Department of
Family & Consumer Sciences
and
Sociology and Social Work
Program Review Self-Study Report

Based on
Version 1.1
10/21/2015

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Instructions

Please use the data provided and the guiding questions to prepare your program review self-study. Please note that the data provided is not all of the data available to you and a more complete set of program review data will also be provided by the IE office. Also note that there may be a few questions that are not relevant to your academic unit and you can simply write "NA" in those text boxes where this is the case. Finally, the text boxes are intended for the reflective answers to the guiding questions and the summaries of your analyses. If there are related documents that contain data or more detailed information that will help the reviewers better understand your narratives, feel free to add these as appendices at the end. Please do not include anything in the appendices that is not necessary or referenced and discussed in the self-study itself.

Technical Note: For your convenience, fillable text boxes have been inserted after each question. If you have non-text items (e.g. tables, charts, etc.) you would like to insert into the document, feel free to remove and replace the textbox placeholder with your information.

Department Level Analysis

A) Introduction (context for department)

1. Name of Academic Unit, Program(s), and Center(s) that are included in this self-study: Include graduate and undergraduate, undergraduate majors, minors and concentrations, etc.

> **Department of Family and Consumer Sciences**
> Undergraduate majors: Child and Adolescent Development; Dietetics; Nutrition and Food
>   Concentrations: Nutrition and Health; Food Service Management
> Undergraduate minors: Child Development; Nutrition
> Adult Degree Completion Program: Child Development
>
> **The Department of Sociology & Social Work (SSW)**
> Majors: BA Sociology, BA Social Work,
> Concentrations: BA Sociology - Concentration in criminal justice,
> Minors: Sociology, Criminal justice)
> Adult degree completion: BA Criminal Justice, jointly offered with the College of Extended Learning (CEL).
>
> Affiliated Centers: The Center for Justice and Reconciliation (CJR)
>
> SSW is proposing a merger with the Department of Family and Consumer Science (FCS) which offers majors in child and adolescent development, dietetics, nutrition and food services. The merged department will be one of the largest undergraduate components of the university

2. This document will be read by both the PLNU Program Review Committee and external reviewers. What do these reviewers need to know about your current programs to understand their context and how they function within the department and across the university? (500 word maximum)

Department of Family and Consumer Sciences

In 2013-14, PLNU campus engaged in a Prioritization task to better align costs with expenses. The outcome of this prioritization activity to the FCS department was the elimination of the Fashion Merchandising, Housing and Interiors, and Family & Consumer Science programs, with the recommendation to disperse the FCS department with a goal of only 15 departments on campus. However, with the department desiring to keep a holistic approach, the administration approved the department staying intact and merging with the Sociology and Social Work department. In addition, a new Adult Degree Completion program in Child & Adolescent Development was designed, staffed, directed and approved by administration and is housed in the FCS department.

The FCS functions in the department as a team, meeting regularly, and making united decisions. All students who major in the department of FCS complete core courses including an introductory and capstone course. This serves to unify the different majors in the whole of FCS. Nutrition and Dietetics professors teach Child and Adolescent majors in core FCS courses and Child and Adolescent professors teach Nutrition and Dietetics students in core FCS courses as well.

As to how the FCS department functions across the university, the Early Childhood Learning Center (ECLC) is a learning laboratory used by nine different departments across campus, facilitating a variety of teaching opportunities.

The Department of Sociology & Social Work (SSW)

SSW is part of the College of Natural ad Social Sciences (NSS). Department programs integrate sociology as a theoretical foundation. Social Work (SWK) and Sociology- Criminal Justice (CJ) programs offer preparation for professional practice. The Social Work program is externally accredited by the Council on Social Work Education (CSWE) and has a program director separate from the department chair. The potential merger with FCS springs from post-prioritization discussions. The CJR engages issues of social and economic justice and is well-recognized on and off-campus. The NSS programs are staffed by a total of The ADC- CJ program operates at a community college campus in the County's southern region. The ADC program is currently operating without a Program Director and relies heavily on adjunct faculty. The department has a half-time administrative assistant for ten months of the year.

SSW employs consensus decision-making that values each member of the team. Faculty members are highly engaged in service to the university and are often selected for special task forces, temporary advisory teams, and peer support groups. Department faculty and staff are strongly connected to the broader San Diego community. These ties offer students across campus with opportunities to connect with external professional and faith-based networks.

3. If you believe that it will help the reviewers to understand your context, provide a brief history of what has led to your department's current structure and program offerings.

> **Department of Family and Consumer Sciences**
>
> The Department of Family and Consumer Sciences began as the Department of Home Economics in 1948 and offered a few courses in homemaking with a vision of a major and minor in general homemaking. The Department of Home Economics, with one major, was officially established in 1949, and provided a four-year curriculum of 22 courses with studies in food and nutrition, family and community health, home nursing, clothing and textiles, home planning and decoration, home management, consumer economics, child development and home economics education. Over the years, the Child Development major was established, along with the accredited Dietetics program. In academic year 2013-14, PLNU campus engaged in a Prioritization task to better align costs with expenses. The outcome of this prioritization activity to the FCS department was the elimination of the Fashion Merchandising and Interior Design programs as well as the Family and Consumer Sciences major. This left the department offering three majors: Child and Adolescent Development, Dietetics and Nutrition and Food. It was decided to merge the FCS department with Sociology and Social Work to help the university streamline costs.
>
> **The Department of Sociology & Social Work (SSW)**
>
> Classes in sociology and social work are a long-standing traditions of the University. In its formative years as Pasadena College, Phineas Bresee proclaimed the goal of serving the broader world and Nazarene deaconness' reached out as 'friendly visitors' to the community. Classes in sociology and social work helped build an understanding of that broader society. In 1998 Social Work was added to the department name and a feasibility study for establishment of a Council on Social Work Education (CSWE) accredited social program began. Social work (SWK) helps achieve the mission of PLNU and carries out a central purpose laid out by Bresee: a people grounded in Scripture, pursuing a well-rounded education, serving the poor, and promoting social justice out of an intense love for God.

B) Alignment with Mission

Please answer the following questions for all student populations served by your department: residential, graduate and extended learning:

1. Briefly describe how your department contributes to the intellectual and professional development of PLNU students.

> **Department of Family and Consumer Sciences**
>
> Effectively living in today's world requires intellectual honesty, spiritual formation, emotional maturity, physical well-being, and knowledge and skills for work and community service. Throughout the Family and Consumer Sciences curriculum, within the Department of Family and Consumer Sciences students are being prepared for the 21st century. The department's mission and purpose clearly define the importance of integrating knowledge with practical application in the natural sciences, social sciences and the arts as they relate to the enrichment of the lives of individuals and families.
>
> **The Department of Sociology & Social Work (SSW)**
>
> The capacity to engage in a complex, ever-changing, and global society are hallmarks of the modern scholar. Courses in sociology, social work, and criminal justice provide foundational theory, skills, and values and ethics needed to understand diverse social and cultural contexts. Students are taught to engage in critical thinking that uses an organized reasoning process, relies on empirical data, recognizes assumptions, accounts for social and cultural contexts, and considers the implication and consequences of human behavior. Courses grapple with contemporary issues, examine social systems and institutions, and explore the potential impact of integrating faith with professional action.
>
> Outside the classroom, faculty nurture the intellectual, spiritual, and professional development of students through mentor and advisor relationships. Students and faculty jointly participate in conferences, community presentations, research, and honors projects.

2. Review your department's mission, purpose and practice and discuss how your programs contribute to your student's spiritual formation, character development, and discernment of call.

Department of Family and Consumer Sciences

The mission of the Department of Family and Consumer Sciences is to equip students with knowledge and skills in one specialization of Family and Consumer Sciences, and to help support the students' development toward a personal commitment to improving 1) the lives of individuals and families in their professional endeavors, 2) the lives of community members, and 3) their personal family life.

Students majoring in the Department of Family and Consumer Sciences receive a theory-based, practical liberal arts education focusing on families and individuals in the areas of nutrition, human development, family and community health, resource management, personal development and leadership. The curriculum is planned to enable the student to develop a multi-cultural perspective, an understanding of the importance of serving others in their diverse environments, and the skills to meet the demands of life in an ever-changing society. The intellectual environment of the department encourages the students to be life-long learners through personal reading, research and/or graduate work.

The Department of Sociology & Social Work (SSW)

Programs in the SSW department help achieve the mission of PLNU and carry out a central purpose laid out by Bresee: a people grounded in Scripture, pursuing a well-rounded education, serving the poor, and promoting social justice out of an intense love for God. The current SSW department mission reflects this heritage: "As followers of Christ our mission is to nurture servant scholars who critically evaluate social and cultural patterns and constructively engage as agents of hope". If approved, the mission of the merged department will be, "As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patters, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

The departmental mission directly implements the PLNU goal to prepare students for service and leadership in serving the community. Department faculty members provide living examples of social justice and Christianity in action. Faculty expertise in understanding organizational structure and processes, analysis of research, and at times direct support to our neighbors-in-need are vital to the fabric of the PLNU community. SSW programs integrate liberal arts education, Christian tradition, and sacrifice into a professional use-of-self that is the essence of PLNU. The Wesleyan heritage of the University is further expressed in core values and educational objectives of the program. Students integrate liberal arts with professional training, grow in personal conviction and competence, and serve poor and marginalized people as an expression of faith.

Practical application of knowledge is emphasized through internship and service learning, study aboard or global studies, and community classroom. The department serves other majors through general education, cross-listed courses, and connection with the broader community. Department faculty members have helped to develop and implement creative and cross-disciplinary learning opportunities such as study in South Africa, the Urban Term, and Community Classroom.

Students who are exposed to the SSW department quickly discover that the capacity to serve others relies on self-awareness and cultural competence, a deep understanding of diverse social contexts, and essential communication and social engagement skills. Students and faculty across campus recognize SSW and CJR for social justice and active advocacy. The department is acknowledged as a socially welcoming place where extending personal care and grace to others are paramount. SSW is fondly known for food and hospitality. The evidence of student intellectual and personal development is seen in the campus-wide actions that have impacted PLNU community life in substantive ways such as Title IX implementation, Beauty for Ashes, or Voices of Love.

C) Quality, Qualifications and Productivity of Department Faculty

Current Full-Time Faculty				
Faculty Name	**Rank**	**Tenure**	**Degree**	**PLNU Service Years**
Gates, James	Professor	Tenured	PhD	14
Johnson, Brittany	Assistant	Tenure-track	MS	0
Leslie, Patricia	Professor	Tenured	PhD	16
Modesto, Kevin	Professor	Tenured	PhD	13
~~Murray, Nancy~~	~~Professor~~	~~Tenure-track~~	~~PhD~~	~~10~~
Rogers, Susan	Associate	Tenure-track	MA	25
Swann, Cynthia	Associate	Tenure-track	MS	10
Valiente-Neighbors, Jimiliz	Assistant	Tenure-track	PhD	0
Department percent of full-time faculty with doctorate (terminal) degree				**57%**
PLNU percent of full-time faculty with doctorate (terminal) degree (Fall 2014)				**82%**

1. Summarize the most recent scholarly and creative activities of the faculty in this department. If desired, include information about peer reviewed scholarship.

Department of Family and Consumer Sciences

Student poster session at California Academy of Nutrition & Dietetics, April 2017 – Cindy Swann

Peer-reviewed educational session presentation at American Association of Family and Consumer Sciences Annual Meeting, June 2016 – Jody Roubanis and Pat Leslie

Student poster session at California Association of Family and Consumer Sciences Biennial Conference, April 2016 – Jody Roubanis (FCS part-time faculty)

Student professional presentation at WASC Senior College and University Commission's Academic Resource Conference, April 2016 – Susan DeCristofaro Rogers

Student professional presentation at LiveText Assessment & Collaboration Conference, July 2016 – Susan DeCristofaro Rogers

Plan and Host California Academy of Nutrition and Dietetics San Diego Career Fair, Annually – Cindy Swann

PLNU Saves Campaign, 2015-16 – Jody Roubanis

Plan and Host Down Syndrome Action Easter Egg Hunt, Annually – Susan DeCristofaro Rogers

Plan and Host Special Olympics, Annually – Susan DeCristofaro Rogers

Workshop for Northern Arizona University undergraduates at PLNU – Susan DeCristofaro Rogers

Plan and Host San Diego Reggio Roundtable at Liberty Station campus, 2014, 2015, 2016, 2017 – Susan DeCristofaro Rogers

Student poster session at San Diego Reggio Roundtable, 2014, 2015, 2016, 2017 – Susan DeCristofaro Rogers

Active Student Dietetics Association – Cindy Swann and Brittany Johnson

Active Phi Upsilon Omicron Chapter – Susan DeCristofaro Rogers and Brittany Johnson

Professors who are Registered Dietitians earn 75 CEUs every 5 years – Cindy Swan and Brittany Johnson

Department Dinners for Students, 1-2 times a semester – All Faculty

Host PLNU Community Gratitude Dinner, December 2016 – Brittany Johnson

The Department of Sociology & Social Work (SSW- Examples with many more contributions on CV)

Living the dream by seeking shalom: A training on institutional racism and racial reconciliation in church and society, September 2016– Kevin Modesto

Overview of race and ethnicity in City Heights. San Diego Regional Girls Scouts Council Outreach Team Training. San Diego, CA, January 2016 – Kevin Modesto

Peer reviewer, North American Association of Christians in Social Work National Conference – Kevin Modesto

County Board of Supervisor, Proclamation for 15 years of Service, 2013 – Pat Leslie

San Diego Housing Federation, Ruby Award, Outstanding Advocate, San Diego County, 2013 – Pat Leslie

Point Loma Nazarene University, Presidential Community Service Award, 2012 – Pat Leslie

Regional Continuum of Care Council, quarterly presentations 2015-2016 – Pat Leslie

Regional Continuum of Care Council - Facilitator 1996-2016 – Pat Leslie

Supportive Housing Consultant - County of San Diego - 1992 -2016 – Pat Leslie

Southern California CoC Leadership Roundtable - 2000-2017 – Pat Leslie

25 Cities Leadership Group 2012-2015 – Pat Leslie

California Chapter, National Association of Social Workers, Military Social Work Awareness Day, Planning Committee, San Diego, CA, 2013 – Kevin Modesto

Measuring the Scope and Scale Sex Trafficking and Gangs in the San Diego/Tijuana Region. National Institute of Justice Research Report , 2016 - Jamie Gates and Ami Carpenter

Nurturing the Prophetic Imagination. Brazos Press, 2012, - Jamie Gates

Co-Chair, Research and Data, San Diego Advisory Council on Human Trafficking – Jamie Gates

Consultant, Nazarene Compassionate Ministries – Jamie Gates

Board Member, Past-President, Interfaith Center for Worker Justice – Jamie Gates

Co-chair, Research and Data Sub-Committee of the San Diego County Human Trafficking and Commerical Sexual Exploitation of Children Advisory Council (2011-present) – Jamie Gates

Member of the Executive Board of the San Diego Interfaith Committee for Worker Justice (2002-present; Board President 2008-2013) – Jamie Gates

Advisory Board Member, Institute for Peace and Justice, University of San Diego (2010-2014) – Jamie Gates

Sacred Conversation on Race, Coordinator, Peace United Church of Christ, Santa Cruz (2014-2015) – Jimiliz Valiente- Neighbours

Interfaith Satellite Shelter Program Volunteer, Peace United Church of Christ, Santa Cruz (2012-2015) – Jimiliz Valiente- Neighbours

2. Summarize the grants/awards received by the faculty.

Department of Family and Consumer Sciences
The RASP Grant
Professor Brittany Johnson: The purpose of this research is to study the effect of early intervention among freshmen college students to decrease the prevalence of developing eating disorders/disordered eating patterns. An intervention program will be founded in science-based evidence teaching proper fueling. It's not about a perfect diet but an optimal diet for overall health. Subjects enrolled in the intervention would learn the basics of food as fuel, no foods are off limits and positive body image. This research could lead to providing intervention to freshmen, ultimately decreasing eating disorders across the campus. Findings from the research are not limited to PLNU.

Alumni Faculty Grant
Professor Susan DeCristofaro Rogers: The goal of the Sensory Integration Center is to provide and demonstrate state of the art intervention for children that are dyslexic or delayed in language processing ranging in ages 5 to 12. The Center is created to be a distinctive learning community for university departments to pull together to serve students and community as a whole.

The Department of Sociology & Social Work (SSW- Examples with many more contributions on CV)
Annie E. Casey Foundation – Conceptualizing and Defining Faith-Based Organizations, $10,000 – Kevin Modesto
Annie E. Casey Foundation – Promising Practices of Faith-based Organizations, $15,000- Kevin Modesto
County of San Diego Public Safety Group Contract 2016-Present; $99,860k/yr to aggregate and disseminate all human trafficking research for the County of San Diego and to host a national research conference – Jamie Gates
National Institute of Justice Human Trafficking Grant 2013-2015; $470,000; "Measuring the Extent and Nature of Gang Involvement in Sex Trafficking in the San Diego/Tijuana Border Region;" collaboration with USD and SDSU- Jamie Gates
Department of Justice COPS, Strategic Applications International grant sub-awardee 2013-2014; $6,000; San Diego County Human Trafficking Summit and growth of the San Diego County Advisory Council on Human Trafficking and Commercial Sexual Exploitation of Children- Jamie Gates
Betty Peabody award by the San Diego County Crime Stoppers on April 2017. This award is given annually to a civilian or organization who helps law enforcement fight crime, reduce and/or prevent crime, and promote overall public and/or school safety – Jamie Gates
California State University San Marcos Civility Champion (2015)- Jimiliz Valiente- Neighbours
University of California President's Dissertation-Year Fellowship (2014)- Jimiliz Valiente- Neighbours
University of California Center for New Racial Studies Research Fellowship (2013) - Jimiliz Valiente- Neighbours
Kauffman Entrepreneurship Dissertation Fellowship – Daniel Davis (Part-Time Faculty)
Dissertation Fellowship, 2016, Kauffman Foundation, $20,000– Daniel Davis (Part-Time Faculty)
Research Fellowship Spencer Foundation, 2015, $10,000 (PI: Prof. Amy Binder) – Daniel Davis (Part-Time Faculty)
Lilly Foundation, Net-Vue, Exploration and Development of Interdisciplinary Training for Criminal Justice 2015, $2,200 – Pat Leslie

3. Describe how the scholarly and creative activities of the faculty impact the mission and quality of your department.

> **Department of Family and Consumer Sciences**
> The faculty scholarly activities such as sensory integration research, eating disorder research and clinical practice impact the quality of the department by insuring up to date practices in FCS fields of study and give students practical application. The creative activities such as student/faculty dinners, the campus-wide gratitude dinner, Special Olympics and events planned by Phi Upsilon Omicron and the Student Dietetic Association support the mission of improving the lives of individuals, families and communities.
>
> **The Department of Sociology & Social Work (SSW)**
> Offering knowledge and applying skill with external communities helps extend the prominence and voice of the university. External constituents' recognition of the contributions of the department, the CJR, and faculty enhance professional networks and extend opportunities for student engagement in community settings such as field internship. The department mission directly expresses the goal to constructively engage in the community as agents of hope. Faculty members model this engagement and join with students to support their activities in community. The SSW and FCS departments host events that express Christian hospitality to marginalized, oppressed, or 'forgotten' members of the community such as Special Olympics, a Border Pilgrimage, Veterans' Social Work and Health Care retreat, and others.
>
> This high level of productivity is generated by a team of faculty and part-time support staff with long-term commitment to the university. The team composition, however, is 25% below the PLNU rate of full-time faculty with terminal degrees (Table C). Additionally, the rate of full-time to adjunct faculty for the merged department falls well below the university norm.

4. Comment on the adequacy and availability of institutional support and outside funding for professional development and travel.

> **Department of Family and Consumer Sciences**
> The FCS department feels the support for professional development and funding is adequately provided.
>
> **The Department of Sociology & Social Work (SSW)**
> The University provides $1,000 in professional development funds for each full-time faculty. Up to one half of these funds can be retained to support a second year pf approved activities. SSW faculty have also received support from external organizations such as National Alliance to End Homelessness, Funder's Together San Diego, San Diego Housing Commission, Community Solutions, and National Institute of Justice to offset the costs of travel to trainings and conferences. The University also supports participation in annual conferences with accrediting bodies and membership in professional associations.

Department Faculty Instructional Loads (FT, PT, and Adjuncts)				
(excludes release time and independent studies)				
	2012/13	2013/14	2014/15	3-yr wgtd Avg
SCH per IFTE	**413**	**468**	**454**	**445**
PLNU* SCH per IFTE	*430*	*456*	*459*	*448*
SFTE per IFTE	**12.89**	**14.63**	**14.20**	**13.90**
PLNU* SFTE per IFTE	*13.61*	*14.42*	*14.50*	*14.17*
* PLNU figures do not include School of Education or Extended Learning as data is not available at this time.				
Independent Studies Units Generated	15	25	9	16

Individual Faculty Instructional Loads										
	2012/13			2013/14			2014/15			3-Yr
Full-Time Faculty	IU	SCH	SCH/ IU	IU	SCH	SCH/ IU	IU	SCH	SCH/ IU	SCH/IU
~~Butterfield, Max (Psychology Dept)~~				0.4	12	**29.0**	1.2	21	**17.0**	**20.6**
~~Conklin, Mary~~	22.2	371	**16.7**	23	341	**14.8**				**15.8**
Gates, James	13.5	297	**22.0**	10.3	268	**26.1**	12.4	314	**25.3**	24.3
Leslie, Patricia	17.0	192	**11.3**	18.3	197	**10.8**	16.3	183	**11.2**	11.1
~~McKinney, David (LJML Dept)~~				0.5	3	**6.0**				**6.0**
Modesto, Kevin	21.2	308	**14.6**	22.2	359	**16.2**	13.0	285	**21.9**	16.9
~~Murray, Nancy~~	23.0	192	**8.3**	24.5	255	**10.4**	17.5	250	**14.3**	**10.7**
Rogers, Susan	20.7	548	**26.5**	20.5	500	**24.4**	23.0	572	**24.9**	25.2
Swann, Cynthia	20.0	185	**9.3**	22.0	261	**11.9**	23.0	278	**12.1**	11.1
~~Trinidad, Jonathan~~	22.0	583	**26.5**	25.0	824	**33.0**				**29.9**
~~Wilder, Kay~~	16.8	403	**23.9**							**23.9**
~~Wing-Peterson, Margaret~~	22.0	321	**14.6**	24.0	544	**22.7**	24.0	547	**22.8**	**20.2**
• Links to complete reports that include part-time and adjunct faculty o 2014-15 o 2013-14 o 2012-13										
Total Full-Time Faculty	202.7	3,532	**17.4**	190.6	3,564	**18.7**	130.5	2,450	**18.8**	18.2
Total Part-Time Faculty	--	--	**--**	16.0	584	**36.5**	17.3	579	**33.4**	34.9
Total Adjunct Faculty	63.4	1,042	**16.4**	60.3	1,055	**17.5**	111.0	1,870	**16.8**	16.9

IU = Instructional Units: Generated faculty workload units excluding release time
IFTE = Instructional Full-Time Equivalent: Total Instructional workload units divided by 24
SCH = Student Credit Hours: Generated student credit hours associated with the faculty member
SFTE = Student Full-Time Equivalent: Total Student Credit hours divided by 32 for undergraduates/24 for graduate students

5. Compare the SCH load of each faculty member against the departmental average. What does this tell you about the distribution of faculty workload within the department? What changes, if any, might be appropriate?

