

PROGRAM REVIEW REPORT SUMMARY

1. **Reporting Institution** Eastern Illinois University
2. **Program Reviewed** BS in Family and Consumer Sciences
3. **Date** February 1, 2018

4. **Contact Person** Melanie Tracy Burns, PhD, RDN
 - 4.1. **Telephone** 217-581-6680
 - 4.2. **E-mail** mdburns@eiu.edu
 - 4.3. **Fax** 217-581-6090

5. **Overview**

Within the undergraduate Family and Consumer Sciences (FCS) degree, three option areas are offered: Apparel and Textile Design, Financial Literacy, Hospitality Management and Merchandising; Dietetics; and Family Services with two secondary programs of Career and Technical Education: FCS Certification and General Studies: Childcare Education supported. The *mission* of the FCS program is to prepare students to empower individuals, strengthen families, and enable communities within the global environment through an integrated focus on individual and family development, nutrition and dietetics, financial literacy, merchandising, apparel and textile design, and hospitality management. The FCS mission supports the larger mission of the University through its focus on high impact integrative learning experiences that refines the student's ability to think critically as a leader within their community.

The *Student Learner Outcomes* (SLOs) include the following:

- a. Demonstrate an understanding of the FCS Body of Knowledge;
- b. Question, examine, evaluate, and respond to problems or arguments;
- c. Write critically and evaluate varied sources;
- d. Prepare, deliver, and critically evaluate presentations and other formal speaking activities;
- e. Produce, analyze, interpret, and evaluate quantitative material; and
- f. Make informed decisions based on knowledge of the physical and natural world and human history and culture.

The FCS faculty have remained active in research and service activities with all Unit A faculty presenting research at a professional conference and/or publication. Many of the FCS faculty provide leadership at state or national levels within their specific area of focus within FCS. Additionally, faculty have provided leadership at the University level by serving on the University Personnel Committee, Academic Program and Elimination Review Committee, Faculty Senate, Council on Graduate Studies, Committee on the Assessment of Student Learning, and the Council on Academic Affairs.

Since the last review, each program has updated curriculum, the assessment of the larger FCS program has been streamlined, the Klehm Hall Café is fully functioning, and faculty and

student research collaborations have increased. The plans for the future include the investigation of offering each program as its own degree program, provision of a new Fashion Merchandising Design program, strengthening the FCS Teacher Certification program by housing it back within the School of Family and Consumer Sciences (SFCS) and recruiting more heavily for this program, addition of an Aging Studies minor, continuous review and revision of the curriculum to better meet the needs of the students and job market, and an update of the physical space within the Infant and Child Development Laboratory.

6. Major Findings and Recommendations

a. Description and assessment of major changes in the program/disciplinary context

Since the last program review in 2009-2010, the following have occurred:

- The undergraduate program was re-accredited with the American Association of Family and Consumer Sciences in 2012 for a ten-year cycle.
- The Didactic Program in Dietetics (DPD) was re-accredited with the Accreditation Council for Education of Nutrition and Dietetics (ACEND) in 2017 for seven years.
- The Child Development Laboratory was certified for a three year cycle with the Illinois Department of Health and Human Services.
- Curricular revisions were approved for all program areas, including a new Fashion Merchandising option that merges the concepts of the Merchandising and Apparel and Textile Design programs as well as a substantial revision to the dietetics program.
- Two minors (Financial Literacy and Fashion Merchandising and Design) were developed to complement the FCS minor.
- According to current data presented by the Illinois Department of Labor Security Economic Information and Analysis Division and the United States Department of Labor Bureau of Labor Statistics, job growth in the majority of the program areas within FCS is expected.
- High-impact learning opportunities were supported by all areas within FCS during this review period. These high-impact learning opportunities included study abroad opportunities, internship experiences, student-led research and service learning. *Study abroad learning opportunities* were planned for South Africa, Italy, and Costa Rica. In Summer 2014, 17 students participated in a three-week study abroad experience in Italy and in Fall 2013, 8 students (4 of whom were undergraduate students) participated in a semester-long experience in South Africa. As all undergraduate FCS students are required to complete an *internship* (FCS 4275), FCS students experience the real world applications of the knowledge and skills being taught in the classroom. Students have interned at Walt Disney World, French Lick Resort, local correctional facilities, Von Maur, and hospitals, serving as educators, child advocates, Disney cast members, and sales representatives. Student-led research initiatives have been supported through college and university funding with several students presenting their research at local, state, and national conferences, such as the National Council of Undergraduate Research. The

undergraduate dietetic students lead the School with the highest number of presentations. Service learning experiences are offered throughout the curriculum as well as through the various FCS-related Registered Student Organizations (RSOs): the Student Association for Family and Consumer Sciences (SAFCS), the Student Dietetic Association (SDA), the Student Event Planning Association (SEPA), and Kappa Omicron Nu (KONu). For the past 4 years, FCS students have participated in the community-wide One Stop Christmas by making fleece blankets for local children. Additionally, SDA members continue to provide an 8-week nutrition education program twice annually to elementary students participating in the Ashmore Mentoring Program.

- The number of degrees conferred spiked in AY14-16 with a steady decline seen in the number of student credit hours generated.

Academic Year	Degrees Conferred	Student Credit Hours
AY2011	94	13,643
AY2012	91	14,134
AY2013	94	14,397
AY2014	111	12,695
AY2015	112	10,599
AY2016	85	9,211
AY2017	85	8,199

- The decline in enrollment was part of an overall university-wide decrease. More strategic recruitment efforts that promote the revised programming are being employed. Additionally, the number of faculty has also declined from 17 Unit A faculty and 11 Unit B faculty in Fall 2010 to the current 9 Unit A faculty and 6 Unit B faculty. This reduction in faculty has resulted in fewer faculty to teach in the program areas of Family Services and Dietetics.

