

REVIEW OF THE B.A., B.S., IN HUMAN DEVELOPMENT AND FAMILY SCIENCE

Classification of Instruction Programs (CIP) Code: 19.0701
Human Development and Family Studies, General

OVERVIEW

The **B.A., B.S. in Human Development and Family Science** 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: B.A., B.S. in Family and Consumer Sciences, B.A., B.S. in Fashion Design and Merchandising, B.A., B.S. in Food, Nutrition, and Dietetics, B.A., B.S. in Human Development and Family Science, B.A., B.S. in Interior Design, 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. This is the first review of the B.A., B.S., in Human Development and Family Science program as a stand-alone program.

The B.A., B.S. in Human Development and Family Science prepares students to provide educational, preventive and intervention services to individuals and families which enhance personal, family and community well-being. Students develop the skills needed to assist people of all ages achieve individual and family well-being. Students enrolling in the B.A., B.S. in Human Development and Family Science select from either the Human Development and Family Science sequence or the Human Development and Family Science Accelerated sequence (established in 2021). The B.A., B.S. in Human Development and Family Science was elevated from the Human Development and Family Resources sequence within the B.A. B.S. in Family and Consumer Science degree program in Fall 2016.

Enrollment by Plan of Study, Fall Census Day, 2015-2022

B.A., B.S. Human Development and Family Science, Illinois State University
First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Human Development and Family Science sequence			130	123	120	124	115	108
Human Development and Family Science Accelerated sequence								
Total			130	123	120	124	115	108

Table notes: The Human Development and Family Science Accelerated sequence began in Fall 2021.

Degrees Conferred by Plan of Study, 2015-2022

B.A., B.S. Human Development and Family Science, Illinois State University
First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Human Development and Family Science sequence				37	56	44	35	37
Human Development and Family Science Accelerated sequence								
Total				37	58	44	35	37

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. The Accelerated sequence began in Fall 2021.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program will prepare students to:

- Goal 1: apply knowledge of human growth and development across the lifespan
- Goal 2: apply an understanding of interpersonal relationships and internal dynamics of families
- Goal 3: apply content knowledge and skills in professional and community settings
- Goal 4: use and apply decision-making skills to enhance capacity resources among individuals, families, and communities

Student learning outcomes

Students will be able to:

Goal 1 outcomes:

- Describe the developmental changes of individuals throughout the lifespan
- Identify, interpret, and apply developmental theories

Goal 2 outcomes:

- Describe and analyze parent-child and personal relationships across the lifespan
- Identify, interpret, and apply family theories
- Identify and describe contextual influences on development

Goal 3 outcomes:

- Identify and create developmental and culturally appropriate programs, activities, and experiences for individuals and families
- Communicate effectively with individuals and families
- Demonstrate cultural competence in interactions with individuals and families

Goal 4 outcomes:

- Identify resources in order to address individual, family, and community needs
- Utilize resources to enhance individual, family, and community well-being

Program curriculum (2021-2022)

Graduation requirements (Human Development and Family Science sequence):

120 credit hours including 51 credit hours for the degree program and 39 credit hours for General Education. The 51 credit hours for the degree program include 51 credit hours of family and consumer sciences courses.

Graduation requirements (Human Development and Family Science accelerated sequence):

120 credit hours including 51 credit hours for the degree program and 39 credit hours for General Education. The 51 credit hours for the degree program include 51 credit hours of family and consumer sciences courses. At least one course must be taken for graduate credit.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction, with two 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.

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

Teaching Styles: The use of technology in HDFS courses has increased since the last program review. For example, all courses utilize the course management program ReggieNet as a tool for assignment submission and/or as a means to disseminate information (i.e., lecture materials, handouts, etc.) to students. In addition, technologies are routinely utilized for course activities and assignments, such as assignments that involve raising a virtual child and caring for an infant simulator. Media, guest speakers, and critical thinking activities are commonplace in the Human Development and Family Science courses. Faculty in the Human Development and Family Science program revise individual courses to reflect the changing needs of individuals, families, and communities and provide opportunities for students to develop skill with diverse populations and materials. Further, they revise course content to integrate technologies, current issues, and in-demand skills. In addition, faculty emphasize transferable skills (communication, conflict resolution, teamwork, critical thinking, verbal, and written communication) that are paramount to the professional success of students.

Professions: Employment opportunities are readily available to graduates of the Human Development and Family Science program. Students are qualified to work in a variety of settings, including social service/non-profit organizations, residential care facilities, childcare/early education programs, healthcare settings, and youth programming. As stated under Teaching Styles, Human Development and Family Science faculty continually update courses to reflect the dynamic needs of individuals, children, and families in our communities in order to prepare graduates for the demands of the job market.