Department of Family and Consumer Sciences
Nancy K Murray and Kay Wilder have retired. Margaret Wing-Peterson has resigned from full-time faculty duties. The only two full- time faculty on this graph are Susan Rogers and Cynthia Swann. The CHAD program has only one full-time faculty who is also department chair, teaching with 75-85 CHAD majors in the program from 2012-2015. Cindy Swann oversees the accredited dietetics program with class size fluctuating from year to year. FCS only has 50.9% of teaching time covered by full-time faculty, with the other 49.1% taught by adjuncts.
The Department of Sociology & Social Work (SSW)
Faculty teaching general education courses have higher IU / SCH rates, in part as a result of larger class sizes. Faculty with lower rates exclude release or administrative time mandated by external accrediting bodies or contracted work –load accommodations.

6. Does looking at the SCH and SFTE to IFTE ratios compared to PLNU averages provide any insights for your program? Explain.

> **Department of Family and Consumer Sciences**
> The PLNU research of FCS's KPIs indicated we are at 50% while the campus-wide goal is 75.5%. We were ranked 15 of 16 departments for highest use of adjunct services.
> **The Department of Sociology & Social Work (SSW)**
> Our student faculty ratio is the highest among comparator and aspirant institutions in our review. We currently employ 1.5 faculty members in sociology, resulting in 31 to 1 student teacher ratio, BIOLA is next with a ration of 27 to 1, a student faculty ratio closer to 15 to 1 seems more in line with the programs we assessed in the review. Additionally, according the new PLNU KPI Data Dashboard Sociology and Social had 36.6% of it courses taught by full-time faculty 16th out of 16 departments.

7. Looking at the longitudinal history of independent study units generated in this program, does this provide any insights that might be worth looking into? Explain.

> Over the years, independent studies have been offered to prevent students from prolonging graduation for one or two semesters. Because many FCS courses are offered every other year, students who participate in study abroad or need to repeat a prerequisite course get off track. If acceptable transferrable courses could not be found online, it was deemed necessary to offer the course as an independent study to allow the student to graduate.

8. What role do part time and adjunct faculty play in the quality and success of the department?

> Adjunct faculty play a huge role in the success and quality of both current department's instruction. Adjunct professors are highly qualified professionals working in their respective fields, with a love for teaching, and sharing with students. Use of adjunct faculty provide a broader array of perspectives and expertise. The ADC programs rely heavily on adjunct faculty who are limited to 15 units per year.

D) Progress on Recommendations from Previous Program Review
1. List the findings from the previous program review and discuss how each finding has been addressed.

The recommendations from the FCS department's 2007 Program Review are as follows:

1. Increase General Education courses from the Department of Family and Consumer Sciences.

It was the hope that either FCS 150 Human Development or FCS 225 Fundamentals of Nutrition could be developed into a general education course. However, only one course, FCS 315 (3) Personal, Family and Community Health, is currently available as an option in a General Education (GE) section requirement.

2. Evaluate the appropriateness of changing the concentrations of 1) Family and Consumer Sciences, 2) Fashion Merchandising, 3) Housing and Interior Environments, 4) Food Service Management and 5) Nutrition and Health into separate majors.

This is no longer a viable recommendation since the FCS department no longer continues to teach the first three concentrations above. Additionally, we are proposing to change the Nutrition major to three new concentrations (Nutrition and Food Concentration, Sports Nutrition Concentration and Nutrition Counseling Concentration) so this recommendation is no longer a concern.

3. To require all Child Development majors to be fingerprinted using the Index Identification Services.

It is a requirement for all students who are working in the field experience or internships for early childhood education.

4. Increase the faculty within the department to five full-time members and continue adjunct faculty for the balance of the unit/course load. The full-time member will be in nutrition/dietetics, and at least one adjunct professor in housing and interiors will be needed to cover the additional course content and unit increase.

Again, this recommendation is now outdated since FCS no longer offers Housing and Interiors as a major. With the retirement of the full-time professor who taught Fashion Merchandising and Housing and Interiors, the department lost one full time member. However, we did gain a much needed full time professor to teach the dietetics/nutrition programs, so were successful in fulfilling this recommendation.

5. Equip Evans Hall 121 and 122 with up-to-date media equipment.

Because the IT department on campus has been diligent about keeping our classrooms' technology up-to-date, this recommendation was fulfilled.

6. Increase yearly department budget by 25% over the next five years.

Although we have not had a budget increase, we have been able to meet our budget successfully.

7. Reallocating increased space and redesigning the north wing of Evans Hall for use as full office space by the Department of Family and Consumer Sciences.

No changes have been made to Evans Hall office space. This will be a new recommendation made depending on where the new merged department will be housed.

8. Develop a plan for offering one graduate program, Master's of Arts in Family and Child, and an internship program in Dietetics.

To date, no graduate programs have been developed; however, the department did initiate a successful Adult Degree Completion program in Child and Adolescent Development.

Goals from Prior Program Review For SSW	
Goal	Action
Develop student handbook and internship evaluation forms for Sociology and Criminal Justice.	Completed and implemented in both programs.
Complete an Alumni Survey.	Completed and implemented every 3 years.
Evaluate the Social Work Major in light of CSWE July 2001 standards.	Evaluated and redesigned multiple times, since accreditation achieved effective 2008.

Develop a Social Work Advisory Committee of community service agency leaders.	Completed and active for over a decade.
Complete the second report to the Council on Social Work Education	Accredited and re-accredited.
Continue to improve the functioning of Sociality, as a student organization.	This has largely shifted into the social work club.
Evaluate the possibility of reconnecting to Christian Missions Minor	The minor was eliminated. Several conversations occurred about developing a new minor of joint major. Leadership shifts in SoTCM have resulted varied interests over the years.
Continue active support of the Center on Justice and Reconciliation.	We partner consistently and try to provide support for the center efforts, particularly regarding curricular arenas.
Simplify sociology major and catalog copy.	Completed.
Strengthen criminal justice concentration.	The Criminal Justice concentration has developed into a solid program, staffed by a range of professionals with expertise in their particular fields.
Rewrite goals and objectives for social work. Review each syllabus of required courses to assure that program goals are reflected in course goals.	Accomplished multiple times with accreditation 2012 and re-affirmation of accreditation 2016.
Develop list of qualifications (and file of job openings) for employment opportunities for BA level (generalist) social workers.	Accomplished, but has more recently be augmented by the Office of Strengths and Vocation.
Develop list of qualifications (file of job openings) for BA level criminal justice majors	Accomplished, but has more recently be augmented by the Office of Strengths and Vocation.

2. What additional significant changes have been made in department programs since the last program review? (e.g. introduction of new major or minor, significant reshaping of a program, etc.)

Department of Family and Consumer Sciences
We started an Adult Degree Completion program in Child and Adolescent Development; due to prioritization there was an elimination of Fashion Merchandising and Interior Design programs; we experienced the retirement of two full-time professors (Chair and Fashion & Interiors); we were successful in hiring an additional dietetics/nutrition professor.
The Department of Sociology & Social Work (SSW)
Social Work Accreditation; ADC-CJ program development; loss of one Sociology faculty; relocation of our department to Rohr Hall from Culbertson to establish departmental identity, co-locate faculty and provide significant social and classroom space. Additional incremental changes or adjustments occur regularly to enhance program quality in response to assessment findings.

E) General Education and Service Classes

Link(s) to the Department's GE data stored on the GE assessment wheel:
- FCS_Evidence_GELO_2.a_2014-2015_Family-Consumer-Sciences
- SSW_Evidence_GELO 2.c_2014-2015_Sociology
- SSW_Evidence_GELO_2014-2015_Civic Engagement SOC103
- SSW_Evidence_GELO_2014-2015_Civic Engagement SOC201

Reflection on longitudinal assessment of general education student learning data: (If you don't have longitudinal data, use the data that you do have)

1. What have you learned from your general education assessment data?

> **Department of Family and Consumer Sciences**
> FCS 315: From student self-reporting they found the project to be useful and significant in increasing their personal well-being. They learned about the process of changing a behavior which included setting realistic goals, researching information to guide them, being accountable, adjusting their plans if needed, being consistent, and processing their progress through daily journaling.
> **The Department of Sociology & Social Work (SSW)**
> SOC101, 103, and 201 have been extremely successful in getting students to engage with people from a variety of perspectives as well as opening students to new cultural perspectives. The department has met or exceeded our goals for general education, since we have begun to assess them in the 80 to 90% percent range.

2. What changes (curricular and others) have you made based on the assessment data?

> **Department of Family and Consumer Sciences**
> FCS 315: The behavioral change project continues to be a significant learning experience and practical application of wellness practices. The following changes to the project have been made to yield the desired outcomes.
> Summer 2016 Online Class: Changed the journal submission that was normally due at the final to requiring that it be submitted on a weekly basis. Instead of the Behavioral Change Project being a 3-week process, it was changed to 4 weeks. The rubric was also rewritten to reflect the change from 25 total points possible to 30 points.
> **The Department of Sociology & Social Work (SSW)**
> SOC/SWK – We our achieving our assessment goal, thus no changes have been made.

3. What additional changes are you recommending based on your review of the assessment data?

> **Department of Family and Consumer Sciences**
> FCS 315: This course will be taught by new faculty this summer and we will reevaluate after the summer to see what changes may need to be included. This transition has been carefully scaffolded from one professor to the other regarding the GE assessment component.
> **The Department of Sociology & Social Work (SSW)**
> SOC/SWK – There are no plans for change as we our achieving our assessment goal.

4. How do the pedagogical features of your GE courses compare with the best practices for teaching GE in your discipline?

Department of Family and Consumer Sciences

FCS 315: Some of the advantages of online learning for a GE course are as follows:

• Learning goals are clearly stated with explicit criteria spelled out in the rubric for each assignment so that students know what's expected and how they can be successful. For difficult assignments, an example is provided to help students see what the end product should look like.

• Individual research and group discussions are included in each learning module so students can learn from each other's research and opinions. This serves as a way for the teacher to assess how students are grasping new content and concepts.

• Individual feedback is given to students in a timely manner so they know if they are on track. They can also track their progress at any time by accessing their current grade in the class. The teacher also encourages feedback from students, acknowledging difficulties in the learning system and can quickly do a course correction when needed.

• A summative project is used to assess integration of knowledge and personal application. Student ownership is aided by having them plan, organize, and then monitor their own work by using self-reflection. Progress is checked frequently throughout the course.

The Department of Sociology & Social Work (SSW)

SOC/SWK – All of our GE courses include high impact pedagogical practices such as: active learning, service learning, hybrid, group work, and forced decision making followed by conversations. The nature of our discipline is highly conducive to the most up to date pedagogy.

5. What new pedagogical practices have been tried in GE and service classes by members of your department in the last few years? What has your department learned from these experiments?

Department of Family and Consumer Sciences

FCS 315: • Online learning with advantages listed above. Other advantages include:

- o Using a medium that students are comfortable with making it more likely for them to share at a personal level.
- o Every student's 'voice' is heard, even the quietest person.
- o Those who need time to process before sharing have the ability to think through their answer before typing their response.

The Department of Sociology & Social Work (SSW)

- o SOC/SWK – See above.

6. Are there changes that you could make that would make your part of the GE more efficient and effective (e.g. reducing the number of low-enrollment sections, resequencing of classes, reallocation of units, increase interdisciplinary efforts, etc…)?

Department of Family and Consumer Sciences

FCS 315: • Use real-time chats with students to encourage engagement and connection.

• Make greater use of group projects that require collaboration.

The Department of Sociology & Social Work (SSW)

SOC/SWK – We have been asked to add additional sections of our GE courses the last few years. There are no low enrollment sections.

7. What service courses (non-GE courses that primarily support a program in another department) does your department teach? Are there changes that you could make that would make your service courses more efficient and effective?

Department of Family and Consumer Sciences
FCS 120, 150 and 225 are FCS service courses. We attempted to teach FCS 150 online, however, student feedback and learning outcome data showed this was not an effective way to teach the course. The course reverted back to, and will remain, a full semester face-to-face class.
The Department of Sociology & Social Work (SSW)
SOC360 Race and Ethnicity is essentially a service course for nursing. We offer two sections each semester, which fill regularly. Often there is a waiting list for the courses.

********** Future: find a way to include a GE committee review in this step **********

Program Level Analysis (CHAD)

Bachelor of Arts in Child & Adolescent Development (traditional program)

CHAD-F1) Trend and Financial Analysis

First-Time Freshman Admissions Funnel							
Child & Adolescent Development	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inquiries	69	77	108	95	141	168	164
Share of PLNU inquiries	*0.6%*	*0.5%*	*0.7%*	*0.5%*	*0.8%*	*0.8%*	*1.0%*
Completed Applications	29	18	37	54	50	39	41
Share of PLNU Applications	*1.4%*	*0.7%*	*1.3%*	*1.9%*	*1.7%*	*1.5%*	*1.6%*
Applicant Conversion Rate	42.0%	23.4%	34.3%	56.8%	35.5%	23.2%	25.0%
PLNU Applicant Conversion Rate	*18.6%*	*17.3%*	*17.0%*	*15.7%*	*16.1%*	*12.1%*	*15.0%*
Admits	23	14	19	35	29	28	29
Share of PLNU Admits	*1.3%*	*0.7%*	*1.0%*	*1.8%*	*1.4%*	*1.3%*	*1.4%*
Selection Rate	79.3%	77.8%	51.4%	64.8%	58.0%	71.8%	70.7%
PLNU Selection Rate	*87.4%*	*72.9%*	*68.9%*	*69.0%*	*70.5%*	*79.5%*	*79.8%*
New Transfer Admissions Funnel							
Child & Adolescent Development	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inquiries	6	8	16	15	27	38	45
Share of PLNU inquiries	*0.7%*	*1.1%*	*1.8%*	*0.9%*	*1.8%*	*2.1%*	*2.2%*
Completed Applications	3	5	10	8	8	20	12
Share of PLNU Applications	*0.7%*	*1.3%*	*2.0%*	*1.7%*	*1.6%*	*3.0%*	*2.7%*
Applicant Conversion Rate	50.0%	62.5%	62.5%	53.3%	29.6%	52.6%	26.7%
PLNU Applicant Conversion Rate	*50.2%*	*55.5%*	*56.2%*	*28.4%*	*33.2%*	*36.9%*	*21.7%*
Admits	3	4	8	5	6	14	12
Share of PLNU Admits	*0.9%*	*1.7%*	*2.9%*	*1.8%*	*1.9%*	*3.3%*	*3.4%*
Selection Rate	sm	80.0%	80.0%	62.5%	75.0%	70.0%	100.0%
PLNU Selection Rate	*79.3%*	*57.9%*	*54.8%*	*60.5%*	*65.4%*	*64.1%*	*79.2%*
sm = cell sizes too small							

1. What does this data tell you about the external demand for your program? What does this say about the future viability of your program?

> The external demands for Child and Adolescent Programs have shown a steady, strong demand for the last decade. The demand for BA programs in Child and Adolescent is expected to dramatically increase. New standards in child development at all private and state funded Early Childhood programs including Transitional Kindergarten teachers are expected to be passes by spring 2017. It is estimated somewhere between 4,000 and 5,000 early childhood teachers in San Diego county will need to complete a BA in Child Development. This is expected to impact both the traditional program and degree completion program.

First-Time Freshman Admissions Yield							
Child & Adolescent Development	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	23	14	19	35	29	28	29
Matriculants	**5**	**7**	**5**	**15**	**11**	**4**	**8**
Share of PLNU Matriculants	*0.9%*	*1.2%*	*0.9%*	*2.5%*	*1.7%*	*0.7%*	*1.3%*
Yield Rate	**21.7%**	**50.0%**	**26.3%**	**42.9%**	**37.9%**	**14.3%**	**27.6%**
PLNU Yield Rate	*29.3%*	*30.5%*	*27.7%*	*30.3%*	*31.0%*	*27.9%*	*29.9%*
New Transfer Admissions Yield							
Child & Adolescent Development	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	3	4	8	5	6	14	12
Matriculants	**1**	**3**	**3**	**4**	**2**	**10**	**4**
Share of PLNU Matriculants	*0.6%*	*2.2%*	*2.0%*	*3.0%*	*1.4%*	*5.1%*	*2.3%*
Yield Rate	**sm**	**sm**	**37.5%**	**80.0%**	**33.3%**	**71.4%**	**33.3%**
PLNU Yield Rate	*51.1%*	*60.2%*	*54.7%*	*47.3%*	*44.6%*	*46.0%*	*48.0%*
sm = cell sizes too small							

2. How does your yield rate (percentage of students who enroll at PLNU after being admitted) compare to the PLNU average? If your rate is more than 8 percentage points above the PLNU average, what factors do you believe are contributing to this positive outcome? If your rate is more than 8 percentage points below the PLNU average for more than one year, what factors do you believe are contributing to this difference?

> The yield rate for CHAD majors as first time freshmen is inconsistent; both above and below PLNU averages. This is due to the fact so many students at age of entry know they love children and adolescents, but are not sure of how they want to serve vocationally. They may decide in the program that they want to specialize in counseling or social work. Many of our majors come from other programs after they take courses or field experience at the Early Childhood Learning Center.

Enrollment Child and Adolescent Development							
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Child & Adolescent Development	**44**	**45**	**61**	**71**	**82**	**73**	**72**
Share of PLNU Undergraduates	*1.8%*	*1.9%*	*2.6%*	*2.9%*	*3.2%*	*2.8%*	*2.7%*
Minors	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Child Development	**13**	**11**	**12**	**16**	**21**	**17**	**13**
Share of PLNU Minors	*3.8%*	*3.2%*	*3.5%*	*4.4%*	*5.9%*	*4.1%*	*3.6%*
Major Migration of Completers*							
Top Importing Programs:	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**6-yr Total**
Undeclared	2	2	3	4	7	5	23
Pre-Nursing	1	3	1		3	2	10
Liberal Studies	1		1		1	2	5
Psychology				1	1	1	3
Exercise Science					1	1	2
Top Export Destinations:	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**6-yr Total**
Social Work	1				1		2
* Based on degree completions of students who either started or finished within the program and who originally matriculated as first-time freshmen							

3. What does this data tell you about the internal demand for your program? Does this raise any questions about the viability and/or sustainability of your program as it is currently configured? Explain why or why not. Are there any actionable strategies that you can do that might make a difference if your trends are in the wrong direction?

> The CHAD program has shown a steady increase in enrollment for over a decade. The CHAD programs attract students interested in a variety of careers that serve children and families. This includes professions such as Early Childhood Specialist, Educator, Children's or Youth Minister, Child Life Specialist, and Parent Educator, to name a few. With the new standards for Early Childhood Education predicted to be passes spring 2017 for Early Childhood Education Permit- Teacher Level, Master Teacher, and Supervisor Level, PLNU is in the perfect place; being able to offer a four year degree program in Child and Adolescent Development.

General Education and Service Credit Hour Production Child & Adolescent Development and Family Consumer Sciences Courses				
	2011/12	**2012/13**	**2013/14**	**2014/15**
Total program student credit hours	1,434.0	1,601.0	1,809.0	1,705.0
Number of GE sections taught	3	2	2	2
% of SCH that are GE	14.4%	10.7%	11.3%	11.3%
Share of PLNU GE SCH	*0.6%*	*0.5%*	*0.6%*	*0.5%*
Number of service course sections taught				
% of SCH that are service		No service courses in this program		
Share of PLNU service SCH				

4. What does this data tell you about how your program is impacted by the needs of GE and other academic disciplines? Does this raise any questions about the viability and/or sustainability of your program if these non-programmatic trends continue? Explain why or why not.

> This is not accurate information. FCS 120 – Child and Adolescent Development is a service learning course for the School of Education. FCS 150 – Human Development is a service learning course for the School of Education and the School of Nursing. Both FCS 120 and FCS 150 need to meet the needs of the competency of Teacher Credential in the Human Development criteria. Service learning is something that the CHAD program facilitates in a non-typical setting. The Early Childhood Learning Center is a laboratory school that is under the CHAD program and it serves an average of 9 different departments each year; facilitating laboratory experiences to meet course needs. The ECLC facilitates an average of 400-525 students each semester both in field experience and course laboratory experience.

Delaware Study Data Child and Adolescent Development/Family and Consumer Sciences Programs												
	2010/11			**2011/12**			**2012/13**			**2013/14**		
Program Cost per SCH	**$233**			**$190**			**$177**			**$126**		
Benchmark Percentiles	$129	$247	$426	$150	$267	$326	$136	$207	$495	$122	$257	$733
Ranking	Low			Low			Low			Low		

5. We know that the following factors influence the Delaware cost per credit hour:
    - Large amount of GE and service classes taught by the program
    - The career stage of the program faculty (early career faculty are less expensive)
    - The number of elective courses in the program
    - The amount of unfunded load (faculty receiving more credit for a course than the number of units received by a student – e.g. 4 units of faculty load for teaching a 3 unit class)
    - The amount of release time associated with the program

- Faculty members on sabbatical
- The size of the department budget and the cost of specialized equipment

Please reflect on your program's Delaware data in light of this information. In particular, what factors contribute to your program having a high (above 75th percentile), medium (50th-75th percentile), or low (below 50th percentile) ranking?

