussions about its future direction and ultimately decide as a unit what is best for the programs and students. At the same time, it should articulate the department mission and fit of each program.

The seventh 2009 recommendation that the Department addressed in the Self-study focused on additional resources for the technological aspects of fashion design in the Fashion Merchandising and Design Concentration. Drs. Rabolt and Silliman write:

The program uses the Academic Instruction Resource Center for support of their students' use of software such as Photoshop and Illustrator, which are widely used in the fashion industry. This avoids any financial burden to the Department.

In the Self-study, the Department addressed the previous recommendation that the Nutrition and Food Concentration should convert the special major in dietetics into an option within the Department. The external reviewers note:

The special major in dietetics is now an emphasis area in the Family and Consumer Sciences major under the Nutrition and Food Concentration. A student simply needs to declare this emphasis after completing 28 required units with a C or better and an overall GPA of ≥ 3.0 . Dietetics will remain an emphasis under the proposed BS degree in Nutrition and Food.

The 2009 program review suggested that the Department consider developing a Master's degree in Nutrition. Drs. Rabolt and Silliman report:

The Department is considering the feasibility of a Master's degree (given that Registered Dietitian Nutritionists need to have a Master's degree by 2024).

The Review Team supports this consideration but cautions that a Master's degree program can expend significant resources. While the Review Team did not investigate other similar Master's programs within the CSU, it recommends:

Recommendation #5: The Department continue to explore the feasibility of developing a Master's program in the Department or in conjunction with another unit on campus or in the CSU system.

The 2009 program review contained a recommendation for the Nutrition and Food Concentration to investigate developing a food science/ service/culinary arts concentration/option. The external reviewers state:

The current program includes courses in food safety, food service and culinary arts. At this point with the limited number of faculty and lack of a commercial kitchen, the Department should concentrate on implementing the three newly proposed BS degrees in Nutrition and Food, Human Development and Family Studies, and Fashion Merchandising and Management.

The Department addressed the final 2009 recommendation in the Self-study which stated that the Family Studies Concentration should add a course in family issues in public policy with a service-learning component. The external reviewers note:

To date, a course has not been created due to lack of faculty. The Family Studies Concentration...requested a new position with a focus on public policy and law. [Consequently,] Dr. Henry Gonzalez (Family Studies) was hired by the Department and started in the Fall 2018.

The external reviewers were impressed by the FACS Self-study and made a general commendation based on their review.

Commendation #2: The Department Self-study, while completed two years ago, was very self-reflective.

II. Student Learning and Curriculum

This section on student learning and curriculum includes a description of:

- The adequacy of the academic unit's response to major trends in the discipline,
- The appropriateness of each degree program's learning outcomes, curriculum, and course offering in light of similar programs in the discipline,
- The extent to which each degree program's learning outcomes are being assessed, and results of this assessment informing appropriate improvements to enhance student learning
- The extent to which the Department has integrated the Sacramento State's undergraduate learning outcomes, assessed, and communicated the results of this assessment informing department, college, and university discussions for each degree program

- The extent to which the Department has reflected on learning in light of unique factor for each degree program
- Any identified structural problems with the curriculum in each degree program and the unit response

These components are included in the newly revised external review template and will be adhered to in this report.

A. Trends of the Discipline

The Review Team agrees that the Department's programs are responding to trends in the discipline:

One important change that was made is converting the Special Major in Dietetics to an emphasis within the Nutrition and Food Concentration (and will remain an emphasis in the elevated BS degree in Nutrition and Food)...There is a high demand for experts in the field of nutrition and food to help populations reduce their risk of disease, improve nutritional status of community members, and prepare and serve safe, sustainable, and healthy food.

The Fashion Merchandising and Design concentration is using available campus technology for Photoshop and Illustrator, which are used extensively in the fashion industry; such skills are mandatory for many positions in the industry today. Addressing the trend of data showing slow growth in Apparel Design, the program has strengthened the business side of the curriculum, serving as a justification for changing the name from Fashion Merchandising and Design to Fashion Merchandising and Management.

Family Studies curriculum continues to be approved by the National Council on Family Relations. Lifespan is a focus on the new degree of Human Development and Family Studies. The Bureau of Labor Statistics identifies an increase in jobs in social service occupations which this program offers.

The FACS Education concentration addresses the strong need for Family and Consumer Sciences teachers in California and should continue to be expanded.