Demand for Graduates and the Program: There continues to be a demand for graduates of the HDFS program. Graduates find work in a variety of settings, most often in social service/non-profit and child care/early education settings. The professional opportunities available to Human Development and Family Science graduates are dynamic in that they are influenced by multiple factors – changing demographics of population, societal issues, policy changes, agency funding sources, etc. For example, as the population ages, there are more opportunities for Human Development and Family Science graduates to work with the aging population. The demand for Human Development and Family Science graduates will continue given that the needs of individuals, families, and communities are pervasive and dynamic in our society. According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook demand for HDFS graduates is projected to increase from 2020-2030 for positions commonly held by Human Development and Family Science program graduates, such as social and community service managers (15 percent projected growth, faster than average growth), social and human service assistants (17 percent projected growth, much faster than average), preschool and child care center directors (11 percent projected growth; faster than average), and preschool teachers (18 percent projected growth, much faster than average).

Responses to previous program review recommendations

The previous program review was completed at the departmental level when the current Human Development and Family Science major was within the Family and Consumer Sciences major as a sequence (Human Development and Family Resources) in 2012. The Family and Consumer Sciences major had the following recommendations listed in the program review in 2012.

1. Develop and implement a plan to encourage faculty and student participation in the Honors program. The department has an honor's liaison. Participation is encouraged at the department and program level. Participation has stayed steady over the last several years.

2. *Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions.* Department-wide the percentage of tenured faculty has increased since the previous program review. In the Human Development and Family Science program, 50 percent of the tenure-line faculty are tenured while 50% are within their first five years and pre-tenure. Currently, the tenured faculty hold the ranks of Associate Professor and Professor. The program has three positions that are non-tenure track lines including the Director of the ISU Child Care Center and the Director of the Child Life Graduate Program. Overall, 57 percent of the faculty in the HDFS program are in a tenured/tenure track position.

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.* The Human Development and Family Science program's assessment plan aligns with the content areas for certification as a Family Life Educator. The assessment plan is not required by the National Council on Family Relations, which is the professional organization that approved the Human Development and Family Science program as an Approved Program for the Certified Family Life Educator credential.

4. *Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years.* The Human Development and Family Science program advisory board continues to meet yearly and provide feedback on program development and growth. In addition, since the last program review, the Department of Family and Consumer Sciences created an Advisory Board with representatives from all program areas. This is helpful for feedback on core courses, recruitment, and professional practice requirements for all students in the department.

5. *Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely completion at the sequence level.* The Human Development and Family Science program has developed 4-year and 2-year transfer student plans of study to help reduce time-to-degree. In addition, the program now offers several classes both fall and spring semesters at all levels, such as FCS 101, FCS 224, FCS 231, FCS 252, FCS 310, and FCS 335. This Academic helps students overcome challenges with course availability in reaching their degree completion, particularly for transfer students. It also ensures that students are able to complete the courses required for the Family Life Educator certification (which they can apply for upon graduation).

6. *Continue efforts to recruit students and faculty from underrepresented groups.* This continues to be a departmental level initiative and part of our strategic plan.

Major findings

The results of the self-study indicate several aspects of the Human Development and Family Science program are working well, while other aspects could be improved/modified to better meet the needs of students. The themes that emerged from the self-study, including strengths and areas for improvement/modification, are summarized below:

1. The Human Development & Family Science program is meeting the current needs of students and employers. Students obtain employment in a variety of settings, including social service, early childhood education/care, and non-profit agencies. In addition, students pursue and complete graduate study in competitive fields (and programs) such as child life, social work, human development and family science, and counseling. Employment positions suitable for Human Development and Family Science graduates are projected to increase at faster than average rates in the current decade. Findings of the self-study indicate that students are exposed to potential careers through coursework and involvement in extracurricular activities; however, faculty could increase student awareness of opportunities through modifying course content to integrate career information and enhanced mentoring activities.
2. Overall results of Human Development and Family Science program assessment are positive and exceed thresholds indicating that students possess, comprehend, and apply/demonstrate knowledge and skill in professional settings. Faculty will review the coursework and experiential activities related to these outcomes and make necessary revisions, while continuing to monitor student success on such outcomes. In addition, additional sources of non-course-based assessment data could provide additional insight into student success on outcomes.