	FA10	FA11	FA12	FA13	FA14	FA15	FA16	FA17
Family Services	194	219	281	275	244	214	192	156
Dietetics	69	62	68	61	55	53	46	50
Consumer Studies/Financial Literacy	14	9	7	6	8	6	2	2
Merchandising	45	56	54	41	33	29	17	16
Hospitality Management	109	108	89	81	77	76	61	35
Apparel & Textile Design	10	12	10	10	9	8	5	2
BA in General Studies: Childcare Education	8	8	9	12	7	7	12	15
CTE:FCS Emphasis	76	48	30	21	10	9	11	10

- Career opportunities for FCS alumni include managers of food services, hotels, retail establishments, and country clubs; child and family advocates; crisis care managers; Medicaid services coordinator; textile print designer; public health inspector; event planner; pattern designer; and registered dietitian nutritionists.

b. Description of major findings and recommendations for program improvement

Since the last review the following changes have occurred in the assessment plan:

- Starting in 2016, one Assessment Plan for the entire FCS major has been submitted to the Executive Director of the Center of Academic Support and Assessment (CASA). Previously, each program (6 in total) submitted a plan that included individual student learner outcomes for each program. Obtaining data for the 6 different programs proved challenging leading to ineffective assessment.
- With the change to one FCS Assessment Plan, the student learner outcomes were modified to not only address the needs of the larger FCS program and its mission, which was reviewed and slightly modified in 2016, but also to incorporate all of the five undergraduate University-wide Learning Goals.

With these changes, the FCS Assessment Plan is more streamlined and more effectively reflects student learning. Based on the latest Response to the FCS Assessment Plan by the Executive Director of CASA, the student learner outcomes section scored the strongest with a 3/3 and the process of the assessment (how, where, and when assessed) scoring the lowest with 1-2/3. The low score in this category of the Assessment Program Response Summary, was simply the result of the new combined assessment plan that included all of the program areas and trying to best determine ways to collect data at various points across the curriculum for each area. All other categories, "Expectations," "Results," and "How Results will be Used" scored a 2/3. Data are collected from a variety of classes as well as University assessment tools using both indirect (exit survey) and direct measures (exams, presentations, projects). The FCS Assessment Committee has recently been working to identify solutions to more effectively and efficiently collect assessment data from faculty teaching various courses.

Of the data collected, the majority of the student learner outcomes were achieved. Learner expectations and results are in place, but additional work is needed in establishing a clear feedback loop of communication as to how data/results will be used for program improvement.

c. Description of actions taken since the last review

Several improvements to laboratory space and classrooms have been made or are slated for change within the upcoming review period. The Apparel and Textile Design Laboratory updated computers, replaced broken sewing machines, and added specialty embroidery machines. The Klehm Hall Café was refurbished with new dining area furniture funded by an alumnae donation. The Klehm Hall Café and the Food Science Laboratory added new minor pieces of equipment to enable students to prepare and evaluate a wider variety of menu items. Currently, the Infant and Child Development Laboratory has secured a funding source to begin a multi-year improvement.

The School of Family and Consumer Sciences remains consistent with its outreach efforts. The Child Care Resource and Referral grant program continues to provide assistance to individuals, families, and communities with their child care needs. The LIFE Center (Literacy in Financial Education) was created since the last IBHE review to provide education and support for students regarding financial health and literacy. The Center, through its educational mission, encourages students to practice responsible financial behaviors and graduate with lower debt. In 2016, Drs. O'Rourke and Simpson, working with other faculty across campus, secured a renewable \$300,000 grant from the Illinois Science and Energy Innovation Foundation for the Smart Grid and Older Consumer project. In fall 2013, EIU, in consultation with the SFCS, elected not to continue its role in administratively house and operate the Peace Meal Senior Nutrition program.

d. Description of actions to be taken as a result of this review

Goals for the upcoming review cycle include the following:

- 1) Continue to offer students a wide variety of learning opportunities.
- 2) Review and revise curriculum to maintain a cutting edge presence.
- 3) Maintain outreach efforts both on campus and within the larger community.
- 4) Refurbish the Infant and Child Development Laboratory.
- 5) Maintain high level of research and creative activity and service.
- 6) Secure additional funding to better support the mission of the discipline.
- 7) Strengthen the FCS Teacher Certification and Childcare Education programs through extensive curriculum revision and targeted recruitment strategies.
- 8) Continue to strengthen the assessment of student learning.

7. Responses to Institution-Assigned Issues

Strategies implemented to support the integrative learning experience at EIU

See the seventh bulleted point in 6a for more information regarding high-impact learning opportunities.

Strategies to improve students' critical thinking skills

Grading rubrics have been designed for more classes with an intentional assessment of critical thinking ability. Course curriculum within the dietetics, hospitality management and the fashion merchandising areas include courses where concepts of quantitative reasoning are taught and elevated. Curriculum mapping guides were developed to determine where critical thinking is being addressed and assessed over the course of the program's curriculum. Progress is being made on assessing critical thinking in a variety of courses throughout the program's curriculum.

Unique, noteworthy activity that distinguishes FCS at EIU from other similar programs.

Compared to a similar program at Illinois State University, all EIU FCS students are required to complete an internship. The students at ISU do not have the benefit of engaging in an internship experience. The experience simulates the job interviewing/hiring process with the

student preparing a resume, locating an internship site, interviewing for the internship, and successfully completing an Experiential Learning Activity during the 120-360 hour internship.

8. Outcome

8.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

8.2 Explanation

The program is mission critical and enrollments are robust across the program's areas of specialization. The department's report meets expectations and is explicitly focused on student outcomes.

Jay D. Gatrell, Ph.D.
Provost & VPAA
2/6/18