> The CHAD program has been consistently running low from 2010-2014. The program has 1 full time faculty at present and 5 adjunct faculty that serve the CHAD program.

6. Recognizing that not all factors above are under departmental control, what kinds of adjustments might be made to reduce the cost per student credit hour?

> Not applicable.

***** Future *****
Financial Data: (possibly delayed to the future)
Extra Revenue Generated by Program (lab fees, studio fees, etc.)
Extra Revenue per student credit hour
Extra Costs for the program (equipment not purchased outside of department budget, etc.)
Extra costs per student credit hour
Modified Delaware values: Delaware – extra revenue per SCH + extra costs per SCH

7. Do these modified Delaware values tell you anything new about the future viability and/or sustainability of your program as it is currently configured? Please explain.

> The current load is not sustainable. Considering the predicted demand of BA Child Development programs, we will not be able to meet the needs of the traditional program and degree completion program at this low level without the hiring of a CHAD full time faculty member. The degree completion program is getting a new hire of a program director in 2017 which will help facilitate some of the needs at the traditional campus.

CHAD-F2) Findings from Assessment

Links to the department's assessment wheel
Family and Consumer Sciences Department
(duplicated in Dietetics and Nutrition/Food program sections)

- Student Learning Outcomes
- Curriculum Maps
- Assessment Plan
- Evidence of Student Learning
- Use of the Evidence of Student Learning

Reflection on longitudinal assessment of student learning data:
1. What have you learned from this program's student learning assessment data?

This last academic year, the FCS team focused on developing a sustainable, effective assessment plan. We assess 2 learning outcomes each year. We are in the process of developing rubrics that are effective in measuring the learning outcomes. The assessment plan and learning outcomes are linked to the Assessment Wheel. What we are learning in the assessment process is that it is an ongoing process. We are continually evaluating and making changes to curriculum and teaching methods. The more the FCS team understands the depth of assessment, the more we are changing the tools we are using.

Outcome Measure: Exit exam is given to all graduating seniors for both fall and spring semesters. Exit exam focuses on the level of competency in particular field of study. Criteria for Success: 70% or higher average for each of the programs in the Department of Family and Consumer Sciences.

Majors	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Ave %
Child and Adolescent Development	77	75	79	77	77	75	76	71	74	71	70	69	73	77	80	75

The seniors met the 70% criteria for success. The average score in Child and Adolescent Development went up. This confirms that the CHAD students are able to retain the information that they have learned throughout their program. The next step is to develop a measure to determine their ability to analyze and evaluate the information learned. This would be done through case studies.

Family and Consumer Science
Early Childhood Learning Center (ECLC)
Field Experience Survey Results
2015-2016

Learning Outcome:
1.   Identify and describe normative similarities and differences of physical, cognitive, emotional and social theories at each development stage from prenatal through adulthood.

Outcome Measure:
Workshop training one/two including field experience at the ECLC.

Criteria for Success (if applicable):
75% of students will score at effective or highly effective in this indirect assessment.

Longitudinal Data:
This is the first year the survey has been used for learning outcome 1.

Workshop One Fall and Spring
1=ineffective   2=somewhat effective   3=effective   4=highly effective

At the end of my field experience I am able to:	1	2	3	4
Identify the differences of cognitive, emotional, social and physical development of young children.	1	2	34	71
My field experience at the ECLC has helped me:	**1**	**2**	**3**	**4**
Gain a deep understanding of the three domains (physical, social/ emotional, cognitive).	0	0	29	79

Workshop Two Spring
1=ineffective   2=somewhat effective   3=effective   4=highly effective

At the end of my field experience I am able to:	1	2	3	4
Identify the following emergent skills and levels of development of young children: • Math skills • Block Exploration • Science Exploration • Literacy Skills (stages of reading and writing)	0	1	11	6
My field experience at the ECLC has helped me:	**1**	**2**	**3**	**4**
Gain a deep understanding of the emergent skills (math, blocks, science, literacy, reading and writing) of young people.	0	1	8	9

Conclusions Drawn from Data:
Criteria was met both fall and spring semesters 2015-2016. The combination of workshop 1 and field experience successfully met students' perceived understanding of cognitive, emotional, social and physical development of young children differences with 71 identifying at highly effective. Gaining a deep understanding of the three domains (physical, social/ emotional, cognitive), 79 scoring highly effective.

Changes to be Made Based on Data:
The ECLC team determined from this data that more explanation of emergent levels (math skills, block exploration, science exploration, literacy skills) should be reinforced during field time.

2.   What changes (curricular and others) have you made based on the student learning assessment data?

Full time faculty reviews and evaluates each fall the scores for each program. Careful review of each question with a high percentage of wrong answers will lead to a discussion of how to best meet needs of students in pedagogy and curricular changes.

3.   What additional changes are you recommending based on your review of the student learning assessment data?

A goal of the FCS team after program review is to redesign the Senior Outcome Assessment Exit Exam to case studies. This would match the pedagogy that faculty are moving toward in teaching and would help us assess their abilities in synthesizing information that was learned instead of focusing on information that was retained.

DQP Outcomes with Scores

DQO Summary Family and Consumer Sciences

Child and Adolescent

	2016	2015	2014
Intellectual Skills	🟩	🟩	🟩
Specialized Knowledge	🟩	🟩	🟩
Applied Learning	*	*	*
Broad Integrative Learning	*	*	*
Civic and Global Learning	🟩	🟩	🟩

Nutrition and Health

	2016	2015	2014
Intellectual Skills	🟩	🟩	🟩
Specialized Knowledge	🟩	🟩	🟩
Applied Learning	*	*	*
Broad Integrative Learning	*	*	*
Civic and Global Learning	🟩	🟩	🟩

Dietetics

	2016	2015	2014
Intellectual Skills	🟩	🟩	🟩
Specialized Knowledge	🟩	🟩	🟩
Applied Learning	*	*	*
Broad Integrative Learning	*	*	*
Civic and Global Learning	🟩	🟩	🟩

Food Service and Management

	2016	2015	2014
Intellectual Skills	🟩	🟩	🟩
Specialized Knowledge	🟩	🟩	🟩
Applied Learning	*	*	*
Broad Integrative Learning	*	*	*
Civic and Global Learning	🟩	🟩	🟩

Met or exceeded target 🟩
Below target, but within 10% of target 🟨
More than 10% below target 🟥
* Data not gathered this year (many departments assess outcomes on mulit-year cycles)

DQP Definitions

Intellectual Skills
Intellectual Skills define proficiencies that transcend the boundaries of particular fields of study: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.

Specialized Knowledge
What students in any specialization should demonstrate with respect to the specialization, often called the major field. All fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications and cognizance of limits.

Applied and Collaborative Learning
Applied learning suggests what graduates can do with what they know. This area focuses on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.

Broad and Integrative Knowledge
Students integrate their broad learning by exploring, connecting and applying concepts and methods across multiple fields of study to complex questions—in the student's areas of specialization, in work or other field-based settings and in the wider society.
Civic and Global Learning
Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of the university, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies reflect the need for analytic inquiry and engagement with diverse perspectives.

Reflection on DQP related data:

Understanding that the DQP framework provides one particular lens on the meaning, quality and integrity of your curriculum, reflect on the DQP data and framework provided for your program.

4.   What have you learned from this program's DQP comparison?

> Met or exceeded our targets (green).

5.   What changes (curricular and others) have you made based on the DQP comparison?

> Last year we re-wrote learning objectives and are currently in the process of writing rubrics to meet curriculum maps and assessment plans. We focus on two learning outcomes per year. All three FCS programs are on the same cycle.

6.   What additional changes are you recommending based on your review of the DQP comparison?

> Our plan is newly developed and we are on the first year of testing our model. Currently, there are areas we have not gathered and assessed our outcomes. We will make changes as we see needs develop.

Links to stakeholder assessment data
(if present this will be department housed data)
• Surveys
• Focus Groups
• Market Analysis
• Etc…

Reflection on stakeholder feedback data:

7. What have you learned from this program's stakeholder assessment data? If you do not have stakeholder data, please provide a plan for how you will regularly collect this in the future.

> The CHAD Program has served three different groups.
> 1. FCS Alumni survey of all 5 programs in the department. It looked at the CORE of the Department and each academic program. (Please see attached survey.) Significant findings include: Strengths of portfolios Area of improvement is that the CHAD students felt that they had deep understanding of family systems and parenting styles but wish they had more extensive training in how to meet needs and challenges of 21st century families (blended families, deployed parents, same sex parents, adoptive families) that they serve every day.
> 2. Community Partner Preschool Administrator Survey – This was given to administrators that have hired our graduates. The results were encouraging of the CHAD Alumni meeting the NAEYC Standards of excellence in theory and practical application as viewed by employers. No areas of concern came out of this data.
> 3. Focus groups: surveys were done to evaluate spring 2012 Field Experience at the Early Childhood Learning Center. It was revealed that students did not feel prepared and were not totally clear of expectations of field experience.

8. What changes (curricular and others) have you made based on the stakeholder assessment data?

> A course was designed in the Degree Completion program to address this need. It focuses on Parent Education and partnering with families; meeting ever changing needs of families. Fall 2012, learning outcomes were designed with laboratory experience to meet learning outcomes of the courses. Workshops 1 and 2 as two hour workshops were created. The center facilitates 6 workshops each semester to help develop practical understanding. Assessment data is collected each semester. Since 2012, reported 95% between effective and highly effective in meeting learning outcomes for laboratory experience.

9. What additional changes are you recommending based on your review of the stakeholder assessment data?

> Changing the traditional FCS 385 Parenting class to one focused on parenting and preparing students to meet families of various needs. This course will focus on Parent Education and partnering with families.

CHAD-F3) Curriculum Analysis

In looking at your curriculum, the program review process is asking you to analyze it through three different lenses. The first lens is looking at your content and structure from the perspective of guild standards or standards gleaned from looking at programs at comparator institutions. The second lens that of employability and is asking you to look at your curriculum and educational experiences from the perspective of skills and professional qualities that you are developing in your students that will serve them will in their future work and vocational callings. The third lens is that of pedagogy and is asking you to look at the delivery of your curriculum to ensure a high quality student learning experience.

Menu and Elective Unit Analysis Child and Adolescent Development	
Number of menu and elective units required by the program	12
Number of menu and elective units offered by the program	16
Menu/Elective Ratio	1.33
Longitudinal Class Section Enrollment Data	
• Link to Class Section Enrollment Report	

Comparison of current curriculum to guild standards and/or comparator institutions.

If your guild standards are associated with a specialized accreditation that your program has, these should be the basis of your analysis. If your guild standards are associated with specialized accreditation that we do not have, then you should primarily use comparator institutions as the basis for your analysis.

If your guild has standards that are not associated with specialized accreditation, then you may choose to use those standards and/or comparator institutions.

After consultation with your Dean, provide the set of guild standards or a list of the comparator institutions that you are using in your analysis.

If using guild standards:
1. Please provide a list of the guild standards that you are using to evaluate your curriculum.

> NAEYC Standards California Standard for Child Development Teaching Profession – current and proposed draft California licensing requirements in Child Care
> ECLC – Program Review 2015-2016 – Recommendations.

2. Indicate if and how your curriculum satisfies the standards (this can be done in a table or narrative form). If applicable, indicate areas where your curriculum falls short of the standards.

> Using NAEYC Standards Alumni reported 82% or higher effective. Our program is strong in courses of Development, however the curriculum course FCS 310 4 units is under select 12 upper division and not required. In comparison of other programs we were the only one that it was not mandatory. The state recommendation for licenses is 2 curriculum courses in Early Childhood. An added Health component to FCS 425 Child and Adolescent Nutrition – taking it from 3 units to 4.

Based on the analysis of standard and reflection on the menu and elective ratio above, consider and discuss the following questions:
3. Are there courses in your program that should be modified? Why or why not.

> In reviewing Proposed California Permit changes the following is recommended:
> FCS 310 Early Childhood Education – be reduced 4 units to 3 units
> FCS 120 – reduce 4 units to 3 units
> Add a new course called Observation and Assessment (2 units) that would be required. This course would also count as a second curriculum course for the California permit.

4. Are there courses that should be eliminated? Why or why not.

> Remove Children's Literature in required courses to select 12 courses.

5. Are there courses that could be merged? Why or why not.

    Take away FCS 305 (3 units) Life Cycle Nutrition requirement as a prerequisite for FCS 425.

6. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

    Replace with Nutrition 101 (New Course)

7. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the guild standards and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

    We have a strong program especially in the breadth of development but need more required practical application and curriculum and assessment of young children.

If using comparator institutions:
1. Begin by working with your Dean to identify a list of 5-8 comparator schools to use. In selecting schools, consideration should be given to type of institution, mission of the institution and the number of students majoring in the program.

    Institution 1 Texas Christian University
    Institution 2 Oklahoma Christian University
    Institution 3 Harding University
    Institution 4 Ashford
    Institution 5 LaFetra College of Education
    Institution 6 Texas Tech University
    Institution 7 Olivet Nazarene University

Gather the curricular requirements for the program in question at each of the comparator institutions.
2. Use this collection of curricular requirements to develop a list of curricular features that are essential for programs of this type. In addition, make note of any innovative or creative curricular feature that may be useful in enhancing the quality of you program.

    Overall we observed a strong difference in breadth of teaching infant through adolescence. They all had had more than one required curriculum courses. Children's Literature is only required by one of the comparator schools. Pattern of adding a cultural component to parent education, pattern of required practical application – hours in student teaching (practicum or internship). Many programs have courses on observation assessment and intervention in working with young children.

Review this list with your Dean before using it to analyze your own curriculum.

3. Indicate how your curriculum compares to the list of curricular features from your analysis (this can be done in a table or narrative form).

> No required curriculum course to date, this is not aligned with other programs.

Based on the analysis of comparator programs and reflection on the menu and elective ratio above:

4. Are there courses in your program that should be modified? Why or why not.

> FCS 310 Early Childhood 4 units be required take 1 unit any that was used for assessment and observation.
> FCS 120 4 units take away one unit use for observation
> FCS 385 2 units Family and Parenting – change add Parenting Theory in Cultural Contexts 2 units
> FCS 475/480 Change to required child development internship and practicum/ student teaching

5. Are there courses that should be eliminated? Why or why not.

> LIT 325 should be moved to select any from 12 units; take FCS 305 Life Cycle Nutrition 4 units

6. Are there courses that could be merged? Why or why not.

> Not at this time

7. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

> Take 1 unit from both FCS 120 and FCS 310
> Add 2 unit Observation and Assessment of Children class
> Add 2 unit Basic Nutrition 101 class to be prerequisite of FCS 425 Child Nutrition

8. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the comparator schools and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

> PLNU CHAD Program offers a strong base of development courses in both breadth and depth in comparison to many other schools. Our students also have a lifespan development understanding which comparator schools don't require. We have a strong base in nutrition that requires 2 courses, both lifespan and child nutrition. Other schools did not require nutrition at all and some only required child nutrition. We are the only program that does not require a curriculum component, but have it as an elective. Most comparator schools have 2 curriculum required courses. FCS 310 is recommended to be required and an addition of an assessment and observation course to be developed and required. Most comparator schools require practicum (student teaching) or internship. Ours has been emphasized as an elective, but not required up to this point. It is recommended to be a requirement – internship and/or practicum senior year.

Burning Glass Skills Data Child and Adolescent Development		
1. Communication Skills	5. Leadership	9. Supervisory Skills
2. Organizational Skills	6. Planning	10. Quality Assurance & Control
3. Writing	7. Customer Service	11. Management
4. Teaching	8. Problem Solving	12. Multi-Tasking

Analysis of the curriculum against preparation for employment

9. The Burning Glass data provides a list of skills for students entering common professions that are often linked to your major. Indicate in the table if and where each skill is being taught in your program. Based on reflecting on this data, are there changes you would recommend making to your curriculum?

> 1. Communication Skills – FCS 120, FCS 310, FCS 313, FCS 355, FCS 497
> 2. Organizational Skills – FCS 120, FCS 310, FCS 420, FCS 460
> 3. Writing – FCS 150, FCS 310, FCS 313, FCS 355, FCS 460
> 4. Teaching – FCS 310, FCS 425
> 5. Leadership – FCS 460, FCS 470, FCS 475, FCS 497
> 6. Planning – FCS 310, FCS 460
> 7. Customer Service – FCS 310, FCS 460
> 8. Problem Solving – FCS 310, FCS 355, FCS 420, FCS 460
> 9. Supervisory Skills – FCS 460, FCS 470, FCS 475, FCS 497
> 10. Quality Assurance & Control – FCS 460
> 11. Management – FCS 460
> 12. Multi-Tasking – FCS 310, FCS 355, FCS 420, FCS 460

10. Some programs may serve to prepare students with professional qualities and skills that can serve them well in a great variety of professions that may not show up in data sets like Burning Glass. If this is indicative of your program, please identify the unique skills and/or professional qualities that your program develops in your students and indicate where in the curriculum this is being taught or developed.

We intentionally scaffold students to develop a professional voice. This is introduced in FCS 101 and culminates in FCS 497. In FCS 497, students develop their professional philosophy of how they want to serve, their professional code of ethics, resume and cover letter critique, and display work samples all in their e-portfolio. Students present their e-portfolio to a panel of faculty and administration.

We are very intentional in requiring practical application including field hours in a range of settings throughout the program.

Courses with required practical application are FCS 120, 150, 310, FCS 203, FCS 313, FCS 355, and FCS 420.

NAEYC standards are woven in to curriculum and practical application at the Early Childhood Learning Center.

CHAD Alumni survey indicates a high level of skill in these areas:

1. Understanding and Applying Developmentally Appropriate Practice
2. Assessing Young Children of Diverse Abilities
3. Observing and Gathering Evidence
4. Teaching Social Competence and Guiding Behavior
5. Scaffolding Children's Development
6. Engaging Children in Play and Active Learning Experiences
7. Developing Skills in Effectively Communicating with Young Children
8. Building Effective Partnerships with Families

Analysis of the teaching of your curriculum

11. How do the pedagogical features of your program compare with the best practices for teaching in your discipline?

We are strong in helping students develop their professional voice. E-Portfolios have been examples nationally ECLC surveys show outstanding scaffolding of student learning in practical application. They are trained at two levels before required field experience

12. What new pedagogical practices have been tried by members of your department in the last few years? What has your department learned from these experiments?

More team-based learning, increased use of an online learning management system (Canvas), project-based assessment (signature assignments), movement away from multiple choice tests and into exams using case studies and reflective journaling, as well as essay questions requiring synthesis and practical application of knowledge. Use of these varied methods produces better integration of knowledge in students as well as more satisfaction by students of their learning experience. Workshops to help prepare students for field experience have been changed to meet different levels of practical application.

13. Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?

Yes, we need to add extensive training in observation and assessment in a variety of methods. This helps our graduates stand out in the field of Early Childhood Education.

CHAD-F4) Potential Impact of National Trends

Top Burning Glass Occupations for the Program Child and Adolescent Development		
Occupation	Hiring Demand	Salary Range
Family/Behavioral Therapist	Medium	$52K - $55K
Family/School Social Worker	Medium	$53K - $55K
Social/Human Service Assistant	Medium	$38K - $40K
Childcare/Preschool Director	Low	$32K - $36K

Note that some programs do not have as many professions listed in the Burning Glass data as others do. In these cases we will want to get a list of professions from the chair/school dean to supplement the Burning Glass data.

1. Which professions in the Burning Glass data were you already aware of and for which are you already intentionally preparing students and does the hiring demand in these professions signal anything about the future that you need to be aware of regarding the design and structure of your program?

   We are currently serving students who plan to pursue all of the occupations indicated by Burning Glass. California Commission on Teacher Credentialing – Preparation Standards for Early Childhood Education Permit at the Teacher Level and Supervision level will be adopting new standards. It is important to make sure we are aligned when new standards are adopted.

2. Are there additional professions in the Burning Glass list or from your knowledge of occupations your alumni have entered, for which you should be preparing students?

   Child Life Specialist is a vocation that we have alumni serving currently. Six alumni are currently in graduate school for this profession and many current students are interested in becoming a Child Life Specialist.
   Child Speech Therapist is a popular graduate school focus for our students as well.
   Children's and Youth Ministry
   Occupational Therapist for Children
   Parent/Teacher Trainer

3. What changes in your program would be necessary in order to prepare students for the skills and professional qualities needed to succeed in these additional professions?

   Add a Child Life Specialist class offered once a year and taught by a registered Child Life Specialist. It is now mandatory for students to get in Radys competitive Internship/Practicum. Currently our students need to take it at San Diego State (the only SD university that currently offers it). This is a new requirement.
   Include statistics as an elective choice to meet requirements for graduate school for Speech Therapy and Occupational Therapy.

4. Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?

   Practical application is essential in preparing students to serve children and families. It is a skill that is developed with practice. Employers are looking for evidence of practical application ability before hiring. We have incorporated key signature assignments that are aligned with NAEYC standards and demonstrate mastery of practical application.
   Program Review recommendation is to require Internship or Practicum for all Child and Adolescent Development majors.

CHAD-F5) Quality Markers

Retention/Graduation Rates (First-Time Freshmen) Child and Adolescent Development							
	Matriculation Term						
	Fall 2008	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**
First-Year Retention	100.0%	100.0%	95.5%	90.0%	100.0%	68.8%	83.3%
PLNU First-Year Retention	*84.2%*	*84.1%*	*81.1%*	*82.9%*	*89.3%*	*84.5%*	*84.5%*
	Matriculation Term						
	Fall 2005	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**
Four-Year Graduation Rate	75.0%	78.6%	50.0%	86.7%	63.6%	67.9%	63.6%
PLNU Four-Year Graduation Rate	*62.0%*	*65.2%*	*61.7%*	*59.1%*	*63.4%*	*62.2%*	*63.2%*
	Matriculation Term						
	Fall 2003	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**
Six-Year Graduation Rate	75.0%	88.9%	87.5%	85.7%	50.0%	100.0%	90.9%
PLNU Six-Year Graduation Rate	*72.4%*	*73.2%*	*73.0%*	*74.9%*	*72.2%*	*73.6%*	*75.0%*
Degree Completions							
Majors	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Child & Adolescent Development	--	3	3	12	15	24	18
Child Development (closed)	16	8	13	1	--	--	--
Program Total	**16**	**11**	**16**	**13**	**15**	**24**	**18**
Share of PLNU Bachelor's Degrees	*2.7%*	*2.1%*	*2.9%*	*2.4%*	*2.6%*	*4.0%*	*3.3%*
Minors	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Child Development	4	0	3	0	1	5	2
Share of PLNU (completion) Minors	*4.9%*	*0.0%*	*3.7%*	*0.0%*	*1.3%*	*5.7%*	*2.2%*
FTF Time to Degree *(in semesters)*	7.9	8.2	8.8	7.8	8.2	8.1	8.3
PLNU FTF Time to Degree	*8.2*	*8.2*	*8.3*	*8.2*	*8.3*	*8.3*	*8.3*
Study Abroad Participants	5	0	5	5	0	3	1

1. Based on comparing the quality marker data for your program with the PLNU averages:
   a. What does this tell you about your program?