B. Appropriateness of the Degree Program's Learning Outcomes, Curriculum, and Course Offerings

With respect to the appropriateness of the degree program's learning outcomes (PLOs), curriculum, and course offerings in light of similar programs in the discipline, the external reviewers recognized that each new degree program proposed have their own set of PLOs to specifically and adequately cover the content in each area. Furthermore:

Curriculum and course offerings are similar to other programs in California and the nation. Internships/field placement opportunities are important; laboratory classes are appropriate in the fashion and nutrition programs; the dietetics programs are accredited by the Academy of Nutrition and Dietetics' accreditation arm, ACEND; the family studies program

is approved by the National Council on Family Relations; the FACS education program is accredited by the Commission on Teacher Credentialing as a pre-credential subject matter program for Family and Consumer Sciences.

Drs. Rabolt and Silliman noted that as of January 2018, the International Textile and Apparel Association (ITAA) published the standards and process for accreditation for textile and apparel programs (<https://itaaonline.org/mpage/TAPAC26>) which the Department might also consider for the FACS education program.

C. PLO Assessment and Resulting Student Learning Improvements

The Review Team notes that the five current PLOs for the BS in Family and Consumer Sciences have been assessed systematically, one each year, and they align with the Baccalaureate Learning Goals. The PLOs for the proposed new BS degrees are more specific to each discipline than those for the BS in FACS. While assessment reports early in the review cycle offered general statements about improvements to classes or assignments, more recent reports stated more specific changes based on the analysis of collected data. The external reviewers' report states:

- In the 2010-11 assessment report on cultural and global awareness, data were used to develop a new research course, FACS 100, and new assignments for FACS 168 senior seminar.
- In the 2012-13 assessment report, based on assessment data two new courses, FACS 100 and FACS 107 (NUFD concentration) were to be developed focusing on critical thinking, and new assignments were developed for FACS 168, senior seminar.
- In the 2014-15 assessment, FACS 100 was to be put earlier in the curriculum with ethics content emphasized based on assessment data, and individual concentration courses were identified for changes to improve student performance on the ethics instrument.

The Review Team lauds the Department for their methodical assessment of the program's PLOs, the detailed changes proposed as a result of the assessments, and the new PLOs specific to each proposed BS program, and recommends the Department continue their assessment practices.

Commendation #3: The Department systematically assesses PLOs each year. The past and future assessment plans are well integrated with Sacramento State's learning outcomes.

Commendation #4: The new degree program PLOs in the five-year comprehensive assessment plans have more specificity and should lead to more meaningful assessment.

Recommendation #6: The Department should continue to analyze, discuss, and use assessment data to improve student learning

D. Communication of Assessment Results to the Department, College, and University

The Department completed assessment reports annually and submitted them to the Office of Academic Program Assessment (OAPA). As noted previously, each program PLO was assessed, one each year. With the submission of the assessment reports, the results and OAPA feedback are communicated to the campus community. Drs. Rabolt and Silliman write:

These assessment reports using the campus template are communicated to the campus and public by posting on the Office of Academic Program Assessment page of the university website. In 2016, for example, PLO2, effective oral and written communication, lists several specific outcomes for both writing technical/lay reports and effectively presenting information. In these reports there are brief comments on the effectiveness of the assessments by the Department.

Given the information provided, it is unknown how results informed college and university discussions.

E. Departmental Reflection on Learning in Light of the Program's Unique Factors

Family and Consumer Sciences has unique facilities given the content of the major. The Review Team agrees that while some facilities are being used properly, others are not due to various limitations. The external reviewers state:

Food and nutrition lab facilities are utilized properly; however, the originally purposed production lab is currently being used as a regular classroom. The sewing lab doubles as a lecture/discussion classroom. These relate to budget and space limitations.

While the faculty use a variety of instructional modalities to teach course content (e.g. online courses, oral presentations, mock interviews, lab activities, case studies, lecture, and internships), it is not known to what degree these factors have impacted department reflections. Since the external review template did not exactly align with the prompts in the Self-study, the information was not included.

F. Structural Problems with the Curriculum in the Degree Program

The Review Team did not find any structural problems with the curriculum. For example, prerequisite coursework is enforced. However, when the newly proposed degree programs are approved, this component should be reviewed.