3. The current curriculum addresses all ten content areas required for certification as a family life educator through the National Council on Family Relations. Furthermore, the courses are offered in a manner that allows students to complete the courses required for the certification without extending their graduation date. The program is due for renewal as an Approved CFLE Program in October 2021. Faculty will review and respond to feedback received from the renewal committee to maintain status as an Approved Program for the Certified Family Life Educator credential.
4. The Human Development and Family Science faculty are dedicated, skilled, and student-centered educators, placing emphasis on providing enriching and relevant learning environments and opportunities for students. Undergraduates are involved in faculty-led research, with some presenting at national conferences. Faculty are involved with the two HDFS-affiliated Registered Student Organizations which provide opportunities for mentoring and professional development. Faculty are engaged in scholarship of teaching and learning (SoTL) research to evaluate the effectiveness and impact of the teaching strategies they employ in their courses. Finally, faculty consistently update their courses and integrate technology and other experiential learning opportunities in their courses to prepare students for advanced study and their future careers. To further enhance the program, individual courses will be reviewed and revised regularly based on formal and informal feedback received from assessment tools, alumni, and stakeholders. Faculty will increase opportunities for experiential learning and global learning to enhance the learning experiences of students and further prepare them for professional roles and advanced education in an increasingly diverse world.
5. The Human Development and Family Science program continues to value diversity, integrating diversity into coursework/curriculum and seeking to recruit and retain a diverse student body. The percentage of students representing minority groups is higher in Human Development and Family Science than in the Family and Consumer Sciences department and has shown growth over the review period. In terms of gender, few students in the major identify as male. Faculty will continue to discuss and implement recruitment activities that attract and provide a welcoming environment for a diverse student population.
6. Enrollment in the program has fluctuated and decreased over the review period. Faculty will continue to monitor enrollment, while discussing and implementing a variety of recruitment activities. The recent change to the two sequences within the Human Development and Family Science program, and more specifically the development of the accelerated (4 +1) program, is likely to attract First-Time-in-College and transfer students to the major. The accelerated program is unique, as comparative programs do not have such a program, and will likely attract students interested in future graduate study to Illinois State University versus the comparative programs. Additional recruitment activities will be implemented by all Human Development and Family Science faculty, with assistance from Family and Consumer Science advisors, Human Development and Family Science Student Ambassadors, and the Registered Student Organizations.

Initiatives and plans

During the next program review cycle, Human Development and Family Science faculty will take the following actions:

1. Continue to monitor the needs of employers and skills/admission requirements of graduate programs to prepare students for advanced study and employment.
2. Engage in activities to raise student awareness about potential careers and graduate school majors.
3. Review assessment data, and, if necessary, revise curriculum related to outcomes to enhance student performance on outcomes.
4. Review and revise the Human Development and Family Science assessment plan to ensure course-based data are appropriate for outcomes and to utilize data sources that are not course-based.
5. Maintain status as an Approved Program for the Certified Family Life Educator credential by responding to and maintaining the course recommendations set forth by the Approved Program Review Committee.
6. Continue to offer coursework in a manner that ensures students can complete the course requirements for the Certified Family Life Educator credential in a timely manner.
7. Maintain and increase experiential learning opportunities in appropriate courses, increase opportunities for student involvement in research, and develop opportunities for study abroad.
8. Continually update individual courses to address needs of individuals, families, and communities served by program graduates and to promote equity of diversity, equity, and inclusion.

9. Increase recruitment activities and marketing of discipline/program.
10. Continue efforts to recruit students and faculty from underrepresented groups.

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 Human Development and Family Science 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 from an external advisory board.

The committee notes that the program's enrollment during the period covering the program review cycle (2016-2020) has been declining slowly (with a low of 115 in 2020 and a high of 130 in 2016) but consistently near the program's indicated ideal target of 130 students. The program faculty see an opportunity for controlled growth of the program. The committee commends the Department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has increased from 22.3 percent to 33.0 percent. 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, and network with potential employers. These include the Family and Consumer Sciences Ambassador program (providing opportunities to practice leadership skills), student organizations including the Child Life Club (providing students educational and volunteer opportunities and leadership experiences), and the Illinois State University Council of Family Relations (allowing access to professional development opportunities beyond the classroom). 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 notes the fall-to-fall retention rates are generally at or above department, college and university-wide rates overall. The committee notes that most students complete the degree in five years or less and that this represents a steady trend since 2017.

The committee commends the faculty for their 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 a new undergraduate courses (FCS 336), and the development of an accelerated sequence for students interested in continuing their education in the M.A., M.S. in Family and Consumer Sciences program. 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 for being accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) and is currently in compliance with AAFCS standards. We wish the department well with their reaccreditation efforts. We also commend the faculty for their curricular work to maintain a curriculum that leads to student eligibility for certification as a Family Life Educator (CFLE-P).

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 and co-curricular activities 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 Human Development and Family Science program. Faculty members are active researchers who publish peer-reviewed journal 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 recommends that the program faculty consider taking a similar external perspective when developing their curricular and diversity initiatives.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Family and Consumer Sciences for the opportunity to provide input regarding the Human Development and Family Science 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 relatively stable enrollments, currently near the program's ideal target. 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. We recommend that the program continue to consider ways to use existing resources to highlight the unique opportunities of the program in their recruiting efforts. The committee also suggests that the program work with the Office of Admissions to gather data regarding the reasons that many accepted students chose to go elsewhere.

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 notes that the time to degree statistics for students completing the program are above university averages. However, the committee also notes that student fall-

to-fall retention rates have typically been lower than the university average over the same time. The committee recommends that the program faculty develop a plan for student success and retention. 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 recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. 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 and trends within the discipline. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee encourages the program to clarify the scholarship and creative activity components of the curriculum.

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 human development and family science 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.