   > Retention graduation rates have been consistently high in the first year fall 2008-2014 with the exception of fall 2013. Fall 2013 had numerous students thinking they wanted to be Child and Adolescent Development, but changed to Psychology, Sociology and other service-oriented fields. Four year retention rate has been higher or at PLNU rate, with the exception of 2007. Overall, FCS was ranked number 1 in high retention rate as indicated in the Key Performance Indicator (KPI).

   b. If your values are below the PLNU averages, what changes could you make to address any areas of concern?

   c. If your values are above the PLNU averages, what do you believe contributes to this success?

FCS has a culture of student-centered professors that have an open door policy. FCS has continuously made advising a high priority encompassing careful notes of students' interests, strengths, concerns and future dreams. This is particularly beneficial in the advising piece for Child and Adolescent Development students. The program has some alternate year courses that need to be carefully figured into the 4 year plan and this is worked out with every student as they enter the program. The Child and Adolescent Development majors have a wide range of professions and graduate programs that they can choose from. This range includes careers in early childhood, child life specialty, early intervention, children's ministry, counseling, children and families, and teaching to name a few. It is important during the journey of advising to listen to what students are excited about in their courses and help advise what electives would help them to figure out what they are called to do. It is also important that they take the necessary courses if they are looking at a particular graduate school program. The faculty/student advisor relationship has proven to be a valuable asset for a high retention rate.

Another important piece of the success of this program's high retention rate that is confirmed in the alumni child and adolescent development survey is that the practical application piece is woven throughout the 4 year program. Students are given numerous opportunities to develop their ability to work with children and adolescents using the NAYEC standards as criteria for success. Please refer to CHAD Alumni Survey.

2. Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your students in this program participates in these kinds of opportunities.

- Honors Projects

  A department goal of the FCS team for the last 4 years has been to increase the interest and caliber of student honors projects. During the last 4 years, the Child and Adolescent Development students have done the following honors projects:

  The Influence of Teaching Self-Regulation Strategies with a Focus on Impulse Control to Preschool Children
  Does Teaching Social Competencies to Children in Full-Day Care Change Social Emotional Outcomes?
  Early Metaphors in Faith Development: Mystics, Activists, Sages, and Holy Fools
  The effectiveness of conflict resolution education on parents of preschool aged children
  The influence of sensory integration therapy on internal dialogue and academic outcomes both internal and external

  This is an improvement from the average of one every 5 years from Child and Adolescent Development.

- Internships/Practicums

  FCS has developed strong relationships and partnership with numerous community programs in the field of serving children and families. FCS PLNU has an internship at Radys Children's Hospital for students who are interested in being a Child Life Specialist. It is a competitive program and we are one of three universities participating. There are 2 spots each semester and for the last 4 years, PLNU has had at least one student per semester in the internship. FCS has developed an annual director's tea for 15 early childhood programs that partner with the department. The Director's Tea has been successful for the last 15 years. This network has helped us to evaluate our program and has served as an unofficial advisory board. This group has helped us find strong adjunct professors for our traditional and degree completion programs. Internships have been advised highly for all child and adolescent development students. We average 10 students per semester. Recommendation of program review is to increase internships and practicums to make it not an elective for Child and Adolescent Development students, but required. See internship-----????? The practicum in Child Development is student teaching in an early childhood program. This has been a relatively low percentage of students interested each year. It is currently only offered in the fall and it ranges from 2 to 5 students. Practicum can be done on campus in the Early Childhood Learning Center or in another program off campus. These numbers should go up if it is changed to requirement for internship or practicum.

- Senior Research Projects

  FCS 460 – Administration in Early Childhood Education students create action-based research of child-centered natural outdoor environments.
  All FCS Students take part in developing eportfolios in FCS 497 – Senior Seminar. In these eportfolios, students have developed their own philosophy and code of ethics. These portfolios include work samples of key signature assignments that they have chosen.

3. Describe any public scholarship of your undergraduate and graduate students in this program (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these kinds of activities?

   FCS has partnered with Reggio Roundtable for the last 4 years for the presentation of FCS 460 – Administration in Early Childhood Education research projects. Students present their research projects at the annual Reggio Roundtable conference each spring in poster sessions. This has been well received by the early childhood community and has helped our students develop a strong professional voice and internships and jobs have come from this networking experience. An average of 10-15 students participate each year.
   Some students have presented their FCS 497 eportfolilos at national and state conferences the last 2 years.

4. How many of your students participate in study abroad opportunities in general? Describe any study abroad opportunities specifically organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this departmentally organized program (Annualize the number)?

> Study abroad is an area that not many Child and Adolescent Development students have taken advantage of. At this point there are not many programs that cater to CHAD students. The program review suggests that this needs to be a priority of promoting more study abroad experiences for our students. Next summer, the director of Child and Adolescent Development and the director of the Disability Resource Center are proposing to explore the possibility of programs of early childhood with children of exceptionalities integrated in Italy. The hope is to create a summer study abroad program that would be a good fit for CHAD students.

5. What are any other distinctives of your program? Describe how they contribute to the program's success.

> A key distinctive to the CHAD program is the Early Childhood Learning Center (please see attached CHAD survey) The CHAD survey support that the ECLC provides students a unique and valuable learning environment. The ECLC is a state model of a Christ-centered laboratory school based on faith development research by Fowler. The Master Teachers teach children and coach college students as they interact in this laboratory environment. The ECLC facilitates an average of 12 different labs a year that give students practical application in numerous settings. This includes Art Lab, Motor Lab, Pre-operation Thinking Demonstration, Nutrition Lessons, Emergent Literacy Lesson, Action Based Research in environments to name a few. The ECLC Learning Outcomes are designed to meet the CHAD Learning Outcomes. Our student learning outcomes are designed to give a strong knowledge base of theory enhanced by practical application and field experience. The program is aligned to NAEYC standards. The ECLC observation rooms and staff help students to gain deeper understanding of what they are learning in the classroom.
> The CHAD program houses annually Special Olympics and the Down Syndrome Easter Egg Hunt on the PLNU campus. This distinctive provides students with leadership opportunities to plan and run the events. The events themselves give students opportunities to further develop practical application of meeting needs of exceptionalities and deepen their understanding.
> This program focuses on infancy through adolescence. The required field experience for a CHAD major covers infancy, early childhood, middle childhood and adolescence. The students are given a strong understanding of development, not only in theory, but also in practical application. In looking at comparator schools, the practical application of required field experience through the stages of development is unique to our program.

6. Does your program have an advisory board? If so, describe how it has influenced the quality of your program? If not, could it benefit from creating one?

> The CHAD program does not have an official advisory board, however the Director Community Partners do help advise the program each year. It would be to the program's advantage to have 4 individuals from that group and 1 from Radys to be on an official advisors group.

7. Describe any current joint interdisciplinary degrees (majors or minors) offered by your department. Are there additional areas where interdisciplinary programs should be considered?

The merged department is a perfect place to explore a social work/child development major. We have students that are interested in this combination.

The CHAD program will need to closely work with the School of Education because the new Early Childhood Credential will need pooled resources.

The CHAD program and the School of Education are planning on creating a 4 year plan for students who are working toward their multiple subject credential. This plan would incorporate the appropriate Early Childhood Credit (ECC) units that are needed to teach in a transitional kindergarten. It would be a certificate that would be added to their credential. This would make students entering elementary education more marketable.

8. Describe your success with students acquiring jobs related to their discipline.

The Alumni surveys reflect positive outcomes in the effectiveness of portfolios in job interviews and success in hiring. It is very unusual for CHAD student not to find a job or be accepted into graduate programs. Each year, the CHAD program gets an average of 20-30 requests from Early Childhood Programs needing teachers or directors. They are asking for our graduates because of the reputation of the program. (Please see Community Partner Preschool Administrator Survey Finding and Summary) Of the 12 employers surveyed, all 12 said they would hire a PLNU CHAD graduate again.

Students develop a professional voice in eportfolios, write a professional philosophy, personal code of ethics and participate in mock interviews. Students also network with PLNU community partners.

9. Describe your undergraduate and graduate student success rate for passing licensure or credentialing exams (if they exist in your discipline).

N/A

10. Describe your success with undergraduate student acceptance into post-baccalaureate education.

It is estimated that 65% of CHAD alumni go on to graduate school or credentialing in various fields of serving children and families. Usually within 3 years of graduation from PLNU.

11. What kind of support does your program provide for students encountering academic difficulties? How do you intentionally facilitate these students' connection with institutional support services?

The FCS department works very closely with the Disability Resource Center. While in a course where students are struggling, their options are tutoring, meeting with the professor during office hours, the Disability Resource Center if they qualify, or they are encouraged to form small study groups.

CHAD-F6) Infrastructure and Staffing

Full-Time Faculty Program Contribution FCS-SSW Department Total (duplicated in other program sections)			
	2012-13	**2013-14**	**2014-15**
Percentage of UG classes taught by FT faculty	76.1%	70.3%	49.4%
PLNU* percentage of UG classes taught by FT Faculty	*73.4%*	*74.3%*	*72.6%*

Includes: regular lectures, labs, seminars
Excludes: independent studies, private lessons, internships
* PLNU figures do not include School of Education or Extended Learning as that data is not available at this time.

1. Are your program's current technological resources and support adequate? If not, what is needed? Do you foresee any additional needs in this area?

> Yes, technological resources and staff are most helpful. We are currently using LiveText for assessment. FCS has been fortunate to pilot the Via LiveText ePortfolio format. The ePortfolio has served as an effective platform to illustrate students' work. (Both in Degree Completion and traditional programs)

2. Are your program's current facilities adequate? If not, what is needed? Do you foresee any additional needs in this area?

> FCS is currently in a merge with the Department of Sociology and Social Work. The building that will house the new Department is unknown. For this logistical aspect, it is important that all stakeholders feel ownership and sense of belonging. A place for students to gather together is important for this merged department to meet the needs of both faculty and students to be successful. The building will also need a food lab and close proximity to the Early Childhood Learning Center to meet the needs of students. The ECLC children walk to and from university classrooms to facilitate projects for the PLNU students.

3. Is your program's current staffing (administrative, clerical, technical and instructional) adequate? If not, what is needed? Do you foresee any additional needs in this area?

> The needs of the newly merged, large department are unknown. This is an area that needs to be monitored and evaluated as time goes on.

CHAD-F7) Challenges and Opportunities

1. Are there any particular challenges regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

> The CHAD program currently only has 1 full time faculty and 5 adjunct faculty. The full time faculty currently serves as Director of Degree Completion program, Academic Director of the Early Childhood Learning Center and Department Chair. Degree Completion is in the process of hiring a Director for Degree Completion. The new ADC Director will help with advising on the traditional campus and teach a main campus course each semester.

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

The university has green lighted the development of a Sensory Integration Center. The goals and objectives of the Sensory Integration Center are the following:

To provide state of the art intervention for children who are dyslexic or have language-processing delay.

Goal: Provide a baseline assessment of child's reading level.

Goal: Develop individualized reading intervention plan for each child.

Goal: 90% of children will improve at least by half a grade level in reading every 6 months.

Goal: Achieve a score of 4.5 or better on the Parent Survey in at least 80% of parents surveyed.

To provide intervention for families at a low cost (fees to cover materials only).

Goal: It is a Center policy that no family be excluded because of inability to pay for this service.

To create a distinctive learning community for university students and professors that pull departments together to serve the community as a whole.

Goal: Active involvement of students and faculty from the University.

Goal: Achieving 100% of the specified numbers of students, interns, faculty and departments (as specified in the Long Term Goals of Sensory Integration Center section of this proposal).

To demonstrate and give practical application to university students in effective methods of meeting needs of children with learning obstacles and their families.

Goal: Demonstrate to 100% of University students involved in the Center practical application of effective reading instructional methods for children with dyslexia or other reading disabilities.

Goal: Qualitative assessment demonstrating success in meeting University student's needs.

The development of this center has taken a backseat in the last 3 years due to prioritization, the development of a degree completion program, and merging departments. We would like to move this back up to the active development list.

CHAD-F8) Recommendations for Program Improvement

List the recommendations you are making regarding this program analysis with a brief rationale for each recommendation.

1. Require a new course – Observation and Assessment of Children (2 units) Reduce FCS 310 – Early Childhood Education from 4 units to 3 units and FCS 120 – Child and Adolescent Development from 4 units to 3 units to gain the 2 units for the new course. This new course was recommended in the ECLC program review to have an assessment course to help students be more marketable to state funded programs that are using DRDP assessments.
2. Require FCS 310 – Early Childhood Education. It is currently an elective and students need it to work at a state licensed facility. Many students don't think that they will want to work in an early childhood program, and then they graduate and decide they want to. They are not qualified because they did not take a curriculum course in Early Childhood Education. All comparator schools require it.
3. Remove Children's Literature in required courses to select 12 units. In comparable schools this was not required by most, they require a curriculum course where Emergent Literacy is taught. This is our FCS 310 – Early Childhood Education course.
4. Remove FCS 305 – Life Cycle Nutrition as a prerequisite for FCS 425 – Child and Adolescent Nutrition. There is overlap between these courses.
5. Require Nutrition 101 – Introduction to Nutrition (new course) as a prerequisite for FCS 425. It is a state requirement that students serving in childcare and state funded programs need a health component in their program (to be in compliance with new draft guidelines).
6. Add a Health component to FCS 425 Child and Adolescent Nutrition – taking it from 3 units to 4.
7. Change the name of FCS 425 to Child and Adolescent Nutrition and Health. This is to reflect the new health component in the course. (This will bring it in alignment with the degree completion program in Child Development)
8. Changing the traditional FCS 385 Parenting class to one focused on parenting and preparing students to meet families of various needs. This course will focus on Parent Education and partnering with families. This recommendation comes from alumni surveys. (This will bring it in alignment with the degree completion program in Child Development)
9. Add a Child Life Specialist class (2 units) offered alternate years and taught by a registered Child Life Specialist. This would be available to majors and non-majors alike. The prerequisite would be FCS 120 or FCS 150. It is now mandatory for students to get in Radys competitive Internship/Practicum. Currently our students need to take it at San Diego State (the only San Diego university that currently offers it). This is a new requirement.
10. Include MTH 203 – Introduction to Statistics as an elective choice to meet requirements for graduate school for Speech Therapy and Occupational Therapy.
11. Require students take FCS 470 – Practicum in Child Development or FCS 475 – Internship in Child Development instead of having them as electives. This is a national trend that employers are requiring. (This will bring it in alignment with the degree completion program in Child Development)
12. Require a grade of "C" or higher in all required CHAD courses for majors. This is a state requirement to have courses count for a permit.

Degree Completion Recommendation

1. Require all students to have taken an Introduction to Nutrition course (offered at community colleges) before they start the Degree Completion Child Development Program. This will build prior knowledge in nutrition thus preparing the students for an upper division Child Nutrition course. The CDV students are having difficulty grasping the depth of this course because for most of them it is their first exposure to nutrition.

Program Level Analysis (Diet)

Bachelor of Science in Dietetics

Diet-F1) Trend and Financial Analysis

First-Time Freshman Admissions Funnel							
Dietetics	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Inquiries	**37**	**36**	**14**	**38**	**54**	**56**	**41**
Share of PLNU inquiries	*0.3%*	*0.2%*	*0.1%*	*0.2%*	*0.3%*	*0.3%*	*0.2%*
Completed Applications	**12**	**19**	**6**	**19**	**18**	**19**	**13**
Share of PLNU Applications	*0.6%*	*0.7%*	*0.2%*	*0.7%*	*0.6%*	*0.7%*	*0.5%*
Applicant Conversion Rate	**32.4%**	**52.8%**	**42.9%**	**50.0%**	**33.3%**	**33.9%**	**31.7%**
PLNU Applicant Conversion Rate	*18.6%*	*17.3%*	*17.0%*	*15.7%*	*16.1%*	*12.1%*	*15.0%*
Admits	**12**	**16**	**6**	**15**	**14**	**17**	**11**
Share of PLNU Admits	*0.7%*	*0.8%*	*0.3%*	*0.8%*	*0.7%*	*0.8%*	*0.5%*
Selection Rate	**100.0%**	**84.2%**	**100.0%**	**78.9%**	**77.8%**	**89.5%**	**84.6%**
PLNU Selection Rate	*87.4%*	*72.9%*	*68.9%*	*69.0%*	*70.5%*	*79.5%*	*79.8%*
New Transfer Admissions Funnel							
Dietetics	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Inquiries	**9**	**4**	**16**	**10**	**25**	**44**	**37**
Share of PLNU inquiries	*1.1%*	*0.6%*	*1.8%*	*0.6%*	*1.7%*	*2.4%*	*1.8%*
Completed Applications	**7**	**3**	**12**	**7**	**10**	**19**	**14**
Share of PLNU Applications	*1.7%*	*0.8%*	*2.4%*	*1.5%*	*2.0%*	*2.8%*	*3.1%*
Applicant Conversion Rate	**77.8%**	**75.0%**	**75.0%**	**70.0%**	**40.0%**	**43.2%**	**37.8%**
PLNU Applicant Conversion Rate	*50.2%*	*55.5%*	*56.2%*	*28.4%*	*33.2%*	*36.9%*	*21.7%*
Admits	**7**	**3**	**6**	**6**	**9**	**14**	**11**
Share of PLNU Admits	*2.2%*	*1.3%*	*2.2%*	*2.1%*	*2.8%*	*3.3%*	*3.1%*
Selection Rate	**100.0%**	**sm**	**50.0%**	**85.7%**	**90.0%**	**73.7%**	**78.6%**
PLNU Selection Rate	*79.3%*	*57.9%*	*54.8%*	*60.5%*	*65.4%*	*64.1%*	*79.2%*
sm = cell sizes too small							

1. What does this data tell you about the external demand for your program? What does this say about the future viability of your program?

> The external demand for the dietetics program is small but consistent. As the population ages and healthcare costs drive institutions to focus on prevention rather than cure, need for dietitians will continue and even increase in demand. Additionally, the applicant conversion rate among freshmen and new transfers was higher than PLNU's average each year.

First-Time Freshman Admissions Yield							
Dietetics	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	12	16	6	15	14	17	11
Matriculants	**7**	**8**	**4**	**9**	**6**	**8**	**4**
Share of PLNU Matriculants	*1.3%*	*1.4%*	*0.8%*	*1.5%*	*0.9%*	*1.4%*	*0.7%*
Yield Rate	**58.3%**	**50.0%**	**66.7%**	**60.0%**	**42.9%**	**47.1%**	**36.4%**
PLNU Yield Rate	*29.3%*	*30.5%*	*27.7%*	*30.3%*	*31.0%*	*27.9%*	*29.9%*
New Transfer Admissions Yield							
Dietetics	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	7	3	6	6	9	14	11
Matriculants	**6**	**2**	**5**	**5**	**6**	**8**	**7**
Share of PLNU Matriculants	*3.6%*	*1.4%*	*3.3%*	*3.7%*	*4.2%*	*4.0%*	*4.1%*
Yield Rate	**85.7%**	**sm**	**83.3%**	**83.3%**	**66.7%**	**57.1%**	**63.6%**
PLNU Yield Rate	*51.1%*	*60.2%*	*54.7%*	*47.3%*	*44.6%*	*46.0%*	*48.0%*
sm = cell sizes too small							

2. How does your yield rate (percentage of students who enroll at PLNU after being admitted) compare to the PLNU average? If your rate is more than 8 percentage points above the PLNU average, what factors do you believe are contributing to this positive outcome? If your rate is more than 8 percentage points below the PLNU average for more than one year, what factors do you believe are contributing to this difference?

> In all cases, the yield rate for dietetic majors was higher than PLNU's overall rate. However, it is rare to find a freshman applicant declaring dietetics as his/her major, who stays with their plan and graduates in this field, compared to an older student transferring in, or a student changing his/her major to dietetics their sophomore or junior year. The high science prerequisites can prevent some freshmen students from continuing in the major.

Enrollment Dietetics							
Majors	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Dietetics (BS)	30	28	32	35	35	37	35
Dietetics (Certificate)				2	3	2	2	3
Program Total	**30**	**28**	**32**	**35**	**35**	**37**	**35**
Share of PLNU Undergraduates	*1.3%*	*1.2%*	*1.3%*	*1.4%*	*1.4%*	*1.4%*	*1.3%*
Minors	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
No minors in this program							
Major Migration of Completers*							
Top Importing Programs:	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**6-yr Total**
Undeclared	2		1	1		1	5
Nutrition and Food				2			2
Top Export Destinations:	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**6-yr Total**
Nutrition and Food		1		3	1		5
Psychology			1		1		2
* Based on degree completions of students who either started or finished within the program and who originally matriculated as first-time freshmen							

3. What does this data tell you about the internal demand for your program? Does this raise any questions about the viability and/or sustainability of your program as it is currently configured? Explain why or why not. Are there any actionable strategies that you can do that might make a difference if your trends are in the wrong direction?

It appears the dietetic program is consistent and sustaining its enrollment. It would be nice if all the potential inquires about our Certificate in Dietetics program (those who already possess a bachelor's degree in another area) for post-graduates would result in enrolled students, but the 2+ year commitment and high cost per unit is a deterrent.