III. Student Success

In this section devoted to student success, the report will focus on the following elements:

- Sustained student enrollment to accomplish desired learning and timely graduation
- Diversity of student population
- Data use to improve student retention and graduation

- Alumni communication to address degree program improvement
- Students' understanding of program requirements, procedures, and learning outcomes
- Students access to student support services

Information for this section is drawn from multiple sources including the department's Self-study, proposals for the new BS degrees based on the current concentrations, recent Fact Books, and the alumni survey. Each element will be addressed separately,

A. Sustained Student Enrollment to Accomplish Desired Learning

The current structure of the program is a BS in Family and Consumer Science with four concentrations. First there is the Pre-Credential Single Subject Concentration. The other three concentrations are moving to stand-alone BS degrees, there remains a question as to where in the curriculum this concentration will reside. As for student enrollment:

There are currently 10 majors in this program (Fall 2018) with a tenured (Malroux) and lecturer (Peck) doing the advising for students.

The Pre-Credential program was on hiatus for a time, but it was reinstated to meet the needs of the schools and their Home Economics program. Although the number of majors in the program is small, Drs. Rabolt and Silliman commend the Department for bringing the program back.

Commendation #5: The Department reinstated the Pre-Credential Single Subject Matter Program in Family and Consumer Sciences, even though the number of majors is small. The program is an important contribution to the field given the current nationwide shortage of teachers.

The second concentration is Family Studies. With the goal of the concentration is to prepare competent, culturally sensitive, professionally committed and ethical graduates who provide support service to children, youth, and families, the concentration emphasizes the role of lifespan development, family systems, and family diversity in a cultural context. Drs. Rabolt and Silliman synthesized information related to student enrollment, degrees awarded, faculty, and alumni satisfaction:

- There were 53 majors in 2013-14 with 142 majors in Fall 2018 (2.7 fold increase).
- The Department is predicting the major to continue to grow with 150 majors when the BS in Human Development and Family Studies is initiated and the number of majors is expected to grow to 230 in five years.
- There were 29 degrees awarded in 2012-13 and 37 in 2016-17.
- There are three full-time faculty (47 majors per faculty).

The third concentration is Fashion Merchandising and Design. The concentration emphasizes contemporary and historical ways of meeting the economic, physiological, aesthetic, psychological, sociological, and cultural needs of consumers relative to fashion products with the goal to prepare graduates for careers in the global fashion industry. The external reviewers note that there will be a

greater emphasis on careers related to the business side of the fashion industry with the newly proposed BS degree. The external reviewers' report offers information related to the number of majors in the concentration, degrees awarded, and faculty. It states:

- There were 126 majors in the Fall 2018 which fell slightly from 137 majors in 2014-15. Based on the enrollment trends, it is difficult to predict continued growth in this program; however, there may be increases due to professional demand with the focus on business and management.
- The number of degrees awarded was 29 in 2012-13 and was 38 in 2016-17.
- There are two full-time faculty (63 majors per faculty)

The fourth concentration is Nutrition and Food. While the goal of the program is to train graduates to become “competent, productive, culturally sensitive, committed, and ethical members of the nutrition and food profession” (p. 8, External Reviewer Report), the program emphasizes the role of “nutrition and food in individual and family health, cultural and behavioral influences on food selection, and the management of commercial and noncommercial food systems” (p. 8, External Reviewer Report). Drs. Rabolt and Silliman report:

- There were 398 majors in 2013-14 and 482 majors in Fall 2018 (1.2 fold increase).
- The number of degrees awarded was 76 in 2012-13 and was 132 in 2016-17.
- The program predicts continued growth in the major to 700 within five years.
- There are seven full-time faculty (69 majors per faculty).
- Of the 482 Nutrition and Food majors, 36 are in the dietetics emphasis

Given the increase in student enrollment across most of the concentrations, it is evident that faculty have substantial advising loads. The Department has made strides to systematize advising. Student paper files were converted into electronic files and placed on the College's shared drive so that advisors could have easy access to advising records and “allows them the ability to document academic concerns and issues, which is then shared among all faculty advisors” (p. 10, FACS Self-study). Although the Department has improved their advising system and utilized peer advisors as well, when the Review Team was meeting with students from one of the Nutrition and Food classes, they confirmed that it was difficult to see an advisor. In addition, only one student was aware of peer advisors, and not all students seemed sure which of the faculty members knew the most about their career interests which leads to the next recommendations.

Recommendation #7: The Department should consider exploring creative ways of offering advising so that all students are served including promoting departmental peer advising and college and campus advising resources.

Recommendation #8: The Department should consider having faculty advisors self-identify the career pathway in which they have expertise in order to make advising sessions more career focused.

Recommendation #9: The Department should consider articulating career opportunities to students in each program.

