

REVIEW OF THE B.A., B.S., IN FAMILY AND CONSUMER SCIENCES

Classification of Instruction Programs (CIP) Code: 19.0101
Family and Consumer Sciences/Human Sciences, General

OVERVIEW

The **B.A., B.S., in Family and Consumer Sciences** program at Illinois State University is housed in the Department Family and Consumer Sciences within the College of Applied Science and Technology. The Department of Family and Consumer Sciences houses seven degree programs: a B.A., B.S. in Family and Consumer Sciences, a B.A., B.S. in Fashion Design and Merchandising, B.A., B.S. in Food, Nutrition, and Dietetics, a B.A., B.S. in Human Development and Family Science, a B.A., B.S. in Interior Design, a M.A., M.S in Family and Consumer Science, and a M.S. in Nutrition. In addition, the department offers a minor in Family and Consumer Sciences and a Dietetic Internship Graduate certificate. The last review of the B.A., B.S., in Family and Consumer Sciences program occurred in 2012-2013.

The B.A., B.S., in Family and Consumer Sciences program offers curricula specializing in the fields of apparel merchandising, apparel design and product development, nutrition and dietetics, human development, family relationships, consumer services, child life, interior and environmental design, and family and consumer sciences teacher education. Each of these discipline areas is characterized by an understanding of the complex interrelationships between individuals, families, and communities, and the various environments that surround and impinge on their functioning. Family and consumer science professionals understand that the perennial practical problems of daily life most often require integrative approaches and action, using the best available scientific knowledge and information to address the existing human needs or problems under consideration. Effective Fall 2016 four sequences were elevated to stand alone programs and deleted as sequences from this program. These included: Apparel Merchandising and Design sequence, Food, Nutrition, and Dietetics sequence, Human Development and Family Resources sequence, and Interior and Environmental Design sequence. Following this change, students enrolling in the B.A., B.S., in Family and Consumer Sciences select either the General sequence or the Family and Consumer Sciences Teacher Education sequence. The Family and Consumer Sciences Teacher Education program is the largest producer of Family and Consumer Sciences teachers in Illinois. Students in this program are prepared to teach in a variety of Family and Consumer Science areas.

Enrollment by Plan of Study, Fall Census Day, 2014-2021

B.A., B.S., in Family and Consumer Sciences, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Apparel Merchandising and Design sequence	124	132	24	6				
General sequence		1	6	9	3	6	3	1
Food, Nutrition, and Dietetics sequence	160	186	41	6				1
Human Development and Family Resources sequence	140	158	19	6	5			
Interior and Environmental Design sequence	68	88	14	2				
Family and Consumer Sciences Teacher Education sequence	46	40	57	51	63	66	71	82
Total	538	605	161	80	71	72	74	84

Table notes: Effective Fall 2016 four sequences were elevated to stand alone programs and deleted as sequences from this program. These include: Apparel Merchandising and Design sequence, Food, Nutrition, and Dietetics sequence, Human Development and Family Resources sequence, and Interior and Environmental Design sequence.

Degrees Conferred by Plan of Study, 2014-2021

B.A., B.S., in Family and Consumer Sciences, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Apparel Merchandising and Design sequence	48		33	15	1			1
General sequence	2		5	4	7	2	6	10
Food, Nutrition, and Dietetics sequence	30		35	10				
Human Development and Family Resources sequence	63		65	20		1		
Interior and Environmental Design sequence	21		32	2	1	1		
Family and Consumer Sciences Teacher Education sequence	9		10	8	16	20	16	14
Total	173	154	180	59	25	24	22	25

Table notes: Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018. Effective Fall 2016 four sequences were elevated to stand alone programs and deleted as sequences from this program. These include: Apparel Merchandising and Design sequence, Food, Nutrition, and Dietetics sequence, Human Development and Family Resources sequence, and Interior and Environmental Design sequence.

**EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT**

Program goals

Family and Consumer Science students will develop:

- Goal 1: critical thinking skills
- Goal 2: communication skills
- Goal 3: adopt the professional role
- Goal 4: skills for addressing the needs of individuals from diverse backgrounds

Student learning outcomes

Students will be able to:

Goal 1 outcomes:

- apply critical thinking skills to a research literature review
- apply critical thinking skills to the work environment

Goal 2 outcomes:

- develop a career plan and personal mission statement
- analyze literature to their program area
- apply communication skills in the workplace

Goal 3 outcomes:

- Identify professional organizations within their career field
- Develop professional attitudes

Goal 4 outcomes:

- Assess the impact of diversity on their future professional career goal
- Address issues of diversity within a program area

Program review conducted 2021-2022. Report submitted to the Illinois Board of Higher Education, Fall 2022

Program curriculum (2021-2022)

Graduation requirements (General sequence):

120 credit hours including 54-55 credit hours for the degree program and 39 credit hours for General Education. The 54 credit hours for the degree program include 54 credit hours of family and consumer science courses.

Graduation requirements (Family and Consumer Sciences Teacher Education sequence):

120 credit hours including 65 credit hours for the degree program and 39 credit hours for General Education. The 65 credit hours for the degree program include 41 credit hours of family and consumer science courses and 25 credit hours of professional education courses external to the Department of Family and Consumer Sciences.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction with three courses regularly offered online.

Department faculty (Fall 2021)

18 tenure track faculty members (5 Professors, 4 Associate Professors, and 9 Assistant Professors)

15 non-tenure track faculty members (7 full-time, 8 part-time, totaling 10.5 FTE)

Undergraduate student to faculty ratio: 20 to 1

Undergraduate student to tenure-line faculty ratio: 31 to 1

Specialized accreditation

The Department of Family and Consumer Sciences is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The department received full re-accreditation in 2021. The next scheduled departmental accreditation review will be in 2031. The Family and Consumer Sciences Teacher Education sequence, all teacher education programs at Illinois State University are accredited by the Council for Accreditation of Educator Preparation (CAEP). CAEP accreditation was approved in October 2019, and the next scheduled review will be Fall 2026.

Changes in the academic discipline, field, societal need, and program demand

The demand for the Family and Consumer Sciences teacher education graduates is high. In Illinois there are more openings than graduates and this is a common situation across the country (Werhan, 2018). Every year the Family and Consumer Sciences teacher education program has increased its enrollment thereby signaling the demand for the Family and Consumer Sciences teacher education sequence within the Family and Consumer Sciences B.A., B.S. program is high by prospective students.

Responses to previous program review recommendations

Since the Family and Consumer Sciences B.A., B.S. program was new in 2016, there was no previous program review. However, Department of Family and Consumer Sciences programs did go through AAFCS accreditation recently and was found to be in compliance with the AAFCS standards. Below are the recommendations for the previous program with sequences:

1. Develop and implement a plan to encourage faculty and student participation in the Honors program. The department now has an Honors Liaison to support FCS majors who are also honors students.

2. Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions. Currently there are 16 tenure-track faculty and 8 full-time non-tenure track faculty. This is an increase in tenure-track faculty since the last program review. Although the department would benefit from two additional tenure-track faculty, the ratio of tenure-track to non-tenure track faculty is very close to ideal at this time.

3. *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.* Each major with the department has its own assessment plan. Data is collected and submitted each academic year.

4. *Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years.* The Family and Consumer Sciences department now has a department-wide advisory board with membership covering all majors. The board meets at least twice per year. The board members participated in our last accreditation visit and will provide suggestions for our annual strategic goals

5. *Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely complete at the sequence level.* The department now only has one sequence with all others becoming majors/programs in 2016. Course planning for multiple semesters has helped time-to-degree and addressing obstacles. The department also hired a second academic advisor to provide more support of students and decrease time to degree.

6. *Continue efforts to recruit students and faculty from underrepresented groups.* This is an ongoing goal, but we do have more international faculty and have more male faculty than in previous years.

Major findings

A major finding of this program review self-study is that the Family and Consumer Sciences B.A., B.S. program is meeting the current needs of students and adding to the workforce. Program assessment measures are all generally positive and the faculty has done a good job keeping the curriculum up to date. Specifically, the Family and Consumer Sciences Teacher Education graduates are in high demand, and from all accounts the demand for Family and Consumer Sciences teachers will continue to be strong in the foreseeable future. In fact, according to the Department of Education, Family and Consumer Sciences was identified as a teacher shortage area in many states, including Illinois.