General Education and Service Credit Hour Production
Dietetics/Nutrition and Food Courses
(duplicated in nutrition and food program section)

	2011/12	2012/13	2013/14	2014/15
Total program student credit hours	710.0	726.0	771.0	764.0
Number of GE sections taught				
% of SCH that are GE	No GE Courses in this program			
Share of PLNU GE SCH				
Number of service course sections taught	2	1	1	1
% of SCH that are service	5.6%	2.8%	2.6%	3.7%
Share of PLNU service SCH	2.4%	1.1%	1.1%	1.6%

4. What does this data tell you about how your program is impacted by the needs of GE and other academic disciplines? Does this raise any questions about the viability and/or sustainability of your program if these non-programmatic trends continue? Explain why or why not.

FCS 225 – Fundamentals of Nutrition is a service learning course for the School of Nursing.

Delaware Study Data
Dietetics/Nutrition and Food Programs
(duplicated in the Nutrition and Food program section)

		2010/11			2011/12			2012/13			2013/14		
Program Cost per SCH		$379			$325			$321			$256		
Benchmark	Dietetics	$109	$154	$234	$118	$188	$332	$106	$210	$274	$122	$157	$217
Percentiles	Nutrition	$126	$154	$219	$140	$175	$231	$128	$139	$165	$133	$154	$286
Ranking		High			Medium-High			High			Medium-High		

5. We know that the following factors influence the Delaware cost per credit hour:
   - Large amount of GE and service classes taught by the program
   - The career stage of the program faculty (early career faculty are less expensive)
   - The number of elective courses in the program
   - The amount of unfunded load (faculty receiving more credit for a course than the number of units received by a student – e.g. 4 units of faculty load for teaching a 3 unit class)
   - The amount of release time associated with the program
   - Faculty members on sabbatical
   - The size of the department budget and the cost of specialized equipment

Please reflect on your program's Delaware data in light of this information. In particular, what factors contribute to your program having a high (above 75th percentile), medium (50th-75th percentile), or low (below 50th percentile) ranking?

The dietetic courses tend to have a high Delaware cost per credit hour because 1) the courses are required by the accrediting body and only dietetic majors enroll resulting in smaller class sizes; 2) many of the courses have a lab or practicum resulting in some unfunded faculty load units; 3) there are no electives in the major; 4) our foods lab can only teach 15 students comfortably and safely in one class section; and 5) there is a higher cost of specialized equipment for the food labs, food science labs and lab materials for the Advanced Nutrition labs.

6. Recognizing that not all factors above are under departmental control, what kinds of adjustments might be made to reduce the cost per student credit hour?

Charging lab fees to courses that have some lab course outcomes, but is not a separate unit could be studied. Requiring lab fees that come directly to the department budget would be helpful.

***** Future *****
Financial Data: (possibly delayed to the future)
Extra Revenue Generated by Program (lab fees, studio fees, etc.)
Extra Revenue per student credit hour
Extra Costs for the program (equipment not purchased outside of department budget, etc.)
Extra costs per student credit hour
Modified Delaware values: Delaware – extra revenue per SCH + extra costs per SCH

7. Do these modified Delaware values tell you anything new about the future viability and/or sustainability of your program as it is currently configured? Please explain.

Currently, our two full-time faculty are capable of covering most all of the dietetic and nutrition and food core classes.   Labs fee are now included, a change promoted from Prioritization.

Diet-F2) Findings from Assessment

| **Links to the department's assessment wheel** |
| **Family and Consumer Sciences Department** |
| (duplicated in Child/Adolescent Development and Nutrition/Food program sections) |
| • Student Learning Outcomes
• Curriculum Maps
• Assessment Plan
• Evidence of Student Learning
• Use of the Evidence of Student Learning |

Reflection on longitudinal assessment of student learning data:

1. What have you learned from this program's student learning assessment data?

Outcome Measure: Exit exam is given to all graduating seniors for both fall and spring semesters. Exit exam focuses on the level of competency in particular field of study. Criteria for Success: 70% or higher average for each of the programs in the Department of Family and Consumer Sciences.

Year	01-	02-	03-	04-	05-	06-	07-	08-	09-	10-	11-	12-	13-	14-	15-	Ave %

	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	
Dietetics	64	66	74	81	72	80	74	76	75	78	75	71	80	74	73	74

The dietetic majors are exceeding the student learning outcome goals set by the FCS department. As for the dietetics accreditation standards, the students need more coaching and examples when writing research papers, as determined from feedback obtained after written projects were due. After the last program review, we added a class (FCS 250 Introduction to FCS Research) for the sophomore level, and it has certainly helped with the students' knowledge in reading and interpreting research as seen in FCS 335 (Nutrition Research through the Lifecycle) outcomes. However, the dietetic majors write three major papers in their junior/senior years, and most need more coaching through their first one.

2. What changes (curricular and others) have you made based on the student learning assessment data?

Full time faculty review and evaluates the scores after the FCS Outcomes Exam is administered. Careful review of each question with a high percentage of wrong answers will be discussed. If courses change content or instructors, we make sure the questions reflect the course content. No curricular changes have been made recently, although changes were made after our dietetics accreditation data was assessed in 2014.

3. What additional changes are you recommending based on your review of the student learning assessment data?

Based on feedback from dietetic internship directors who have had PLNU graduates in their programs, there is a need to expand our one semester 4 unit Medical Nutrition Therapy (MNT) course to two semesters. We would either like to add a 2-unit Medical Assessment course to fall senior year for dietetic students, then continue with the 4-unit MNT course in spring of senior year, or offer MNT I and MNT II in fall and spring of senior year. The necessary units should be freed up from changing the FCS core curriculum to the FCS/SOC core curriculum, and by eliminating MTH 203 (Statistics) and FCS 150 (Human Development) as required courses.

DQP Outcomes with Scores
***** TBD *****

DQP Definitions
Intellectual Skills Intellectual Skills define proficiencies that transcend the boundaries of particular fields of study: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
Specialized Knowledge What students in any specialization should demonstrate with respect to the specialization, often called the major field. All fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications and cognizance of limits.
Applied and Collaborative Learning Applied learning suggests what graduates can do with what they know. This area focuses on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.
Broad and Integrative Knowledge Students integrate their broad learning by exploring, connecting and applying concepts and methods across multiple fields of study to complex questions—in the student's areas of specialization, in work or other field-based settings and in the wider society.
Civic and Global Learning Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of the university, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies reflect the need for analytic inquiry and engagement with diverse perspectives.

Reflection on DQP related data:

Understanding that the DQP framework provides one particular lens on the meaning, quality and integrity of your curriculum, reflect on the DQP data and framework provided for your program.

4.   What have you learned from this program's DQP comparison?

> Met or exceeded our targets (green).

5.   What changes (curricular and others) have you made based on the DQP comparison?

> Last year we re-wrote learning objectives and are currently in the process of writing rubrics to meet curriculum maps and assessment plans. We focus on two learning outcomes per year. All three FCS programs are on the same cycle.

6.   What additional changes are you recommending based on your review of the DQP comparison?

> Our plan is newly developed and we are on the first year of testing our model. Currently, there are areas we have not gathered and assessed our outcomes. We will make changes as we see needs develop.

Links to stakeholder assessment data
(if present this will be department housed data)

- Surveys
- Focus Groups
- Market Analysis
- Etc...

Reflection on stakeholder feedback data:

7. What have you learned from this program's stakeholder assessment data? If you do not have stakeholder data, please provide a plan for how you will regularly collect this in the future.

We survey all dietetic internship program directors, as well as obtain feedback from graduates while they are in their dietetic internship. Overall, the feedback is very favorable. The students feel well prepared for writing papers, reports and chart notes, and academically prepared for their rotations. General deficiencies have been in Medical Nutrition Therapy topics as we cover a volume of information in only one semester.

The FCS department also surveys alumni, looking at the core courses in the department and each academic program (please see attached survey). Significant findings included: strength of portfolios and lack of internship for dietetic majors. Overall, faculty were rated as satisfactory or very satisfactory in FCS command of subject matter, faculty preparation, and organization of courses.

8. What changes (curricular and others) have you made based on the stakeholder assessment data?

Most all dietetic undergraduate programs offer the Medical Nutrition Therapy course in two semesters, but in the past we did not have enough time or units to spread the course out over two semesters. Now, with the revamping of the department core curriculum, we should have some units to offer a second semester for this course.

9. What additional changes are you recommending based on your review of the stakeholder assessment data?

Besides adding a 2 unit Assessment course to better manage the Medical Nutrition Therapy class, we will eliminate Statistics course (3 units); eliminate FCS 250 (Intro to FCS Research – 1 units)??; eliminate FCS 150 (Human Development – 3 units); possibly increase FCS 335 (Nutrition Research through the Lifecycle) from 2 units to 3 units; increase FCS 300 (Food Economics) from 2 units to 3 units; reduce Food Service Production and Management from 3 units to 2 units if FCS 300 is going to expand and cover more Quantity Food Production topics. We would also recommend students add Exercise Physiology as an elective if they have the space for units. In addition, since the dietetics accreditation self-study will be due in 2018, and PLNU's program must reflect the new 2017 standards, we will also need to add a 1 unit course covering genomics, integrative and functional nutrition. The above changes will reduce unit load by 8 units, but add 5 units.

Diet-F3) Curriculum Analysis

In looking at your curriculum, the program review process is asking you to analyze it through three different lenses. The first lens is looking at your content and structure from the perspective of guild standards or standards gleaned from looking at programs at comparator institutions. The second lens that of employability and is asking you to look at your curriculum and educational experiences from the perspective of skills and professional qualities that you are developing in your students that will serve them will in their future work and vocational callings. The third lens is that of pedagogy and is asking you to look at the delivery of your curriculum to ensure a high quality student learning experience.

Menu and Elective Unit Analysis

Dietetics	
Number of menu and elective units required by the program	0
Number of menu and elective units offered by the program	0
Menu/Elective Ratio	--
Longitudinal Class Section Enrollment Data	
• Link to Class Section Enrollment Report	

Comparison of current curriculum to guild standards and/or comparator institutions.

If your guild standards are associated with a specialized accreditation that your program has, these should be the basis of your analysis. If your guild standards are associated with specialized accreditation that we do not have, then you should primarily use comparator institutions as the basis for your analysis.

If your guild has standards that are not associated with specialized accreditation, then you may choose to use those standards and/or comparator institutions.

After consultation with your Dean, provide the set of guild standards or a list of the comparator institutions that you are using in your analysis.

If using guild standards:
1. Please provide a list of the guild standards that you are using to evaluate your curriculum.

ACEND (Accreditation Council for Education in Nutrition and Dietetics) of the Academy of Nutrition and Dietetics

2. Indicate if and how your curriculum satisfies the standards (this can be done in a table or narrative form). If applicable, indicate areas where your curriculum falls short of the standards.

Appendix E from our 2014 Program Assessment Report is attached.

Based on the analysis of standard and reflection on the menu and elective ratio above, consider and discuss the following questions:
3. Are there courses in your program that should be modified? Why or why not.

Increase FCS 335 (Nutrition Research through the Lifecycle) from 2 units to 3 units. Two units is not enough time to cover research studies and lifecycle nutrition topics with enough depth. Also, increase FCS 300 (Food Economics) from 2 units to 3 units to incorporate a section on catering and gear the class more towards Quantity Food Production. The Catering course (FCS 445) is only required by Foodservice Management majors, therefore is consistently a very small class. In the Nutrition and Food program review, we are proposing to eliminate it, and add some of the content to the FCS 300 course. All dietetic and nutrition/food majors take FCS 300, so the extra unit will need to be also addressed in the dietetics review. By adding this unit, we can reduce one unit to the FCS 435 Foodservice Management and Production course, since it will not need to cover the production content.

4. Are there courses that should be eliminated? Why or why not.

Possibly FCS 250 if it is covered in the new FCS/SOC Research Methods course. We will also be able to eliminate MTH 203 (Statistics) as it will be covered in the new FCS/SOC Research Methods course, and FCS 150 as long as the Nutrition through the Lifecycle course can adequately cover the lifespan core requirement.

5. Are there courses that could be merged? Why or why not.

> No, each course covers a distinct topic as required by dietetics ACEND accreditation.

6. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

> As stated earlier, adding a 2-unit Nutrition Assessment class as a prerequisite to FCS 415/417 (Medical Nutrition Therapy and Practicum) would alleviate time needed in FCS 415/415 to focus on medical diagnoses and treatment (or to offer two semesters of MNT). If a 3-unit Research class is added to the FCS/SOC core curriculum, dietetic majors will no longer need the 1-unit FCS 250 course, or the 3-unit MTH 203 Statistics course. If units allow, it is suggested to increase FCS 335 from 2 units to 3units, increase FCS 300 from 2 units to 3 units, (and decrease FCS 435 Foodservice Production and Management from 3 units to 2 units) and to recommend dietetics students take Exercise Physiology. Lastly, we will need to add a 1 unit Integrative and Functional Nutrition course to meet 2017 ACEND standards.

7. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the guild standards and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

> At this time, the complexity, breadth and depth is sufficient for ACEND accreditation, and for graduates' success in highly competitive dietetic internships.

If using comparator institutions:
1. Begin by working with your Dean to identify a list of 5-8 comparator schools to use. In selecting schools, consideration should be given to type of institution, mission of the institution and the number of students majoring in the program.

> Institution 1 Seattle Pacific University
> Institution 2 Olivet Nazarene University
> Institution 3 University of Saint Joseph
> Institution 4 Texas Christian University
> Institution 5 Abilene Christian University
> Institution 6 Baylor University

Gather the curricular requirements for the program in question at each of the comparator institutions.
2. Use this collection of curricular requirements to develop a list of curricular features that are essential for programs of this type. In addition, make note of any innovative or creative curricular feature that may be useful in enhancing the quality of you program.

Institution 1 Seattle Pacific University – very similar (2 semesters MNT, no Ex Phys)
Institution 2 Olivet Nazarene University – very similar (2 semesters MNT + Nutr Assessment, Ex Phys rec'd)
Institution 3 University of Saint Joseph – very similar (2 semesters of MNT and FS Mgmt; + Nutr Assessment)
Institution 4 Texas Christian University – very similar (2 semesters MNT, no Ex Phys)
Institution 5 Abilene Christian University – very similar (3 semesters MNT, 2 semesters Food Service)
Institution 6 Baylor University – less courses; only 1 semester MNT, requires Sports Nutrition

Review this list with your Dean before using it to analyze your own curriculum.

3. Indicate how your curriculum compares to the list of curricular features from your analysis (this can be done in a table or narrative form).

Since all the above schools offer an accredited DPD program through the Academy of Nutrition and Dietetics, the dietetics, science and business coursework were very similar. Two areas that stood out were offering more than one semester of Medical Nutrition Therapy, and some required a course in Exercise Physiology. In addition, two schools offered more than one semester in some type of Foodservice Management or Quantity Food Production compared to PLNU's single course. This is part of the reason to change our current Food Economics course to Quantity Food Production.

Based on the analysis of comparator programs and reflection on the menu and elective ratio above:

4. Are there courses in your program that should be modified? Why or why not.

Dream: 2 semesters of MNT or one semester Nutrition Assessment and one of MNT
        If eliminating FCS 250, would like to increase FCS 335 from 2 units to 3 units
        Increase FCS 300 from 2 units to 3 units if eliminating the Catering class for the FSM majors; by
                changing FCS 300 to more of a Quantity Food Production class, we could reduce FCS 435
                (Foodservice Production and Management from 3 units to 2 units)
        To comply with ACEND's 2017 standards, add a 1 unit course on integrative and functional nutrition,
                covering the basic concepts of nutritional genomics.
        Recommend (but not require) one semester in Exercise Physiology or Sports Nutrition

5. Are there courses that should be eliminated? Why or why not.

No, all current courses are required for accreditation.

6. Are there courses that could be merged? Why or why not.

There are no courses to merge. Instead we will eliminate the Catering course required by Foodservice Management majors, and incorporate a module of catering to our existing Food Economics course, and morph it into a course covering Quantity Food Production.

7. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

As stated before, if there are units from altering our core department classes, we need to either add a second unit of MNT or add a Nutrition Assessment course as a prerequisite to our existing MNT class. If there are additional units available, then we would look at adding a unit to Nutrition Research through the Lifecycle (FCS 335), adding a unit to Food Economics (FCS 300), adding a one unit integrative and functional nutrition course, and recommend an optional Sports Nutrition/Exercise Physiology course.

8. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the comparator schools and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

> The complexity, breadth and depth of courses is aligned with comparator schools, and sufficient for ACEND accreditation

Burning Glass Skills Data Dietetics/Nutrition and Food (duplicated in the nutrition and food program section)		
1. Communication Skills	5. Writing	9. Research
2. Organizational Skills	6. Quality Assurance and Control	10. Problem Solving
3. Leadership	7. Customer Service	11. Detail-Oriented
4. Planning	8. Supervisory Skills	12. Presentation Skills

Analysis of the curriculum against preparation for employment

9. The Burning Glass data provides a list of skills for students entering common professions that are often linked to your major. Indicate in the table if and where each skill is being taught in your program. Based on reflecting on this data, are there changes you would recommend making to your curriculum?

> 1. Communication Skills – FCS 414 Practices in Nutr Educ & Dietary Counseling; FCS 330 Community Nutr
> 2. Organizational Skills – FCS 435 Foodservice Production and Management
> 3. Leadership - FCS 435 Foodservice Production and Management
> 4. Planning - FCS 435 Foodservice Production and Management
> 5. Writing – FCS 365 Advanced Nutrition; FCS 455 Food Science; FCS Community Nutrition
> 6. Quality Assurance & Control - FCS 435 Foodservice Production and Management
> 7. Customer Service – FCS 435 Foodservice Production and Management
> 8. Supervisory Skills - FCS 435 Foodservice Production and Management
> 9. Research – FCS 250 Introduction to FCS Research; FCS 365 Advanced Nutrition; FCS 455 Food Science
> 10. Problem Solving – FCS 415 Medical Nutrition Therapy; FCS 330 Community Nutrition
> 11. Detail Oriented - FCS 415 Medical Nutrition Therapy; FCS 414 Practices in Nutr Educ & Dietary Counseling
> 12. Presentation Skills - FCS 330 Community Nutr; FCS 365 Advanced Nutrition; FCS 455 Food Science

10. Some programs may serve to prepare students with professional qualities and skills that can serve them well in a great variety of professions that may not show up in data sets like Burning Glass. If this is indicative of your program, please identify the unique skills and/or professional qualities that your program develops in your students and indicate where in the curriculum this is being taught or developed.

> Counseling Skills - FCS 414 Practices in Nutr Educ & Dietary Counseling
> Interdisciplinary Relationships - FCS 415 Medical Nutrition Therapy
> Professional Skills – FCS 497 Senior Seminar
> Cultural Competency – SOC 201 Cultural Anthropology; FCS 303 Cultural Foods

Analysis of the teaching of your curriculum

11. How do the pedagogical features of your program compare with the best practices for teaching in your discipline?

ACEND, dietetics accrediting body, requires learning activities that use a variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction, laboratory experiences) necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives. All core dietetic and food classes employ one or more of these learning techniques to meet learner needs.

12. What new pedagogical practices have been tried by members of your department in the last few years? What has your department learned from these experiments?

Use of the nurse simulation lab is used for Medical Nutrition Therapy; Team Based Learning (TBL) was used in Community Nutrition; more case studies were added to Lifecycle and Child Nutrition; many courses have lab experiences, offer field trips when appropriate, and use role-playing, problem-based learning, and a variety of classroom instruction techniques. Students are more engaged and better retain knowledge when techniques other than standard lecturing are employed.

13. Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?

New programs that allow students to work on electronic medical records, simulations using computer programs, and computer programs that analyze diet content from pictures have been, or are being developed. These programs would need to be purchased in order to implement them into the program.

Diet-F4) Potential Impact of National Trends

Top Burning Glass Occupations for the Program Dietetics/Nutrition and Food (duplicated in the Nutrition/Food program section)		
Occupation	Hiring Demand	Salary Range
Dietitian/Nutritionist	Medium	$52K - $54K
Health Educator	Medium	$52K - $55K

Note that some programs do not have as many professions listed in the Burning Glass data as others do. In these cases we will want to get a list of professions from the chair/school dean to supplement the Burning Glass data.

1. Which professions in the Burning Glass data were you already aware of and for which are you already intentionally preparing students and does the hiring demand in these professions signal anything about the future that you need to be aware of regarding the design and structure of your program?

We are aware of both of these professions. A student majoring in dietetics can fulfill any of these professions, however, they can only proceed to the dietitian status if they are accepted into an accredited dietetic internship, and pass the national Registered Dietitian exam with a score of 80% or higher. Health Educators and Nutrition professionals continue to be in demand as health insurers start to pay for preventive measures. At this time, the program design and structure does not need to change to prepare our majors for these professions.

2. Are there additional professions in the Burning Glass list or from your knowledge of occupations your alumni have entered, for which you should be preparing students?

There are many other occupations we are preparing our students for (ex. in food service management, food science, community nutrition agencies, counseling, etc.) but the curriculum is already covering these professions.

3. What changes in your program would be necessary in order to prepare students for the skills and professional qualities needed to succeed in these additional professions?

N/A

4. Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?

ACEND (accrediting body of AND) will be requiring students obtain a Master's degree before becoming eligible to take the national RD exam starting in year 2024. Students will still be required to fulfill an accredited dietetic internship (DI) program. They may do a combined MS/DI program, or obtain a Master's degree in any subject before or after a DI program. Our program does not need to change, as there will still be a demand for accredited undergraduate programs in dietetics, but we could visit the possibility of beginning a Master's program, or a combined MS/DI program. The deterrent in starting an accredited dietetics internship program in San Diego is that there are already three programs in town creating impaction in clinical and community sites required for training.

According to a report published in the Journal of the Academy of Nutrition and Dietetics titled "Dietetics Supply and Demand: 2010-2020" findings reported include:

•   The net supply of RD-credentialed dietetics practitioners is projected to grow by 1.1% annually.

•   Approximately 75% of the demand for the dietetics workforce will be met by the 2020 supply of RD-credentialed dietetics practitioners.