B. Diversity of Student Population

The Review Team drew the demographic student information from the 2017 Department Fact Book. While the student population is more diverse than the campus at large, the percentage of male students is much lower which is typical for FACS programs. The external reviewers' report notes:

According to the 2017 Departmental Fact Book (<https://www.csus.edu/oir/datacenter/departmentfactbooks/>), 34.1% of undergraduates are underrepresented minorities and 58.6% are from all minority groups, which is slightly more than the university average (56.4%). However, only 15.2% of students are male compared to the university average of 44.1%. This is typical of programs in Family and Consumer Sciences. About 30% of students are first generation.

The Fact Book does not single out the student populations within each concentration. However, more specific data will be available in the future with the three distinct BS degrees. This is another benefit of the new BS proposed program that the external reviewers singled out as a commendation.

Commendation #6: The concentration elevations to BS degrees will allow the Department to better track student data (diversity, retention, and graduation) for each program.

C. Data Use to Improve Student Retention and Graduation

The Review Team used the 2017 Departmental Fact Book (<https://www.csus.edu/oir/datacenter/departmentfactbooks/>) to gather information of the number of degrees awarded to FACS majors, retention rates for first-time freshman and transfers, and graduation rates. The External Reviewers' write:

The three-year retention rate for first-time freshman entering in the Fall 2011-Fall 2013 ranges from 74-79% which is greater than University average of 65-68%.

The two-year retention rate for transfer students entering in Fall 2011-Fall 2014 ranges from 77-88% compared to the University average of 79-80%.

Within the years reported, the Department retention rates were largely higher than the University averages which the Review Team commends.

Commendation #7: The Department's Freshman (3 year) and Transfer (2 year) student retention rates are higher than the university average.

However, the Department graduation rates for first-time freshmen and transfer students were lower than the University average.

The Department's four-year graduation rate for first time freshmen entering in Fall 2009-

Fall 2012 ranges from 3-6% compared to University average of 7-9% and the six-year graduation rate ranges from 49-54% (2008-2010) compared to University average of 43-48%.

For transfer students entering Fall 2010-Fall 2014 the two-year graduation rate ranges from 15-25% compared to the University average of 26-32%.

Given this data, the Review Team suggests the following:

Recommendation #10: The Department should consider monitoring and discussing strategies to improve the 4-year and 6-year graduation rates as part of the University's Graduation Initiative 2025 efforts.

It is important to note that the Self-study explained that the Department was not allocated sufficient resources to offer enough sections of courses which in turn increased the time to graduation for FACS students.

D. Alumni Communication to Address Degree Program Improvement

As part of the program review process, an alumni survey was conducted in 2015. There was a 15% response rate with 95 useable surveys. In general, alumni reported satisfaction with the program with lower mean averages for the adequacy of courses and experiences to prepare them for a career. A little more than half of the alumni reported that they had been or were currently working in the field of their concentration which is why the Department looked into this data further in their Focused Inquiry. It is unclear from the information provided the extent to which alumni communication is utilized to address degree program improvement. Drs. Rabolt and Silliman write:

If it is not already occurring, it is suggested that communication occur more frequently with alumni. One way to do this is with an annual or bi-annual newsletter that is sent to alumni via e-mail. The advancement office on campus may be able to help with this. In addition, the Department may want to consider creating some type of social media presence for alumni of the Department (e.g., alumni Facebook page).

According to the Self-study, the Department convened a 12 member advisory committee representing all FACS concentrations. This Advisory Board meets annually. The Review Team assumes some alumni serve on the Advisory Board and consequently it could be used as another avenue for communication.

Commendation #8: The development of the advisory committee representing all concentrations will provide helpful feedback for curricula.

Recommendation #11: The Department should consider using the Advisory Board for feedback on program curriculum and program improvement.

E. Students' Understanding of Program Requirements, Procedures, and Learning Outcomes

While it is unclear what the students' understanding of program requirements, procedures, and learning outcomes actually is, the Review Team acknowledged that the Department has a well-developed website where students can find information about all of the concentrations and the emphasis in Dietetics. The website also contains the names and office locations of the faculty advisors as well as advising sheets for all program pathways which are also available in the Department office. Moreover, there are links to the course catalog that indicates degree requirements. The Review Team makes the following recommendation.

Recommendation #12: The Department should maintain the website to ensure information is current and that links work.