With the continued student enrollment growth of the Family and Consumer Sciences Teacher Education sequence, more faculty are needed in this area. Currently, there is only one faculty member who teaches all the Family and Consumer Sciences teacher education courses and serves as the program coordinator. The Chair and Dean advocated for and were approved an additional faculty member in the Family and Consumer Sciences Teacher Education sequence, authorized in FY23. With a successful search, the faculty member will support the program coordinator and the identified program improvements.

Initiatives and plans

Over the next three to five years, the faculty of the Family and Consumer Sciences B.A., B.S. program will focus on the following areas:

- Continue to adapt and implement a curriculum that is representative of the field. This includes offering teacher education specific classes in interior design and apparel as well as increasing requirements for additional coursework in the foods area.
- Pursue hiring Family and Consumer Sciences teacher education faculty
- Maintain program accreditation with AAFCS for Family and Consumer Sciences B.A., B.S and CAEP for Family and Consumer Sciences teacher education.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including advisory boards.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle that has changed dramatically as a result of the elevation of many of the individual sequences into stand-alone programs. Following the restructuring of these programs, two sequences remain in the program, the general sequence and the Family and Consumer Sciences Teacher Education sequence. While enrollments in the general sequence have remained low, enrollments in the Teacher Education sequence have risen over the period of review (from 46 in 2014 to 82 in 2021). As indicated by the program faculty in their self-study, the current enrollment level is essentially at the ideal target of 85 students. The program faculty see an opportunity for controlled growth of the program (with continued student interest and opportunities for graduates), but only with the support of additional faculty positions. The committee commends the Department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as male has increased from 6.6 percent in fall 2015 to 10.6 percent in fall 2020. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has increased (climbing from 23.0 percent in 2016 to 27.6 percent in 2020) during the period of review. The committee commends the program for the use of three endowed scholarship funds for incoming FTIC and transfer students. The committee commends the department for their comprehensive recruitment plan that includes the use of short videos, emails, postcards, flyers, social media postings, and participation in recruitment events (e.g., open houses, Redbird Days, and Presidential, University Scholar days, and tours for local high school students of the department's laboratory facilities). We also commend the department for the awarding of over \$40,000 annually for incoming FTIC and transfer students.

The committee commends the program faculty for their efforts to support the success of their students. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the creative and varied co-curricular options it provides its students which provide multiple opportunities to participate in activities that allow them to learn from experts in the field, network with potential employers, and compete in regional and national student competitions. These include the Family and Consumer Sciences Teacher Education Association and the Family and Consumer Sciences Ambassador program (providing opportunities to practice leadership skills) and access to membership in several organizations related to the varied disciplines within Family and Consumer Sciences (including the Fashion Design and Merchandising Association, the National Retail Federation Student Association, International Interior Design Association, Fix-It Friday, Fashion Show, Food, Nutrition, and Dietetics Club, Fresh FAVS, ISU-Council of Family Relations, and the Child Life Club). We further commend the program faculty for their support of study abroad opportunities to visit diverse international cultures (e.g., a 10-day study abroad program to Italy). The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commends the faculty for their substantial work to revise the curriculum during the period of review based on feedback from multiple stakeholders. This work included the elevation of the program from a sequence to a standalone program, the creation of two new undergraduate courses (i.e., FCS 353 and 354), and the revisions of the program designed to enhance the use of flexible pedagogy and research-based strategies to adapt and design effective content area instruction for secondary students with disabilities. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning

that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A., B.S. in Family and Consumer Sciences. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom. The committee also applauds the practice of asking faculty to submit a diversity statement as part of their annual productivity review.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

The committee commends the program faculty for being accredited by both the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, we also commend the program faculty for maintaining program standards that meet the Illinois teacher licensure requirements set by the Illinois State Board of Education which makes graduates qualified to teach in all areas of family and consumer sciences in grades 5-12.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Family and Consumer Sciences for the opportunity to provide input regarding the Family and Consumer Sciences program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong, resulting in steady growth in enrollments. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that faculty target external locations and internal programs with likely transfers in a strategic way.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the department level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around “student success” by defining the program’s goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program to

maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum, especially with respect to responding to accreditation standards. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee recommends continued development and expansion of the internship program for majors, perhaps through input from the board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers. The committee encourages the program to clarify the research components in the curriculum (e.g., are there potential discrepancies in required hours between professional practice and independent study) and to continue developing opportunities for student research and creative activities.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to family and consumer sciences to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the Department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Continue to refine a plan for alumni tracking and engagement. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.