•   The aging population, health care reform, increased prevalence of certain conditions (including obesity), and growth in the food industry are key factors affecting the demand.[1]

According to the US Bureau of Labor Statistics Occupational Outlook Handbook, the job outlook for dietitians during the time frame of 2014-2024 is predicted to be 16%, considered "much faster than average".[2]

1.Hooker RS, Williams JH, Papneia J, Sen N, & Hogan P. (2012) Dietetics Supply and Demand, Volume 112, Issue 3, Supplement, Pages S75–S91; DOI: http://dx.doi.org/10.1016/j.jand.2011.12.024

2. http://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm

Diet-F5) Quality Markers

Retention/Graduation Rates (First-Time Freshmen) Dietetics							
	Matriculation Term						
	Fall 2008	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**
First-Year Retention	62.5%	100.0%	83.3%	83.3%	100.0%	83.3%	85.7%
PLNU First-Year Retention	*84.2%*	*84.1%*	*81.1%*	*82.9%*	*89.3%*	*84.5%*	*84.5%*
	Matriculation Term						
	Fall 2005	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**
Four-Year Graduation Rate	sm	sm	sm	37.5%	sm	50.0%	60.0%
PLNU Four-Year Graduation Rate	*62.0%*	*65.2%*	*61.7%*	*59.1%*	*63.4%*	*62.2%*	*63.2%*
	Matriculation Term						
	Fall 2003	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**
Six-Year Graduation Rate	80.0%	sm	sm	sm	sm	50.0%	sm
PLNU Six-Year Graduation Rate	*72.4%*	*73.2%*	*73.0%*	*74.9%*	*72.2%*	*73.6%*	*75.0%*
Degree Completions							
Majors	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Dietetics	**7**	**6**	**3**	**3**	**6**	**10**	**6**
Share of PLNU Bachelor's Degrees	*1.2%*	*1.1%*	*0.5%*	*0.5%*	*1.1%*	*1.7%*	*1.1%*
Minors	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
No minors in this program							
FTF Time to Degree *(in semesters)*	sm	sm	sm	sm	9.6	sm	sm
PLNU FTF Time to Degree	*8.2*	*8.2*	*8.3*	*8.2*	*8.3*	*8.3*	*8.3*
Study Abroad Participants	3	1	1	0	0	0	0
sm=cell sizes too small							

1. Based on comparing the quality marker data for your program with the PLNU averages:
   a. What does this tell you about your program?

   > First-Year Retention rates are comparable to PLNU's average. Many of the other values are too small to compare. The dietetics major is a full four years with recommendation that students take some GE courses over the summer. When students transfer in, or declare dietetics as their major in their sophomore or junior year, it is impossible to graduate them in only four years (from when they start as freshmen). Additionally, dietetic majors are not encouraged to study abroad (unless they do it over the summer) due to missing every-other-year upper division courses.

   b. If your values are below the PLNU averages, what changes could you make to address any areas of concern?

   > We could make the dietetics major more student-friendly to transfer students by offering science courses, especially Organic Chemistry and Bio 210, over the summer.

   c. If your values are above the PLNU averages, what do you believe contributes to this success?

   > N/A

2. Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your students in this program participates in these kinds of opportunities.

Due to the impaction of units for the dietetics major, an undergraduate internship course is not required. Students are encouraged to volunteer or work part-time in an area of dietetics to increase their chances of being accepted to an accredited dietetic internship. Otherwise, students are able to apply their knowledge in two courses that include practicums, in two courses that require written research projects, and other projects and reports embedded into course work. In the past we have had three dietetic majors engage in an honor's project. The upper division courses in senior year are challenging, and internship applications are due in February, making it difficult to add an honor's project into the schedule.

3. Describe any public scholarship of your undergraduate and graduate students in this program (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these kinds of activities?

A dietetic student did an honor's project and conference presentation in 2012. In 2015 two students did an oral presentation for staff at a Wellness Lunch 'n Learn. Many students volunteer at agencies asking for oral presentations. Each year two students sit on San Diego agency boards as student members, one for the local ASPEN (American Society of Parenteral and Enteral Nutrition) group, and the other for CAND-SD (Calif. Academy of Nutrition and Dietetics – San Diego chapter). They report back to student members of PLNU's Student Dietetic Association club.

4. How many of your students participate in study abroad opportunities in general? Describe any study abroad opportunities specifically organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this departmentally organized program (Annualize the number)?

Very few students participate in study abroad as it is discouraged if they want to graduate in four years. I can only think of one student who did it recently and was able to find an acceptable version of the every-other-year course she missed online. Dietetic majors have participated in, and are encourage to participate in **summer** study abroad programs.

5. What are any other distinctives of your program? Describe how they contribute to the program's success.

One distinctive of the dietetics program is how many graduates are able to obtain an accredited dietetic internship upon graduation. In the past five year cycle, 69% of those eligible to apply post-graduation were successful, compared to a national average of 50%. Since 2011, 100% of the eligible graduates passed the RD exam on the first try, and overall, 97% (29 of 30) have passed on the first attempt with one student requiring a second attempt. All courses are taught by Registered Dietitians.

6. Does your program have an advisory board? If so, describe how it has influenced the quality of your program? If not, could it benefit from creating one?

We used to have an advisory board as dictated by ACEND. However, it is no longer a requirement for accreditation. The problem with an advisory board is it was made up of employers of dietitians who really didn't understand undergraduate education, or the competencies required to teach. When asked opinions of what topics to incorporate into class, or other areas they thought needed strengthening, they could not offer suggestions based on not being in the classroom and understanding what was already being taught. We do survey every dietetic internship director of PLNU students to learn if they see deficiencies in our undergraduate education, as well as survey graduates to obtain their opinion about areas of academic deficiencies.

7. Describe any current joint interdisciplinary degrees (majors or minors) offered by your department. Are there additional areas where interdisciplinary programs should be considered?

> The dietetic majors do not engage in any interdisciplinary degrees, however, dietetic majors are required to take courses in biology, chemistry, business and sociology. The FCS department does offer a nutrition minor, usually taken by nursing, biology, kinesiology or journalism students.

8. Describe your success with students acquiring jobs related to their discipline.

> All students successful in obtaining an internship spot have passed the RD exam and gotten employment. Of those who have not gotten an internship, 12 of 69 (17%) chose not to apply. They pursued a nursing degree, became stay-at-home moms, or pursued jobs in another field. Additionally, 6 (9%) never earned verification to apply to an internship due to low grades. Some students chose to work a year before applying to an internship and others passed the DTR exam (Diet Technician, Registered) before applying. Of those who did not go on to an internship or were unsuccessful in obtaining a spot, we have no knowledge of where they are working or how long it took them to obtain employment.

9. Describe your undergraduate and graduate student success rate for passing licensure or credentialing exams (if they exist in your discipline).

> Since 2011, 100% of the eligible graduates passed the RD exam on the first try, and overall, 97% (29 of 30) have passed on the first attempt with one student requiring a second attempt.

10. Describe your success with undergraduate student acceptance into post-baccalaureate education.

> Of those we know desired post-baccalaureate education, 100% were successful. We know of 8 who applied and now have MS, PA, MPH or PharmD degrees. Additionally, 3 now have nursing degrees. We believe this figure (8) is low since we did not specifically track it.

11. What kind of support does your program provide for students encountering academic difficulties? How do you intentionally facilitate these students' connection with institutional support services?

> Dietetic majors must earn a "C" or better in all core classes to earn verification. If they are unsuccessful in a class (usually in chemistry courses), they have the option of re-taking the class on campus or off campus at a community college. While in a course where they are struggling, their options are tutoring, meeting with the professor during office hours, the DRC if they qualify, or they are encouraged to form small study groups. The chemistry department will notify me if a student is earning below a "C" after mid-terms, and I will meet with the student to discuss their options.

Diet-F6) Infrastructure and Staffing

Full-Time Faculty Program Contribution FCS-SSW Department Total (duplicated in other program sections)			
	2012-13	**2013-14**	**2014-15**
Percentage of UG classes taught by FT faculty	76.1%	70.3%	49.4%
PLNU* percentage of UG classes taught by FT Faculty	*73.4%*	*74.3%*	*72.6%*
Includes: regular lectures, labs, seminars Excludes: independent studies, private lessons, internships * PLNU figures do not include School of Education or Extended Learning as that data is not available at this time.			

1. Are your program's current technological resources and support adequate? If not, what is needed? Do you foresee any additional needs in this area?

   Yes, technological resources and staff are most helpful. We are currently using LiveText for assessment. FCS has been fortunate to pilot the Via LiveText ePortfolio format. The eportfolio has served as an effective platform to illustrate students' work.

2. Are your program's current facilities adequate? If not, what is needed? Do you foresee any additional needs in this area?

   FCS is currently in a merge with the Department of Sociology and Social Work. The building that will house the new department is unknown. For this logistical aspect, it is important that all stakeholders feel ownership and sense of belonging. A place for students to father together is important for this merged department to meet the needs of both faculty and students to be successful. The building will also need a food lab and close proximity to the Early Childhood Learning Center to meet the needs of students. The ECLC children walk to and from university classrooms to facilitate projects for the PLNU students.

3. Is your program's current staffing (administrative, clerical, technical and instructional) adequate? If not, what is needed? Do you foresee any additional needs in this area?

   The needs of the newly merged, large department are unknown. This is an area that needs to be monitored and evaluated as time goes on. Depending on future unit load of our full time faculty, we may need occasional adjunct to teach a course.

Diet-F7) Challenges and Opportunities

1. Are there any particular challenges regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

   It would be nice to reduce some of the GE requirements to free up units to better teach the core dietetic courses, or to have some FCS required courses become GEs (ex. FCS 225 – Fundamentals of Nutrition).

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

   N/A

Diet-F8) Recommendations for Program Improvement

List the recommendations you are making regarding this program analysis with a brief rationale for each recommendation.

> As units are available from altering the FCS/SOC core curriculum, we would like to:
> 1) Offer a 2-unit Nutrition Assessment course + the current 4 unit MNT course, or increase MNT from one semester to two;
> 2) Expand Food Economics to include more topics around quantity food production and catering, and increase from 2 units to 3 units;
> 3) If #3 happens above, we could reduce FCS 435 Foodservice Production and Management from 3 units to 2 units;
> 4) Increase Nutrition Research through the Lifecycle from 2 units to 3 units;
> 5) As required by ACEND's 2017 standards, start a 1 unit course on integrative and functional nutrition, covering the basic concepts of nutritional genomics.
> 6) Recommend Exercise Physiology lecture and lab (4 units) or Nutrition for Exercise and Sport Performance (3 units) as an elective, if units allow.

Program Level Analysis (Nutr)

Bachelor of Arts in Nutrition and Food

Nutr-F1) Trend and Financial Analysis

First-Time Freshman Admissions Funnel							
Nutrition and Food	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inquiries	62	69	140	94	102	111	89
Share of PLNU inquiries	*0.6%*	*0.5%*	*0.9%*	*0.5%*	*0.6%*	*0.5%*	*0.5%*
Completed Applications	21	25	33	25	22	29	17
Share of PLNU Applications	*1.0%*	*0.9%*	*1.2%*	*0.9%*	*0.7%*	*1.1%*	*0.7%*
Applicant Conversion Rate	33.9%	36.2%	23.6%	26.6%	21.6%	26.1%	19.1%
PLNU Applicant Conversion Rate	*18.6%*	*17.3%*	*17.0%*	*15.7%*	*16.1%*	*12.1%*	*15.0%*
Admits	17	16	18	12	12	21	13
Share of PLNU Admits	*0.9%*	*0.8%*	*0.9%*	*0.6%*	*0.6%*	*1.0%*	*0.6%*
Selection Rate	81.0%	64.0%	54.5%	48.0%	54.5%	72.4%	76.5%
PLNU Selection Rate	*87.4%*	*72.9%*	*68.9%*	*69.0%*	*70.5%*	*79.5%*	*79.8%*
New Transfer Admissions Funnel							
Nutrition and Food	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Inquiries	7	8	9	11	28	31	33
Share of PLNU inquiries	*0.9%*	*1.1%*	*1.0%*	*0.7%*	*1.9%*	*1.7%*	*1.6%*
Completed Applications	3	7	6	5	8	9	12
Share of PLNU Applications	*0.7%*	*1.8%*	*1.2%*	*1.1%*	*1.6%*	*1.3%*	*2.7%*
Applicant Conversion Rate	42.9%	87.5%	66.7%	45.5%	28.6%	29.0%	36.4%
PLNU Applicant Conversion Rate	*50.2%*	*55.5%*	*56.2%*	*28.4%*	*33.2%*	*36.9%*	*21.7%*
Admits	3	4	5	4	6	9	8
Share of PLNU Admits	*0.9%*	*1.7%*	*1.8%*	*1.4%*	*1.9%*	*2.1%*	*2.2%*
Selection Rate	sm	57.1%	83.3%	80.0%	75.0%	100.0%	66.7%
PLNU Selection Rate	*79.3%*	*57.9%*	*54.8%*	*60.5%*	*65.4%*	*64.1%*	*79.2%*
sm = cell sizes too small							

1. What does this data tell you about the external demand for your program? What does this say about the future viability of your program?

> The number of inquiries has grown for both freshmen and transfer students. The application conversion rate is higher than the PLNU average in all years. The selection rate tends to be lower for first-time freshmen and higher for transfer students. The program viability is moderate to strong and ideal for those interested in health and nutrition, but do not want the long academic plan that involves an accredited dietetic internship and Master's degree.

First-Time Freshman Admissions Yield							
Nutrition and Food	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	17	16	18	12	12	21	13
Matriculants	**1**	**4**	**4**	**3**	**4**	**6**	**2**
Share of PLNU Matriculants	*0.2%*	*0.7%*	*0.8%*	*0.5%*	*0.6%*	*1.0%*	*0.3%*
Yield Rate	**5.9%**	**25.0%**	**22.2%**	**25.0%**	**33.3%**	**28.6%**	**15.4%**
PLNU Yield Rate	*29.3%*	*30.5%*	*27.7%*	*30.3%*	*31.0%*	*27.9%*	*29.9%*
New Transfer Admissions Yield							
Nutrition and Food	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	3	4	5	4	6	9	8
Matriculants	**1**	**2**	**3**	**0**	**1**	**3**	**0**
Share of PLNU Matriculants	*0.6%*	*1.4%*	*2.0%*	*0.0%*	*0.7%*	*1.5%*	*0.0%*
Yield Rate	**sm**	**sm**	**60.0%**	**sm**	**16.7%**	**33.3%**	**0.0%**
PLNU Yield Rate	*51.1%*	*60.2%*	*54.7%*	*47.3%*	*44.6%*	*46.0%*	*48.0%*
sm = cell sizes too small							

2. How does your yield rate (percentage of students who enroll at PLNU after being admitted) compare to the PLNU average? If your rate is more than 8 percentage points above the PLNU average, what factors do you believe are contributing to this positive outcome? If your rate is more than 8 percentage points below the PLNU average for more than one year, what factors do you believe are contributing to this difference?

> The nutrition and food major is consistently below the PLNU average. While the dietetics major is accredited and leads to a career path once the student passes the RD exam, the nutrition and health degree is not accredited and does not have a distinct career path. Many of the students in this major either do not want, or are unsuccessful with the science courses required in dietetics or nursing, therefore this major allows them the option to graduate with a PLNU degree without taking as many science prerequisites.

Enrollment Nutrition and Food							
Concentrations	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Food Service Management	7	7	8	5	4	2	3
Nutrition and Health	12	16	14	13	18	17	12
Program Total	**19**	**23**	**22**	**18**	**22**	**19**	**15**
Share of PLNU Undergraduates	*0.8%*	*1.0%*	*0.9%*	*0.7%*	*0.9%*	*0.7%*	*0.6%*
Minors	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Nutrition	**13**	**11**	**10**	**13**	**11**	**11**	**8**
Share of PLNU Minors	*3.8%*	*3.2%*	*2.9%*	*3.6%*	*3.1%*	*2.7%*	*2.2%*
Major Migration of Completers*							
Top Importing Programs:	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**6-yr Total**
Undeclared	1	1	1		1	2	6
Dietetics		1		3	1		5
Pre-Nursing		1				1	2
Top Export Destinations:	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**6-yr Total**
Business Administration		1	1				2
Dietetics				2			2
* Based on degree completions of students who either started or finished within the program and who originally matriculated as first-time freshmen							

3. What does this data tell you about the internal demand for your program? Does this raise any questions about the viability and/or sustainability of your program as it is currently configured? Explain why or why not. Are there any actionable strategies that you can do that might make a difference if your trends are in the wrong direction?

The Foodservice Management concentration has always been a small percentage of FCS's majors, and appears to be declining in popularity. The Nutrition and Health concentration is holding steady. As stated earlier, N/H majors tend to come to us from Dietetics or pre-Nursing as they have trouble preforming in prerequisite science classes. Interestingly, some N/H majors export to Dietetics as they learn the difference in career paths. Having a clear explanation of each major on our website might help students determine which major is the best fit for them.

General Education and Service Credit Hour Production Dietetics/Nutrition and Food (duplicated in Dietetics program section)				
	2011/12	2012/13	2013/14	2014/15
Total program student credit hours	710.0	726.0	771.0	764.0
Number of GE sections taught	No GE Courses in this program			
% of SCH that are GE				
Share of PLNU GE SCH				
Number of service course sections taught	2	1	1	1
% of SCH that are service	5.6%	2.8%	2.6%	3.7%
Share of PLNU service SCH	2.4%	1.1%	1.1%	1.6%

4. What does this data tell you about how your program is impacted by the needs of GE and other academic disciplines? Does this raise any questions about the viability and/or sustainability of your program if these non-programmatic trends continue? Explain why or why not.

FCS 225 – Fundamentals of Nutrition is a service learning course for the School of Nursing.

Delaware Study Data Dietetics/Nutrition and Food Programs (duplicated in the Dietetics program section)												
	2010/11			2011/12			2012/13			2013/14		
Program Cost per SCH	**$379**			**$325**			**$321**			**$256**		
Benchmark	Dietetics	$109	$154	$234	$118	$188	$332	$106	$210	$274	$122	$157	$217
Percentiles	Nutrition	$126	$154	$219	$140	$175	$231	$128	$139	$165	$133	$154	$286
Ranking		High			Medium-High			High			Medium-High		

5. We know that the following factors influence the Delaware cost per credit hour:
   - Large amount of GE and service classes taught by the program
   - The career stage of the program faculty (early career faculty are less expensive)
   - The number of elective courses in the program
   - The amount of unfunded load (faculty receiving more credit for a course than the number of units received by a student – e.g. 4 units of faculty load for teaching a 3 unit class)
   - The amount of release time associated with the program
   - Faculty members on sabbatical
   - The size of the department budget and the cost of specialized equipment

Please reflect on your program's Delaware data in light of this information. In particular, what factors contribute to your program having a high (above 75th percentile), medium (50th-75th percentile), or low (below 50th percentile) ranking?

> The nutrition and food courses tend to have a high Delaware cost per credit hour because 1) most of the courses are only required by dietetic and nutrition/food majors resulting in smaller class sizes; 2) many of the courses have a lab or practicum resulting in some unfunded faculty load units; 3) there is a higher cost of specialized equipment for the food labs, and 4) our foods lab can only teach 15 students comfortably and safely in one class section.

6. Recognizing that not all factors above are under departmental control, what kinds of adjustments might be made to reduce the cost per student credit hour?

> Charging lab fees to courses that have some lab course outcomes, but is not a separate unit could be studied. Requiring lab fees that come directly to the department budget would be helpful.

***** Future *****
Financial Data: (possibly delayed to the future)
Extra Revenue Generated by Program (lab fees, studio fees, etc.)
Extra Revenue per student credit hour
Extra Costs for the program (equipment not purchased outside of department budget, etc.)
Extra costs per student credit hour
Modified Delaware values: Delaware – extra revenue per SCH + extra costs per SCH

7. Do these modified Delaware values tell you anything new about the future viability and/or sustainability of your program as it is currently configured? Please explain.

> Currently, our two full-time faculty are capable of covering most all of the dietetic and nutrition and food core classes. Labs fee are now included, a change promoted from Prioritization.

Nutr-F2) Findings from Assessment

Links to the department's assessment wheel
Family and Consumer Sciences Department
(duplicated in Child/Adolescent Development and Dietetics program sections)
• Student Learning Outcomes   • Curriculum Maps   • Assessment Plan   • Evidence of Student Learning   • Use of the Evidence of Student Learning

Reflection on longitudinal assessment of student learning data:
1. What have you learned from this program's student learning assessment data?

Outcome Measure: Exit exam is given to all graduating seniors for both fall and spring semesters. Exit exam focuses on the level of competency in particular field of study. Criteria for Success: 70% or higher average for each of the programs in the Department of Family and Consumer Sciences.

Year	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Ave %
Nutrition and Food Food Service Management	XXX	64	XXX	74	71	74	XXX	80	XXX	70	75	64	81	85	XXX	74
Nutrition and Food Nutrition and Health	70	72	75	71	69	77	73	74	73	73	66	72	80	71	65	72

Since the Nutrition and Foods program is not accredited by an outside agency other than WASC, the department assessment data was used to determine success. Senior Nutrition and Foods students performed at 80% or higher in all categories, both fall and spring 2015-2016 on Learning Outcome #5.   At the senior level, all criteria were met.

2.   What changes (curricular and others) have you made based on the student learning assessment data?

Full time faculty review and evaluates the scores after the FCS Outcomes Exam is administered. Careful review of each question with a high percentage of wrong answers will be discussed. If courses change content or instructors, we make sure the questions reflect the course content Based on student learning outcomes and assessment, no changes are apparent in the curriculum. However, due to small course enrollment in some courses, we are looking to re-vamp the curriculum to merge or eliminate low enrollment courses. We are also considering additional concentrations to the major other than Nutrition & Health and Foodservice Management.

3.   What additional changes are you recommending based on your review of the student learning assessment data?

Catering (FCS 445) is only required by the Foodservice Management majors and has had a consistently low enrollment. One suggestion is to eliminate the course, add 1 unit to Food Economics (FCS 300) and add a module of catering curriculum to the class, as well as more quantity food production. This will help strengthen the food production curriculum for all majors taking food courses. The other, as stated above, it to offer additional concentrations to the major.