Related to learning outcomes, the external reviewers state:

The Department of FACS program learning outcomes are posted on the website (<https://www.csus.edu/facs/facs-learning-outcomes.html>). The assessment plan for 2017-21 is also available (<https://www.csus.edu/facs/forms1/Assessment.Plan.2017-2021.pdf>). However, assessment results or program outcomes do not appear to be shared on the Department website. It is unknown if students are aware of departmental learning outcomes.

While the Self-study mentions that exit surveys are administered to their graduates, the results were not communicated. Drs. Rabolt and Silliman write:

Exit surveys can provide valuable information on students' perception of their learning in certain areas. Exit surveys can also serve as a communication tool to allow students to give their feedback on program strengths [and] areas for improvement.

The Review Team additionally suggests that PLOs be included in course syllabi alongside course objectives so that students can understand how the course fits into the overall Department goals.

F. Student Access to Support Services

Although the Self-study did not address this element, the Review Team asked students about their knowledge of and access to support services during the interview. The students reported that support services are listed in course syllabi, and they are well-aware of the services available to them.

While not an element explicitly contained in the external review template, the students spoke positively about the Department faculty. Drs. Rabolt and Silliman write:

It was clear students have great respect, appreciation and affection for the faculty. They noted that faculty are available, listen to their concerns and provide support.

The students also spoke highly about departmental campus events that enable students to apply their knowledge in real-work settings. The Review Team commends the faculty and their efforts.

Commendation #9: Students and alumni have great respect, appreciation and affection for their faculty in the Department. Faculty are available to students, listen to their concerns, and encourage and support them.

Commendation #10: Student/faculty programs such as the annual Fashion Show, “Farm to Fork,” and College Holiday Party events help to showcase the Department and provide meaningful “hands on” practical experience for students. The “Farm to Fork” event also gets the students involved with community service.

The Review Team encourages the Department to continue offering these opportunities to students and the serving the campus and larger community.

IV. Resources and Capacity

In this section, the report focuses on the Department’s capacity to deliver desired learning and timely graduation, ability to recruit and retain a qualified and diverse faculty and staff, multi-year hiring plan to ensure adequate faculty and staff expertise, and adequacy of facilities and equipment.

Since the submission of the Self-study in 2016, the number of full-time tenure track faculty has increased from 9 to 13 faculty (3 in Family Studies, 2 in Fashion Merchandising and Design, 1 in the FACS Education, and 7 in Nutrition and Food) as listed below. The FACS website also lists 24 lecturers. Upon interviewing both tenure-track and part-time faculty, the Review Team received quite positive responses about the Department Chair which result in the following commendation.

Commendation #11: The chair is respected by the faculty and she has given strong leadership to the Department. There is a history of strong leadership in the Department and the new Department Chair is well equipped to help lead the unit.

The 2017 Departmental Fact Book states that the average class size in the Department is 41 which is much higher than the University average of 33. The Department’s student-faculty ratio is 30 compared to the University average of 25. The external reviewers state:

It is clear based on the current data available that additional faculty hires will be needed, particularly if the number of majors within each of the concentrations continues to grow. The student-faculty ratio should be reduced to become more in line with the University average. This should improve the quality of advising and lead to better graduation rates.

The Review Team that the faculty are struggling with increased workload created by the low tenure density, the high student/faculty ratio, and the number of majors per tenure/tenure-track faculty member. Related to a long-term hiring plan, Drs. Rabolt and Silliman note that the Review Team could find no evidence of a coherent multi-year hiring plan for the Department of FACS. Based on the tenure-density (34.4% tenure/tenure-track faculty and 65.6% non-tenure track), the Review Team makes the following recommendation.

Recommendation #13: The Department should collaborate with College administration to develop a priority list for faculty hires over the next five years to increase department resources and tenure-track hires.

Addressing the diversity of faculty and staff, according to the 2017 Departmental Fact Book, 25% of Department faculty (including part-time instructors) are from minority groups which is similar to the University percentage. While 84% of the faculty are women compared to the University average of 49%, all faculty are well-qualified. Two staff members help to support the Department but the diversity of the staff is unknown. The reviewers suggest that the Department follow the diversity goals of the University in its hiring of faculty and staff.

With respect to the Department's facilities and equipment, they have one dedicated classroom, two combination lab/classroom facilities, a costume collection space, and one commons room for students. One lab/classroom is for Fashion Merchandising and Design students as it contains 25 sewing machines and a large design table. However, it is also used as a lecture room for other classes thereby reducing its efficiency for the intended purpose.

