Overview of the program. The B.A., B.S. in Family and Consumer Sciences is housed in the Department of Family and Consumer Sciences within the College of Applied Science and Technology. The department also offers a minor in family and consumer sciences and the M.A., M.S. in Family and Consumer Sciences program. The field of family and consumer sciences studies the relationship between individuals, families, and communities and the environment in which they live. The B.A., B.S. in Family and Consumer Sciences program prepares students for a diverse range of jobs, including positions in the global textile and apparel industries, dietetics and nutrition, interior design, family support services, and family and consumer sciences education at the junior and senior high school levels.

Description of the self-study process. The department conducted self-studies for five program accreditations during the 2010-2011 and 2011-2012 academic years. These specialized accreditation reviews required widespread involvement by faculty, staff, students, and advisory boards composed of employers and alumni and provided an excellent foundation for the program review report that was written in summer and fall 2012. The program review coordinator designated by the department chairperson utilized data provided by the Office of Planning, Research, and Policy Analysis on campus as well as data from alumni and senior exit surveys to analyze the program. Program faculty, students, and staff were extensively involved in the program review process.

Curriculum of the program. Students seeking a B.A., B.S. in Family and Consumer Sciences choose one of four sequences of study: apparel merchandising and design; food, nutrition, and dietetics; human development and family resources; and interior and environmental design. Students in the human development and family resources sequence have four options (human development, family relationships, consumer services, and teacher education), and students in apparel merchandising and design have two options (merchandising and apparel design/product development). All students take four core courses intended to meet common learning objectives for the discipline. Student learning outcomes outside of the core reflect current professional practices in each of the discipline areas and also build upon the shared learning objectives of the General Education program. All FCS majors are required to participate in either a professional practice or student teaching experience. This capstone experience may take place in a variety of venues, but there is always supervision by a qualified and trained preceptor who is a practicing professional in the appropriate field of study and who is in regular contact with a department faculty member. The B.A., B.S. in Family and Consumer Sciences program is not offered at off-campus locations.

Faculty of the program or unit. All tenured and tenure track faculty members in the department hold terminal degrees in their area of specialization, and all but the most recent hire have full graduate faculty status. Non-tenure track faculty members hold at least a master’s degree and have either teaching or professional experience in their area of specialization. The typical teaching load is three courses per semester with no additional credit given for large sections. Faculty members do not receive reassigned time for serving as sequence coordinator, graduate program coordinator, and some accredited program directors. All tenured and tenure track faculty members receive 0.25 full-time-equivalent reassigned time for research.

Goals and quality measures for the program. Since the department holds five accreditations, goals and quality measures for the B.A., B.S. in Family and Consumer Sciences program are based on the overarching accreditation by the American Association of Family and Consumer Sciences and more sequence-specific standards set by the other accreditors. Quality measures common to all sequences include small classes which promote faculty-student interaction; state-of-the art laboratories and equipment; exemplary professional practice, student teaching, and internship experiences; strong student organizations with active faculty advisors and student leaders; engaged advisory boards; and undergraduate student research partnerships with faculty. Quality measures specific to sequences include industry-grade laboratory equipment in foods and textile laboratories, strong clinical sites in teaching-research hospitals for child life and dietetic interns, access to state-of-the art computer technology in drafting and studio laboratories for interior and environmental design students, and an outstanding design library and lighting laboratory for interior and environmental design students.

Budget planning process. At the beginning of each fall semester, the department chairperson reviews the current strategic plan with the faculty. While faculty members may make suggestions for revision directly to the chairperson, sequence coordinators are asked to meet with their faculty and develop a list of equipment needs, remodeling projects, and additional staffing and enhancement requests. The chairperson then develops funding
proposals based on the strategic plan. The chairperson shares the proposals with faculty prior to submitting them to the college dean's office.