DQP Outcomes with Scores
***** TBD *****

DQP Definitions
Intellectual Skills   Intellectual Skills define proficiencies that transcend the boundaries of particular fields of study: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
Specialized Knowledge   What students in any specialization should demonstrate with respect to the specialization, often called the major field. All fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications and cognizance of limits.
Applied and Collaborative Learning   Applied learning suggests what graduates can do with what they know. This area focuses on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.
Broad and Integrative Knowledge   Students integrate their broad learning by exploring, connecting and applying concepts and methods across multiple fields of study to complex questions—in the student's areas of specialization, in work or other field-based settings and in the wider society.
Civic and Global Learning   Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of the university, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies reflect the need for analytic inquiry and engagement with diverse perspectives.

Reflection on DQP related data:

Understanding that the DQP framework provides one particular lens on the meaning, quality and integrity of your curriculum, reflect on the DQP data and framework provided for your program.

4.   What have you learned from this program's DQP comparison?

> Met or exceeded our targets (green).

5.   What changes (curricular and others) have you made based on the DQP comparison?

> Last year we re-wrote learning objectives and are currently in the process of writing rubrics to meet curriculum maps and assessment plans. We focus on two learning outcomes per year. All three FCS programs are on the same cycle.

6.   What additional changes are you recommending based on your review of the DQP comparison?

> Our plan is newly developed and we are on the first year of testing our model. Currently, there are areas we have not gathered and assessed our outcomes. We will make changes as we see needs develop.

Links to stakeholder assessment data
(if present this will be department housed data)

- Surveys
- Focus Groups
- Market Analysis
- Etc…

Reflection on stakeholder feedback data:

7. What have you learned from this program's stakeholder assessment data? If you do not have stakeholder data, please provide a plan for how you will regularly collect this in the future.

We need to do a better job of tracking Nutrition and Food graduates. Our only notice of what graduates are doing has been when they have requested a letter of recommendation for graduate school, or from phone calls asking for recommendations from potential employers. We do know some graduates who went on to MS/RD programs at Loma Linda and Cal State LA. I know of one who obtained a MBA, one who started a catering business, and at least two who are running restaurants or working as chefs. However, this is a small percentage of the graduating body over the past ~10 years. The FCS department surveys alumni, looking at the core courses in the department and each academic program (please see attached survey). Significant findings included: strength of portfolios project. Overall, faculty were rated as satisfactory or very satisfactory in FCS command of subject matter, faculty preparation, and organization of courses.

8. What changes (curricular and others) have you made based on the stakeholder assessment data?

The Foodservice Management concentration prepares students for a career, and from the small feedback we have received those graduates appear to be working in the field. However, the Nutrition and Health concentration seems to be more nebulous. Students do not graduate with a distinct career path, and either take unrelated jobs, or go on to graduate school. We would like to add two new concentrations to the Nutrition and Food major, offering one in counseling, and a second in sports nutrition, while keeping the remaining third track to focus more on food and culinary, but will add advanced nutrition and advanced food science.

9. What additional changes are you recommending based on your review of the stakeholder assessment data?

As these tracks will include an undergraduate internship experience, we will need to find more appropriate placements for these students.

Nutr-F3) Curriculum Analysis

In looking at your curriculum, the program review process is asking you to analyze it through three different lenses. The first lens is looking at your content and structure from the perspective of guild standards or standards gleaned from looking at programs at comparator institutions. The second lens that of employability and is asking you to look at your curriculum and educational experiences from the perspective of skills and professional qualities that you are developing in your students that will serve them will in their future work and vocational callings. The third lens is that of pedagogy and is asking you to look at the delivery of your curriculum to ensure a high quality student learning experience.

Menu and Elective Unit Analysis		
Nutrition and Food		
Number of menu and elective units required by the program	Food Service	0

Number of menu and elective units offered by the program	Management	0
Menu/Elective Ratio		--
Number of menu and elective units required by the program	Nutrition and Health	0
Number of menu and elective units offered by the program		0
Menu/Elective Ratio		--
Longitudinal Class Section Enrollment Data		
• [Link to Class Section Enrollment Report](#)		

Comparison of current curriculum to guild standards and/or comparator institutions.

If your guild standards are associated with a specialized accreditation that your program has, these should be the basis of your analysis. If your guild standards are associated with specialized accreditation that we do not have, then you should primarily use comparator institutions as the basis for your analysis.

If your guild has standards that are not associated with specialized accreditation, then you may choose to use those standards and/or comparator institutions.

After consultation with your Dean, provide the set of guild standards or a list of the comparator institutions that you are using in your analysis.

If using guild standards:
1. Please provide a list of the guild standards that you are using to evaluate your curriculum.

N/A

2. Indicate if and how your curriculum satisfies the standards (this can be done in a table or narrative form). If applicable, indicate areas where your curriculum falls short of the standards.

N/A

Based on the analysis of standard and reflection on the menu and elective ratio above, consider and discuss the following questions:
3. Are there courses in your program that should be modified? Why or why not.

FCS 300 will need to be modified to include more material on catering and quantity food production, due to the elimination of the catering course.

4. Are there courses that should be eliminated? Why or why not.

FCS 445 Catering should be eliminated because it is only required by those concentrating in Foodservice Management, and the number of students majoring in that concentration is very small. We should add a module of Catering to FCS 300, as stated above.

5. Are there courses that could be merged? Why or why not.

At this time, there are no courses that can be merged.

6. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

> We are not proposing to develop new courses to add to the curriculum, but are proposing to develop 3 concentrations to the Nutrition and Food major. These concentrations will add existing courses from other departments. The Foodservice Management major would remain the same.

7. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the guild standards and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

> We feel the overall curricular structure for the Nutrition and Health concentration is currently not as complex or in depth as it could be. We could be doing a better job of preparing students for the work force by developing concentrations that relate to distinct career paths.

If using comparator institutions:

1. Begin by working with your Dean to identify a list of 5-8 comparator schools to use. In selecting schools, consideration should be given to type of institution, mission of the institution and the number of students majoring in the program.

> Comparator institutions:
> Institution 1 Seattle Pacific University
> Institution 2 Brigham Young University
> Institution 3 Madonna University
> Institution 4 Meredith College
> Institution 5 University of Hawaii at Manoa
> Institution 6 Texas Women's University

Gather the curricular requirements for the program in question at each of the comparator institutions.

2. Use this collection of curricular requirements to develop a list of curricular features that are essential for programs of this type. In addition, make note of any innovative or creative curricular feature that may be useful in enhancing the quality of you program.

> Seattle Pacific University: require Advance Nutrition, Experimental Foods, Meal Planning, Microbiology
> Brigham Young University: basic requirements include Metabolism, Nutrition & Disease; many elective choices
> Madonna University: requires Adv Nutrition, MNT I & II + a large variety of electives to choose from
> Meredith College: do not offer a dietetics degree, but Nutrition Sciences degree is similar; requires Experimental Foods, Nutrition Biochemistry & Metabolism, Nutrition Assessment, Therapy & Counseling I & II
> Univ of Hawaii at Manoa: large list of courses, difficult to tell which are required for a non-dietetics degree
> Texas Women's University: does not have as many basic courses; all courses have labs: Adv Nutrition, Bionutrition, Food Science, Food Microbiology

Review this list with your Dean before using it to analyze your own curriculum.

3. Indicate how your curriculum compares to the list of curricular features from your analysis (this can be done in a table or narrative form).

> Our N/H curriculum is not nearly as in depth as our comparators. N/H majors do not take courses in Advanced Nutrition, disease, assessment, metabolism, advanced food science, etc. as seen with our comparators.

Based on the analysis of comparator programs and reflection on the menu and elective ratio above:

4. Are there courses in your program that should be modified? Why or why not.

> Yes. The courses in the N/H program need to be more in depth and at a more advanced level to help our graduates be equivalent to graduates from similar programs. This will help them enter the career force, or better prepare them for graduate school.

5. Are there courses that should be eliminated? Why or why not.

> At this point there are no courses to eliminate other than the exclusive Catering course already discussed.

6. Are there courses that could be merged? Why or why not.

> We do not plan to merge any existing courses, other than add a Catering unit to an existing foods class.

7. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

> Yes. We are proposing to offer 3 concentrations in the Nutrition major. Appendix A shows the 3 tracks. The first major is similar to the current N/H concentration, and includes all the food preparation courses. We are adding Bio 210 (as a prerequisite to FCS 365), FCS 335 (Nutrition Research through the Lifecycle), FCS 365 (Advanced Nutrition) and FCS 455 (Food Science), a total of 13 units. Room to add these courses will be offset by eliminating FCS 150, reducing FCS 315 from 3 units to 2 and reducing electives from 21 units to 12 units. The second concentration will be Nutrition and Counseling. This track will eliminate our upper division food courses (FCS 300, 303, 435) for a total of 7 units. It will add 5 psychology courses (320, 321, 325, 380, 409) for a total of 17 units. It will also add Bio 210 and FCS 365 for another 7 units. Room to add these courses will be offset by eliminating FCS 150, reducing FCS 315 from 3 units to 2, eliminating our upper division food courses (FCS 300, 303, 435) and reducing electives from 21 units to 8 units. The third concentration will be Sports Nutrition. This track will also eliminate FCS 150, reduce FCS 315 from 3 units to 2, and eliminate our upper division food courses (FCS 300, 303, 435) for a total of 11 units. It will add BIO 210, FCS 365, Kin 340, 340L, EXE 330, EXE 201 and PSY 321 for a total of 19 units. We will need to reduce electives from 21 to 13 units for this concentration.

8. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the comparator schools and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

In studying comparator schools, we determined that our Nutrition and Foods major is not in enough depth, especially in the sciences and upper division nutrition core courses. By creating concentrations, we will attract students who want to focus their nutrition education on a certain career path. Yes, there will need to be structural changes, including sequencing of courses, addition and deletion of courses, and coordinating with other departments to develop concentrations.

Burning Glass Skills Data Dietetics/Nutrition and Food (duplicated in the Dietetics program section)		
1. Communication Skills	5. Writing	9. Research
2. Organizational Skills	6. Quality Assurance and Control	10. Problem Solving
3. Leadership	7. Customer Service	11. Detail-Oriented
4. Planning	8. Supervisory Skills	12. Presentation Skills

Analysis of the curriculum against preparation for employment

9. The Burning Glass data provides a list of skills for students entering common professions that are often linked to your major. Indicate in the table if and where each skill is being taught in your program. Based on reflecting on this data, are there changes you would recommend making to your curriculum?

1. Communication Skills – FCS 414 Practices in Nutr Educ & Dietary Counseling; FCS 330 Community Nutr (all tracks)
2. Organizational Skills – FCS 435 Foodservice Production and Management (N/F track);
3. Leadership - FCS 435 Foodservice Production and Management (N/F track);
4. Planning - FCS 435 Foodservice Production and Management (N/F track);
5. Writing – FCS 365 Advanced Nutrition; FCS 455 Food Science; FCS 330/331 Community Nutrition
6. Quality Assurance & Control – FCS 300 Quantity Food Production; FCS 435 Foodservice Management; FCS 455 Food Science
7. Customer Service – FCS 300 Quantity Food Production; FCS 435 Foodservice Management
8. Supervisory Skills - FCS 300 Quantity Food Production; FCS 435 Foodservice Management
9. Research – FCS/SOC Research Basics; FCS 365 Advanced Nutrition; FCS 335 Research through the Lifecycle
10. Problem Solving – 414 Practices in Nutr Educ & Dietary Counseling; FCS 330 Community Nutrition
11. Detail Oriented - FCS 414 Practices in Nutr Educ & Dietary Counseling
12. Presentation Skills - FCS 330 Community Nutr; FCS 365 Advanced Nutrition; FCS 455 Food Science

10. Some programs may serve to prepare students with professional qualities and skills that can serve them well in a great variety of professions that may not show up in data sets like Burning Glass. If this is indicative of your program, please identify the unique skills and/or professional qualities that your program develops in your students and indicate where in the curriculum this is being taught or developed.

Counseling Skills - FCS 414 Practices in Nutr Educ & Dietary Counseling; Psy courses
Interdisciplinary Relationships – depending on track, students will take courses with Kinesiology or Psychology majors, as well as take science courses with Biology, Chemistry and Nursing majors.
Professional Skills – FCS 497 Senior Seminar
Cultural Competency – SOC 201 Cultural Anthropology; FCS 303 Cultural Foods
Sports Nutrition Counseling – FCS 365 Advanced Nutrition; KIN 340 & EXE 330

Analysis of the teaching of your curriculum

11. How do the pedagogical features of your program compare with the best practices for teaching in your discipline?

A variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction, laboratory experiences) are used for delivery of curriculum content, to meet learner needs and to facilitate learning objectives. All core dietetic and food classes employ one or more of these learning techniques to meet learner needs.

12. What new pedagogical practices have been tried by members of your department in the last few years? What has your department learned from these experiments?

Team Based Learning (TBL) was used in Community Nutrition; additional case studies were added to Lifecycle and Child Nutrition; many courses have lab experiences, offer field trips when appropriate, and use role-playing, problem-based learning, and a variety of classroom instruction techniques. Students are more engaged and better retain knowledge when techniques other than standard lecturing are employed.

13. Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?

New programs that allow students to practice simulations using computer programs, and computer programs that analyze diet content from pictures have been, or are being developed. These programs would need to be purchased in order to implement them into the program.

Nutr-F4) Potential Impact of National Trends

Top Burning Glass Occupations for the Program Dietetics/Nutrition and Food (duplicated in the Dietetics program section)		
Occupation	**Hiring Demand**	**Salary Range**
Dietitian/Nutritionist	Medium	$52K - $54K
Health Educator	Medium	$52K - $55K

Note that some programs do not have as many professions listed in the Burning Glass data as others do. In these cases we will want to get a list of professions from the chair/school dean to supplement the Burning Glass data.

1. Which professions in the Burning Glass data were you already aware of and for which are you already intentionally preparing students and does the hiring demand in these professions signal anything about the future that you need to be aware of regarding the design and structure of your program?

Someone graduating with a nutrition degree that is not in the accredited dietitian track cannot become a dietitian. Students in the Nutrition/Health concentration are prepared to work as a general nutritionist or health educator. They can also work in food service, food industries, and community programs such as public health, WIC or food banks. They can also work under a Registered Dietitian as a diet technician, clerk or aide in a clinical or research setting.

2. Are there additional professions in the Burning Glass list or from your knowledge of occupations your alumni have entered, for which you should be preparing students?

> By offering 3 tracks to the Nutrition degree, we hope to better prepare graduates for the workforce. Students can specialize in sports nutrition and work in the fitness, wellness or employee health fields. They can choose to specialize in counseling and work with individuals or families in weight management or eating disorder fields. Lastly, students can major in nutrition and food working in food science, research and development kitchens or foodservice management.

3. What changes in your program would be necessary in order to prepare students for the skills and professional qualities needed to succeed in these additional professions?

> See Appendix A outlining the 3 tracks for Nutrition, as well as the Foodservice Management major.

4. Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?

> It is difficult to separate career trends for nutritionists from dietitians as the term is used interchangeably. According to the Bureau of Labor Statistics, there is a 1.2% employment estimate increase projected for both terms. (http://www.bls.gov/oes/current/oes291031.htm#nat)

Nutr-F5) Quality Markers

Retention/Graduation Rates (First-Time Freshmen) Nutrition and Food							
	Matriculation Term						
	Fall 2008	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**
First-Year Retention	83.3%	sm	sm	sm	sm	sm	80.0%
PLNU First-Year Retention	*84.2%*	*84.1%*	*81.1%*	*82.9%*	*89.3%*	*84.5%*	*84.5%*
	Matriculation Term						
	Fall 2005	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**
Four-Year Graduation Rate	sm	sm	sm	80.0%	50.0%	14.3%	sm
PLNU Four-Year Graduation Rate	*62.0%*	*65.2%*	*61.7%*	*59.1%*	*63.4%*	*62.2%*	*63.2%*
	Matriculation Term						
	Fall 2003	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**
Six-Year Graduation Rate	63.6%	66.7%	sm	sm	sm	80.0%	66.7%
PLNU Six-Year Graduation Rate	*72.4%*	*73.2%*	*73.0%*	*74.9%*	*72.2%*	*73.6%*	*75.0%*
Degree Completions							
Concentrations	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Food Service Management	2		2	4	1	1	1
Nutrition and Health	4	5	4	1	6	5	6
Nutrition and Food	**6**	**5**	**6**	**5**	**7**	**6**	**7**
Share of PLNU Bachelor's Degrees	*1.0%*	*1.0%*	*1.1%*	*0.9%*	*1.2%*	*1.0%*	*1.3%*
Minors	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Nutrition	0	2	2	1	3	2	1
Share of PLNU (completion) Minors	*0.0%*	*2.4%*	*2.4%*	*1.3%*	*3.9%*	*2.3%*	*1.1%*
FTF Time to Degree *(in semesters)*	9.0	sm	sm	sm	sm	sm	8.6
PLNU FTF Time to Degree	*8.2*	*8.2*	*8.3*	*8.2*	*8.3*	*8.3*	*8.3*
Study Abroad Participants	2	1	2	2	1	1	0
sm=cell sizes too small							

1. Based on comparing the quality marker data for your program with the PLNU averages:
   a. What does this tell you about your program?

   > Both majors consist of small numbers to use for comparison, and some of the statistics given are questionable. One issue seen is with transfer students. If they do not enter PLNU with certain science prerequisites, and miss upper division every-other-year courses, it is impossible to graduate them in two years. Additionally, if they participate in study abroad during a semester when an every-other-year course is offered, it sets back graduation if the course can't be found online or offered as an independent study.

   b. If your values are below the PLNU averages, what changes could you make to address any areas of concern?

   > We believe offering the 3 tracks for the Nutrition major will increase the popularity of the major and increase the number of students to this area of study. The Foodservice Management major has always been small, but once the Catering course is removed as the only class solely required by this major, all other courses will also be required by other nutrition, dietetic and business majors. Therefore, all courses in the Foodservice Management major will be required for other majors, and will not consist of a professor teaching one class for a small number of majors.

   c. If your values are above the PLNU averages, what do you believe contributes to this success?

   > N/A

2. Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your students in this program participates in these kinds of opportunities.

100% of students in the Nutrition and FSM majors are required to do an undergraduate internship, a research project in senior seminar, and a practicum in Community Nutrition. In addition, students in both majors apply their skills and knowledge in food laboratories, and work in the Nicholson's Commons kitchen.

3. Describe any public scholarship of your undergraduate and graduate students in this program (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these kinds of activities?

There has been little focus on the students of these majors engaging in public scholarship. As we organize the Nutrition major to align better with a career focus, we will need to start to offer more opportunities for public scholarship.

4. How many of your students participate in study abroad opportunities in general? Describe any study abroad opportunities specifically organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this departmentally organized program (Annualize the number)?

The FCS department has not organized any study abroad opportunities. According to the numbers you provide, this major has had 1-2 students per year engage in a study abroad program.

5. What are any other distinctives of your program? Describe how they contribute to the program's success.

All courses are taught by Registered Dietitians. Some courses are taught in our food lab, giving hands-on experience.

6. Does your program have an advisory board? If so, describe how it has influenced the quality of your program? If not, could it benefit from creating one?

No.

7. Describe any current joint interdisciplinary degrees (majors or minors) offered by your department. Are there additional areas where interdisciplinary programs should be considered?

The FCS department offers a Nutrition minor. It tends to serve nursing, biology and kinesiology majors. As a result of this program review, we are proposing to begin two concentrations in the Nutrition major, offering interdisciplinary courses in either psychology or kinesiology. The Nutrition and Food concentration and Food Service Management major will remain very similar to the existing program.

8. Describe your success with students acquiring jobs related to their discipline.

We have not tracked the success of these students very well. We know several who acquired a Master's degree in a variety of areas (MPH, MBA, Nutrition Sciences) and some who went on to Culinary schools. We know some who became chefs, who work in catering, are foodservice managers, or became dietitians attending another program.

9. Describe your undergraduate and graduate student success rate for passing licensure or credentialing exams (if they exist in your discipline).

> None exist.

10. Describe your success with undergraduate student acceptance into post-baccalaureate education.

> Of those who asked for letters of recommendation during the application process, all were successful in getting accepted.

11. What kind of support does your program provide for students encountering academic difficulties? How do you intentionally facilitate these students' connection with institutional support services?

> During advising sessions, students are encouraged to seek tutoring help, attend professors' office hours or form study groups.

Nutr-F6) Infrastructure and Staffing

Full-Time Faculty Program Contribution FCS-SSW Department Total (duplicated in other program sections)			
	2012-13	**2013-14**	**2014-15**
Percentage of UG classes taught by FT faculty	76.1%	70.3%	49.4%
PLNU percentage of UG classes taught by FT Faculty	*73.4%*	*74.3%*	*72.6%*
Includes: regular lectures, labs, seminars Excludes: independent studies, private lessons, internships * PLNU figures do not include School of Education or Extended Learning as that data is not available at this time.			

1. Are your program's current technological resources and support adequate? If not, what is needed? Do you foresee any additional needs in this area?

> Yes, technological resources and staff are most helpful. We are currently using LiveText for assessment. FCS has been fortunate to pilot the Via LiveText ePortfolio format. The eportfolio has served as an effective platform to illustrate students' work.

2. Are your program's current facilities adequate? If not, what is needed? Do you foresee any additional needs in this area?

> FCS is currently in a merge with the Department of Sociology and Social Work. The building that will house the new department is unknown. For this logistical aspect, it is important that all stakeholders feel ownership and sense of belonging. A place for students to gather together is important for this merged department to meet the needs of both faculty and students to be successful. The building will also need a food lab and close proximity to the Early Childhood Learning Center to meet the needs of students. The ECLC children walk to and from university classrooms to facilitate projects for the PLNU students

3. Is your program's current staffing (administrative, clerical, technical and instructional) adequate? If not, what is needed? Do you foresee any additional needs in this area?

> The needs of the newly merged, large department are unknown. This is an area that needs to be monitored and evaluated as time goes on.

Nutr-F7) Challenges and Opportunities

1. Are there any particular challenges regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

   New challenges will be finding internship rotations for the new tracks being proposed.

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

   We feel the main opportunities will be collaborating with other departments, and better preparing our students for a career beyond PLNU.

Nutr-F8) Recommendations for Program Improvement

List the recommendations you are making regarding this program analysis with a brief rationale for each recommendation.