The costume space cannot be used as it was intended because the space is also being used for storage of books and teaching materials. Moreover, the Department intends to convert the space into much-needed faculty offices. The issue of space for the costume collection remains unresolved. As such, the Review Team makes the following recommendation.

Recommendation #14: The Department should consider reducing the costume collection and relocate it to an available space on campus to preserve the most valuable historic pieces.

The reviewers suggest the continued use of the collection as a teaching tool and for gallery presentations which should bring further appreciation for the collection and give the Fashion Merchandising and Management program visibility on campus and in the community.

A second lab/classroom that includes a food lab with five stations that accommodate five students per station is set aside for majors in Nutrition and Food. The Self-study states that the equipment in the food lab is aging as the lab was built 18 years ago, so it is critical that a plan for equipment replacement be developed. The external reviewers note that a second space with commercial equipment was originally intended as a production lab, but the space is currently used as a lecture classroom.

Drs. Rabolt and Silliman report that there is a shortage of faculty office in the Department, resulting in an additional recommendation.

Recommendation #15: The Department should consider working with the Dean to resolve the shortage of faculty offices and move forward with the current plan to create new faculty office space.

The Review Team agrees that the Department should continue to explore other opportunities for needed space as well.

V. Strategic Planning and Budgeting

In this final section, the Review Team addresses whether or not the Department proposed improvement actions that can serve as the basis for an action plan. An action plan is the final phase of the soon-to-be proposed program review process.

The Review Team agrees that the Department adequately offers their programs, meets mandates, and deals with the immediate needs of faculty and students. However, there is less evidence that there is long-term strategic planning for the future leading to the following recommendation.

Recommendation #16: The Department should consider developing a strategic plan to include long-term plans for faculty hires, equipment replacement, and budget, and develop action plans for overall improvements in student success and learning.

The Self-study indicates that there were individual strategies and proposals to make programmatic improvements which could readily comprise the content for an action plan. For example:

[The Department could] maintain graduation rates despite a lack of resources with increased enrollment by reserving enrollment in bottleneck courses for those graduating. Other proposed actions came as a result of a focused inquiry of the Nutrition and Food Concentration related to career readiness: develop handout with information of job opportunities, and continue working with the advisory committee to ascertain trends and employer needs.

The Self-study also reported changes that were made since the last program review. The Consumer Sciences Concentration was deleted; the Apparel Merchandising and Design Concentration name was changed to Fashion Merchandising and Design; and the FACS Education Concentration was revamped to meet the California Career Technical Education standards and also changed its name. In addition, the annual assessment reports also indicated specific changes to the curriculum to improve student learning which varied depending on the PLO assessed.

The Department's Focused Inquiry included in the Self-study also provides number suggestions for future programmatic changes to the Nutrition and Food Concentration. As noted earlier, the Focused Inquiry targeted the Nutrition and Food Concentration because the Alumni Survey showed that fewer than 40% of NUFD graduate were employed in the field. The faculty developed 18 specialized questions that were included in a NUFD alumni survey that provided helpful information that the Review Team wanted to commend.

Commendation #12: The survey of Nutrition and Food Concentration alumni and employers provides helpful information.

While the results of the NUFD survey were similar to the OIR alumni survey in that the majority of the graduates were not working in the concentration field, the most common reasons stated were "Lack of available jobs in my field (61.8%) and Need of additional training (47.1%)." (p. 32 Self-study). The Department also developed an employer survey that was sent to known employers of

NUFD graduates. They reported an extremely high satisfaction rating for the alumni's knowledge and understanding of their major field of study and also provided relevant suggestion about how NUFN graduates can become more competitive in the field. Based on the Department's findings from the Focused Inquiry, the Department proposed four action items to enhance their students' career readiness:

1. Develop a student handout with examples of alumni who have obtained jobs in the nutrition field.
2. Develop a student handout with programs and companies who hire nutrition professionals including, websites and required skills.
3. Explore masters and certificate programs to better prepare students for careers.
4. Continue working with the Advisory Committee to develop strategies and courses to better prepare students for nutrition-related careers (p. 36, FACS Self-study).

Commendation #13: The Focused Inquiry was thorough and provided useful information that resulted in proposed actions designed to increase student career readiness.

RECOMMENDATION TO THE FACULTY SENATE

Based on this program review, the Self-study report prepared by the Department of Family and Consumer Sciences, and the external consultant's report, the Review Team recommends that the degree program in Family and Consumer Sciences be approved for six years or until the next scheduled program review.