**Description of any accreditation this program receives.** The Department of Family and Consumer Sciences is accredited by the American Association of Family and Consumer Sciences (AAFCS) Credentialing Center. A self-study for reaccreditation was submitted in spring 2010, and a peer review team visited campus in spring 2011. In November 2011, AAFCS granted accreditation to the department. The next full accreditation review of the department is scheduled for 2021. The interior and environmental design sequence is accredited by the Council for Interior Design Accreditation (CIDA). The sequence submitted an interim report to CIDA in spring 2011 and, following a site visit, was granted full accreditation. The food, nutrition, and dietetics sequence is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The most recent site visit for this program was in spring 2011. In October 2011 ACEND awarded the program full accreditation. An interim report regarding two criteria involving assessment is due to ACEND in October 2013. The Family and Consumer Sciences Teacher Education program was reviewed by the National Council for Accreditation of Teacher Education (NCATE) in spring 2012 in conjunction with NCATE accreditation of the teacher education unit on campus. The program was granted full accreditation with no follow-up reports due.

**Summary and effectiveness of the student learning outcomes assessment plan.** Program faculty members have developed student learning outcomes assessment plans for each sequence and for the core courses in the B.A., B.S. in Family and Consumer Sciences program. These assessment plans are based on accreditation standards or, in the case of the apparel merchandising and design sequence, on goals established by the primary professional organization. A thorough assessment of each sequence curriculum and the core courses is conducted with every accreditation self-study review. The current assessment plans on file with University Assessment Services on campus were updated following recent accreditation site visits and again in fall 2012. Each plan relies heavily on course evaluation data (as dictated by accreditation standards) but has also incorporated information from alumni surveys and exit surveys of graduating seniors. As each sequence reestablishes its working advisory boards, their input will also be incorporated into the assessment plans. One of the most difficult tasks department faculty face is reconciling the extensive assessment conducted to maintain specialized accreditation with assessment requirements of the Illinois Board of Higher Education. Faculty is working to develop more reasonable plans to be placed on file with University Assessment Services and for determining a process to allow for annual collection of assessment data (as opposed to the more extensive assessment done every three to five years as part of an accreditation self-study).

**Actions taken since the last program review including responses to recommendations for program improvement.** The 2004-2005 program review recommended that the Department of Family and Consumer Sciences identify an optimum enrollment for each sequence, determine the viability of sequences with lower enrollments, increase efforts to recruit high-quality students and to increase participation in the Honors program on campus, report how library resources contribute to the curriculum, continue to monitor and update assessment plans for each sequence, and identify external funding sources and support and increase grantsmanship and scholarly productivity. The department chairperson, undergraduate advisor, and sequence coordinators have worked together annually to determine optimum enrollments by balancing new freshmen admissions with admission of internal and external transfer students. Enrollments have been strong in all areas since the last program review, and admission processes have been implemented to control for over-enrollment in each sequence. The department has worked more closely with its feeder community colleges to encourage the admission of well-prepared transfer students. At this time, participation in the Honors program by students in the department is lower than expected yet second highest in the college. Increasing participation has been identified as a short-term goal for the department. Since the last program review, department faculty has worked closely with the subject specialist at Milner Library to ensure that integration of library resources into research and learning for each sequence is well-documented. Faculty members have continued to provide input on acquisition and retention of library resources. Assessment plans have been updated for each sequence and were submitted to University Assessment Services in fall 2012. Recent faculty hires have brought an exciting new level of scholarly and creative productivity to the department. In the past two years, faculty members have initiated numerous grant application submissions to support research, including requests for funding from the United States Census Bureau, the United States Department of Agriculture, and State Farm Insurance. Two endowed funds have been established to provide funding for travel and professional development related to research.
Description and assessment of major changes in the program or discipline since the last program review.
The most significant changes in the discipline since the last program review are related to increasing requirements
for assessment and accountability by specialized accreditors. In particular, the undergraduate food, nutrition and
dietetics discipline has seen dramatic changes in standards and the need for more nutrition courses. Faculty must
therefore integrate these requirements with general education course requirements. Enrollment in the program has
increased from 408 students in fall 2007 to 558 students in fall 2011. Coupled with a significant number of
retirements, the department has depended heavily on non-tenure track faculty to meet increased student demand. The
number of non-tenure track faculty members (expressed in full-time equivalent units) in some years has exceeded
the number of tenure-line faculty members. The department chairperson will continue to work with the college
dean’s office and campus administration to address these needs.

Description of major findings and recommendations as a result of this program review.
As a result of recent accreditation self-studies and this program review, the following initiatives have been identified as department
priorities for the next three to five years: review and update the minor and develop a plan for its ongoing assessment;
review and update the food, nutrition, and dietetics sequence and the consumer services option of the human
development and family resources sequence; identify steps that can be taken in each sequence to shorten time to
degree; review and update the professional practice course; reinvigorate the advisory boards for each sequence;
increase faculty and student participation in the Honors program on campus; work with Alumni Services on campus
to integrate disciplinary alumni tracking information into a single alumni database for the department; develop an
annual evaluation process for academic advisement that includes information from sequence coordinators, faculty,
students, and alumni; and continue efforts to recruit students and faculty from underrepresented groups as
opportunities arise.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the
next three to five years. A key action to be taken related to the B.A., B.S. in Family and Consumer Sciences
program is selecting a permanent chairperson for the department. Once that has been accomplished, program faculty
will focus on the following priorities: review and update the food, nutrition, and dietetics sequence and the consumer services option of the human development and family resources sequence; initiate a process to ensure that the
assessment conducted through maintenance of specialized accreditation is incorporated into the assessment
processes developed with University Assessment Services on campus; and determine the viability of a non-dietetics
option for students in the food, nutrition, and dietetics sequence. Program faculty will also pursue other initiatives
identified in previous section of this summary.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A, B.S. in
Family and Consumer Sciences to be in Good Standing.

The committee thanks the program for a clear, concise, critical, and forward-looking program review report,
including an outstanding analysis of the program in relation to peer and aspirational programs.

The committee congratulates the program on its contributions to accreditation of the Department of Family and
Consumer Sciences in 2011 by the American Association of Family and Consumer Sciences; on accreditation of the
interior and environmental design sequence in 2011 by the Council for Interior Design Accreditation; on
accreditation of the food, nutrition, and dietetics sequence in 2011 by the Accreditation Council for Education in
Nutrition and Dietetics; and for accreditation of the teacher education program by the National Council for
Accreditation of Teacher Education in 2012.

The committee commends the program for its varied capstone experiences including overseas internships, its study
abroad options, and its support for sequence-oriented student clubs and student involvement in professional
organizations. The committee also commends the program for cultivating strong alumni and donor relationships
leading to a ten-fold increase in scholarship funds from FY08 to FY10 and for identifying ways to strategically use
those funds to further program goals. The committee appreciates the value the program has placed on the Honors
program on campus by naming a faculty member to lead efforts to increase program participation in it.

The committee recognizes program faculty for their increased scholarly productivity and grantsmanship.
The committee also recognizes collaborative efforts between the program and Milner Library to update and expand
research resources, integrate information fluency into the curriculum, clarify roles of the librarian and department
liaison to the library, and identify ways the department and library can work together during the next program review cycle.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2020, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Develop and implement a plan to encourage faculty and student participation in the Honors program.
- Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions.
- Integrate ongoing program assessment with assessment processes required by accreditors, with a goal of creating a sustainable assessment plan for the program that is independent of accreditation requirements.
- Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years.
- Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely completion at the sequence level.
- Continue efforts to recruit students and faculty from underrepresented groups.

**Comparative Data, B.A. and B.S. in Family and Consumer Science (19.0101)**

**Fall Enrollment**

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**Fiscal Year Discipline Costs per Credit Hour**

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