1st = core changes to FCS/SOC
2nd = 3 new tracks for Nutrition majors: Food, Sports and Counseling (See Appendix A)

Appendix A
Nutrition Major

Lower Division
FCS 110 Fundamentals of Food (2 units)
FCS 225 Fundamentals of Nutrition (3 units)
Social Problems 101 (3 units)
Research Basics (3 units)
CHE 103 Intro to General, Organic and Biological Chemistry (5 units)
Philosophy 211 Ethics (3 units)
Biology 210 Cell Biology (4 units)
Biology 130 Anatomy & Physiology I (4 units)
Biology 140 Anatomy & Physiology II (4 units)

Total Units- 31 units

Upper Division
FCS 315 Personal, Family and Community Health (2 units)
FCS 330/331 Community Nutrition and Practicum (4 units)
FCS 335 Life Cycle Research (2 units)
FCS 365 Advanced Nutrition (3 units)
FCS 414 Nutrition Education and Dietary Counseling (2 units)
FCS 480 Internship (2 or 4 units)
FCS 497 Senior Seminar (2 units)

Total Units- 17-19 units

Nutrition and Food Concentration
FCS 300 Food Economics and Management (2 units) → Quantity Food Production (3 units)

FCS 303 Cultural Foods (2 units)
FCS 455 Food Science (3 units)
FCS 435 Food Service Management (3 units now → program review 2 units)

10 units

Sports Nutrition Concentration
KIN 340 (4 units)
EXE 330 Nutrition for Exercise & Sport Performance (3 units)
EXS 201 Fundamentals of Fitness Assessment and Development (2 units)
EXS 350 Fitness Assessment & Exercise Prescription (3 units)
EXS 350L Fitness Assessment & Exercise Prescription Lab (1 unit)
PSY 321 Abnormal Psychology (3 units)

16 units

Nutrition Counseling Concentration

PSY 321 Abnormal Psychology (3 units)
PSY 409 Psychology of Cognition & Learning (4 units)
PSY 325 Clinical and Community Interventions (4 units)
PSY 320 Social Psychology (3 units)
PSY 380 Family Development and Family Therapies (3 units)

17 units

Program Level Analysis (SWK)

Bachelor of Arts in Social Work

SWK-F1) Trend and Financial Analysis

First-Time Freshman Admissions Funnel							
Social Work	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Inquiries	56	58	68	89	103	110	101
Share of PLNU inquiries	*0.5%*	*0.4%*	*0.4%*	*0.5%*	*0.6%*	*0.5%*	*0.6%*
Completed Applications	14	18	12	25	18	17	30
Share of PLNU Applications	*0.7%*	*0.7%*	*0.4%*	*0.9%*	*0.6%*	*0.6%*	*1.2%*
Applicant Conversion Rate	25.0%	31.0%	17.6%	28.1%	17.5%	15.5%	29.7%
PLNU Applicant Conversion Rate	*18.6%*	*17.3%*	*17.0%*	*15.7%*	*16.1%*	*12.1%*	*15.0%*
Admits	10	12	6	16	10	15	23
Share of PLNU Admits	*0.5%*	*0.6%*	*0.3%*	*0.8%*	*0.5%*	*0.7%*	*1.1%*
Selection Rate	71.4%	66.7%	50.0%	64.0%	55.6%	88.2%	76.7%
PLNU Selection Rate	*87.4%*	*72.9%*	*68.9%*	*69.0%*	*70.5%*	*79.5%*	*79.8%*
New Transfer Admissions Funnel							
Social Work	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Inquiries	6	14	14	17	22	29	37
Share of PLNU inquiries	*0.7%*	*1.9%*	*1.6%*	*1.0%*	*1.5%*	*1.6%*	*1.8%*

Completed Applications	**2**	**8**	**10**	**9**	**5**	**9**	**11**
Share of PLNU Applications	*0.5%*	*2.0%*	*2.0%*	*1.9%*	*1.0%*	*1.3%*	*2.4%*
Applicant Conversion Rate	**33.3%**	**57.1%**	**71.4%**	**52.9%**	**22.7%**	**31.0%**	**29.7%**
PLNU Applicant Conversion Rate	*50.2%*	*55.5%*	*56.2%*	*28.4%*	*33.2%*	*36.9%*	*21.7%*
Admits	**2**	**5**	**4**	**6**	**2**	**5**	**10**
Share of PLNU Admits	*0.6%*	*2.2%*	*1.5%*	*2.1%*	*0.6%*	*1.2%*	*2.8%*
Selection Rate	**sm**	**62.5%**	**40.0%**	**66.7%**	**40.0%**	**55.6%**	**90.9%**
PLNU Selection Rate	*79.3%*	*57.9%*	*54.8%*	*60.5%*	*65.4%*	*64.1%*	*79.2%*
sm = cell sizes too small							

1. What does this data tell you about the external demand for your program? What does this say about the future viability of your program?

> The demand for both First-time freshman and transfers shows increasing inquiries over time. The conversion rates in both categories are above the PLNU average. External data also indicates growth in social work careers, in part due to significant number of persons in the aging 'baby boomer' generation. The Social Work program should consider increasing the materials available to the Admissions Office about the social work profession. The program receives internal transfers from other service-related majors at PNLU as students 'discover' Social Work. Increased awareness and outreach could encourage First Time Freshman to understand and select and declare Social Work as a major. Increased awareness of the social work program across campus may also be warranted. In several instances, the SWK component of the department has been referred to as 'social sciences', 'social services', or 'social welfare', or social studies. While each of these concepts is related to social work, the department offers a degree in 'generalist practice' social work which differs from the labels being applied to it.

First-Time Freshman Admissions Yield							
Social Work	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	10	12	6	16	10	15	23
Matriculants	**2**	**5**	**3**	**3**	**4**	**5**	**8**
Share of PLNU Matriculants	*0.4%*	*0.8%*	*0.6%*	*0.5%*	*0.6%*	*0.9%*	*1.3%*
Yield Rate	**20.0%**	**41.7%**	**50.0%**	**18.8%**	**40.0%**	**33.3%**	**34.8%**
PLNU Yield Rate	*29.3%*	*30.5%*	*27.7%*	*30.3%*	*31.0%*	*27.9%*	*29.9%*
New Transfer Admissions Yield							
Social Work	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	2	5	4	6	2	5	10
Matriculants	**1**	**3**	**3**	**1**	**2**	**1**	**5**
Share of PLNU Matriculants	*0.6%*	*2.2%*	*2.0%*	*0.7%*	*1.4%*	*0.5%*	*2.9%*
Yield Rate	**sm**	**60.0%**	**sm**	**16.7%**	**sm**	**20.0%**	**50.0%**
PLNU Yield Rate	*51.1%*	*60.2%*	*54.7%*	*47.3%*	*44.6%*	*46.0%*	*48.0%*
sm = cell sizes too small							

2. How does your yield rate (percentage of students who enroll at PLNU after being admitted) compare to the PLNU average? If your rate is more than 8 percentage points above the PLNU average, what factors do you believe are contributing to this positive outcome? If your rate is more than 8 percentage points below the PLNU average for more than one year, what factors do you believe are contributing to this difference?

> The yield rate for social work for Fall 2105 was slightly above (2-5%) that of PLNU. A similar pattern has occurred over the past three years (2013-2015) for First-Time Freshman. During the past two years, the number of transfer students increased substantially. The yield rate is inconsistent with some years comparable to the PLNU rate; however the small sample size minimizes the relevance of the trend data.

Enrollment Social Work							
	Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Social Work	**29**	**40**	**42**	**35**	**33**	**34**	**42**
Share of PLNU Undergraduates	*1.2%*	*1.7%*	*1.8%*	*1.4%*	*1.3%*	*1.3%*	*1.6%*
Minors	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
No minors in this program							
Major Migration of Completers*							
Top Importing Programs:	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**6-yr Total**
Undeclared	1			2	2	3	3	11
Pre-Nursing				2		1		3
Biology			1	1				2
Fashion and Interiors					1	1		2
Psychology			2					2
Sociology	1				1			2
Top Export Destinations:	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**6-yr Total**
Psychology	1	1					2
*Based on degree completions of students who either started or finished within the program and who originally matriculated as first-time freshmen							

3. What does this data tell you about the internal demand for your program? Does this raise any questions about the viability and/or sustainability of your program as it is currently configured? Explain why or why not. Are there any actionable strategies that you can do that might make a difference if your trends are in the wrong direction?

The demand for social work among FTF remains relatively stable. Migration from undeclared and other professions is fairly consistent. Students exporting from the major have been virtually non-existent since 2010/11 with a total of 2 students transferring in six years. Both students transferred to psychology. In one case, the transfer was related to the requirements associated with a 400- hour internship for the social work major which was not part of the psychology degree. Earlier introduction to the Social Work major and outreach to undeclared students could positively influence this outcome.

General Education and Service Credit Hour Production Social Work Courses				
	2011/12	2012/13	2013/14	2014/15
Total program student credit hours	410.0	334.0	332.0	367.0
Number of GE sections taught	No GE courses in this program			
% of SCH that are GE				
Share of PLNU GE SCH				
Number of service course sections taught	No service courses in this program			
% of SCH that are service				
Share of PLNU service SCH				

4. What does this data tell you about how your program is impacted by the needs of GE and other academic disciplines? Does this raise any questions about the viability and/or sustainability of your program if these non-programmatic trends continue? Explain why or why not.

Although the social work program in the past offered a general education course within the social world category, it does not offer one at this time. This is an area for exploration during the discussion for curriculum development as the newly merged department with SSW and FCS is finalized. The social work major is designed for professional application, as a result, courses designed as "SWK" are typically not GE or service courses. The program requires a number of specific GE courses to provide parts eclectic knowledge required for the professional foundation curriculum. A review of other accredited SWK programs indicates many programs offer courses within the major that are contextualized to the profession rather than a standard GE course. This helps reinforce the importance of the liberal arts for the profession, however, creates secondary challenges such as causing the program to appear more costly; needing to ensure that required content is sustained in the GE courses; and continually checking to verify that GE courses are scheduled and available to SWK majors in a manner that allows curricular progression. Altering the SWK program requirements to move more of the foundational curriculum into the major would remedy these challenges, however, would diminish the pedagogical connections between GE and the SWK program that heighten the importance of GE as part of the professional foundation.

Delaware Study Data Social Work												
	2010/11			2011/12			2012/13			2013/14		
Program Cost per SCH	**$335**			**$431**			**$424**			**$537**		
Benchmark Percentiles	$166	$230	$292	$148	$214	$282	$182	$257	$297	$165	$242	$290
Ranking	High			High			High			High		

5. We know that the following factors influence the Delaware cost per credit hour:
   - Large amount of GE and service classes taught by the program

- The career stage of the program faculty (early career faculty are less expensive)
- The number of elective courses in the program
- The amount of unfunded load (faculty receiving more credit for a course than the number of units received by a student – e.g. 4 units of faculty load for teaching a 3 unit class)
- The amount of release time associated with the program
- Faculty members on sabbatical
- The size of the department budget and the cost of specialized equipment

Please reflect on your program's Delaware data in light of this information. In particular, what factors contribute to your program having a high (above 75th percentile), medium (50th-75th percentile), or low (below 50th percentile) ranking?

Six of the seven factors noted for question #5 impact the cost of the SWK Major.

1) As noted in question #4 above, the SWK major does not typically benefit from enrollment of students for GE or other programs. Program-required and special topic courses (such as courses on child welfare, family, or grant writing) are offered as elective options to other majors, often benefitting students in nursing, family consumer science, or non-profit management.

2) 100% of the fulltime faculty assigned to the SWK program is tenured, full professors with well over a decade of experience at PLNU. According to national data from the Council on Social Work Education (the SWK Accreditation body) a limited percent of BSW programs has this level of faculty credentials. In many institutions, BSW programs are partnered with MSW programs. As a result, certain functions can be shared across the programs yet meet the minimum full-time faculty requirements of CSWE. As a result faculty costs are higher than in other programs.

3) SWK majors have an option in one three-unit course focused on specialty populations (child welfare or aging). Due to popularity, the Child Welfare course has been offered each semester. Selected students, such as Child and Adolescent Development majors, may also enroll in child welfare as an elective with faculty approval. The aging course, like the required course on sociology of the family, holds "SOC" designation. SWK student enrollment in those courses is credited to sociology. If reflected in the SWK program data, the family course would reduce the SWK program costs. Making each of these courses available to other majors is being considered as part of the SSW-FCS department merger discussion. Alternately, reducing the number of semesters the child welfare course is offered is another method for reducing costs.

4) Unfunded load works to the advantage of the SWK program. Students are required to complete two 4-credit hour courses that combine to a minimum of 400 hours of internship. Faculty is credited with 3 units of release time for each course meaning the program benefits from 2 units of off-setting revenue.

5) Release time substantially effects program cost. CSWE requires a minimum of 25% release time for the SWK Program Director. CSWE requires two full-time faculty for BA programs the size of PLNU's. The Department Chair is the second full-time faculty who also receives 25% release time charged to the SWK program. In combination, 50% FTE of one high-cost, tenured faculty position is non-income generating release time.

6) Sabbatical for the spring of last academic year was granted to the Department Chair whose primary assignment is to the SWK program.

6. Recognizing that not all factors above are under departmental control, what kinds of adjustments might be made to reduce the cost per student credit hour?

Using the item numbers in question #5 above, we note:

1) The program could return to offering a GE option in the social world category. For example, in the merger of SSW and FCS, the social problems course (SOC103) and intro to FCS (FCS100) could be combined to create a contemporary social problems course that investigates relevant social issues from multiple perspectives, or child and adolescent development (FCS150) and human behavior and the social environment (SWK365) could be retooled into a single human development across the life span course. Redesigning separate courses currently required by individual majors into a single course taken by multiple majors will increase class size and reduce per student costs, even if not offered as GE.

2) The cost of seniority faculty could be reduced in two ways. First, although CSWE requires all practice courses, including internship, to be taught by faculty holding an MSW plus two years of direct-practice experience, it no longer requires that internship be taught by a full-time faculty member. A qualified adjunct or part time faculty member could offer the internship courses, reducing the cost and freeing full time faculty to redistribute to other load. Second, the Program Director is approaching retirement age. It is expected that retirement will occur prior to the next departmental (2020) and CSWE (2023) reviews, leaving an opportunity to hire CSWE qualified faculty who are new to PLNU thereby reducing cost.

3) As noted in question #5, item #3 above, SWK student enrollment in some required courses is credited to sociology. If cross-listed to the SWK program, these courses would better reflect the actual program costs. Making each of these courses available to other majors is being considered as part of the SSW-FCS department merger discussion. Alternately, limiting the number of semesters the child welfare course is offered is another method for reducing costs. These options would increase class size and reduce faculty load by at least 3 units of teaching load annually.

4) The PLNU internship policy requires 40 hours of internship experience for each unit of credit. Currently, SWK students earn a total of 8 units for a minimum of 400 hours of field experience. If credits were awarded in accord with University policy, the number of credits for SWK internships would total 10. Using the current practice of 3 units of faculty release time for each semester, the program would benefit from a total of 4 units of revenue (6 units of release for 10 units of student tuition). An adjustment to the static 4-4 unit structure for SWK470 and SWK471 is described in response to curriculum analysis questions below. The SSW department could also consider utilizing one internship coordinator for all three types of internship (SWK, SOC, CJ) and explore increased coordination with the Office of Strengths and Vocations (OSV). (The faculty supervising internship would need to meet CSWE qualifications.) If combined, proportion of units of internship coordination charged to each could be assigned based on typical student units of enrollment instead of a stagnant number of course units for each internship type. Departmental savings are anticipated to be 2-3 units annually.

5) CSWE requires the SWK program administration and direct practice courses to be assigned to faculty holding an MSW with a minimum of two years of MSW-supervised direct practice experience. CSWE allows programs to request a waiver of the supervision component in selected circumstances. The program could continue investigating a wavier with the CSWE accreditation specialist. If approved, the SWK Program Director and Department Chair roles could be combined, reducing program release time by 3 units per semester.

6) There are no current plans for SWK faculty sabbaticals.

***** Future *****
Financial Data: (possibly delayed to the future)
Extra Revenue Generated by Program (lab fees, studio fees, etc.)
Extra Revenue per student credit hour
Extra Costs for the program (equipment not purchased outside of department budget, etc.)

7. Do these modified Delaware values tell you anything new about the future viability and/or sustainability of your program as it is currently configured? Please explain.

> No modified data provided, however, the suggestions noted in question 6, in combination with the merger of SSW and FCS the SWK program remains viable. SWK clearly aligns with the PLNU mission and the early foundations and practices of the Bresee. The SWK program is granted full, unqualified accreditation by CSWE through February 2023.

SWK-F2) Findings from Assessment

Links to the department's assessment wheel **Sociology and Social Work Department** (duplicated in the Sociology program section)
• Student Learning Outcomes   • Curriculum Maps   • Assessment Plan   • Evidence of Student Learning   • Use of the Evidence of Student Learning

Reflection on longitudinal assessment of student learning data:

1. What have you learned from this program's student learning assessment data?

The SWK program consistently meets the vast majority of student learning outcome objectives (SLO) set by PLNU and by CSWE. Several measures are used to evaluate student learning. Of these, reports derived from three instruments capture the program performance: the CSWE AS 4.B Annual Report; the ASWB sample exam results; and the FCAI national evaluation. These instruments are standardized for use across BA programs in SWK.

- The CSWE AS 4.B Annual Report summarizes student and program performance in ten domains of professional competencies with 41 individualized behaviors. The PLNU program adds an eleventh domain with two additional measures to assess student integration of a faith perspective with professional practice. These measures are gathered to evidence five core program outcomes. Program Learning Outcome #2 is linked to the CSWE report. Program outcomes show:

  o The program consistently meets the majority of CSWE-specified professional competencies for demonstrated student performance. Performance scores are averaged for each student using two measures per individualized behavior. The original benchmark was set at 75% of students meeting criteria but was subsequently increased to 90%. In 2014, three items fell below the increased benchmark on one of the measures, resulting in only partial achievement for those items, however, the majority of CSWE-competencies were achieve. Because SWK cohort size is relatively small, performance by one or two students can negatively impact success at the 90% level. In 2014, the items falling below benchmark reached 86% for two items and 89% on the third, exceeding the original standard.
  o In 2016, all measures met or exceeded the program benchmark.
  o In 2016, average performance on seven of the ten CSWE domains improved over the prior year and the PLNU-specific faith domain remained at 3.66 on a 4.0 scale.

- The ASWB sample exam measures student attainment in eleven essential areas of foundational knowledge for SWK practice. Although not implemented in California, ASWB exams are used in many states to determine if an individual should be granted professional title or licensure. Results for PLNU show:

  o The PLNU standard for this instrument is set 10% above the national exam average.
  o At the onset of the review period in 2012, four of the eleven areas ever fell below the standard making it the year with the highest level of marginal performance
  o After adjusting curriculum to address areas of marginal performance in 2012, each area improved. In subsequent years no more than two areas fell below and no area consistently failed.
  o Two areas, service delivery design and administration, have the greatest fluctuation in scores. Of these, after improvement that exceeded the standard, only the service delivery design area returned to falling below the standard.
  o Research methods, professional relationships, and service delivery content areas each experienced two consecutive years below standard with research methods showing the slowest growth over the two years.
  o Knowledge of the effects of diversity is of concern because performance decreased over the past three years despite an intentional focus in the curriculum and a higher level of attention to diversity on the University campus in general.

- The Foundational Curriculum Assessment Instrument (FCAI) assesses program effectiveness by comparing cumulative program scores with national data and by assessing aggregate student scores in six curricular content areas using both cluster and individual item analysis. The data for 2014 - 2015 show (data for 2016 has not yet been received from SWEAP).

  o PLNU students met or exceeded the FCAI national mean scores.
  o Interestingly, although scores on the ASWB fell below the PLNU standard, the FCAI scores for student knowledge of diversity exceed the national mean at a significance level of $p=.05$.
  o One other measure (research) showed significant performance above the national mean (44% vs. 40.6%) with a level of significance for this measure at $p=.005$.

2. What changes (curricular and others) have you made based on the student learning assessment data?

The SWK program implemented curricular and assessment measure changes over the past five years. Responses to PLO measures and student feedback on a SWEAP exit survey inspired the program to make made the following changes:

- o Increased course attention to service delivery-design information.
- o Expansion of research methods course curriculum to include qualitative research and single-subject design.
- o Enhanced course attention to the history of the social work profession.
- o Elimination of SOC260, Sociological Analysis as a required course for SWK majors in favor of expanded course content on social work in organizations and communities
- o Implementation of revised rubrics for measuring SWK course content on evidence-based practice (research).
- o Amendment to Senior Portfolio requirements to include:

  - o National Incident Management System certification
  - o HIPAA testing
  - o Student evaluation of field placement
  - o Expanded and standardized student learning plan format to include each CSWE-required behavior
  - o Standardized weekly log format

- o Increased attention on methods to facilitate transitions and endings.
- o Targeted content on service delivery design with accompanying applied assignment and reflection.

Substantive changes in CSWE evaluative standards led the program made the following changes:

- o Implementation of two parallel instruments to assess student competency on 43 measures.
- o Change in faculty assignment for SWK internship courses.
- o Transfer of faculty assignment for internship courses to teaching load release time instead of teaching units.
- o Revision of syllabi to include CSWE EPAS number corresponding to each SLO.
- o Revised tracking of program outcome measures for greater efficiency in tracking core competencies and DQP.

3. What additional changes are you recommending based on your review of the student learning assessment data?

Click here to enter text.

DQP Outcomes with Scores
***** TBD *****   (Note: although this section was labeled "TBD" the program has reported DQP data to the Assessment Wheel.)
DQP Definitions

Intellectual Skills
Intellectual Skills define proficiencies that transcend the boundaries of particular fields of study: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.

Specialized Knowledge
What students in any specialization should demonstrate with respect to the specialization, often called the major field. All fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications and cognizance of limits.

Applied and Collaborative Learning
Applied learning suggests what graduates can do with what they know. This area focuses on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.

Broad and Integrative Knowledge
Students integrate their broad learning by exploring, connecting and applying concepts and methods across multiple fields of study to complex questions—in the student's areas of specialization, in work or other field-based settings and in the wider society.

Civic and Global Learning
Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of the university, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies reflect the need for analytic inquiry and engagement with diverse perspectives.

Reflection on DQP related data:
Understanding that the DQP framework provides one particular lens on the meaning, quality and integrity of your curriculum, reflect on the DQP data and framework provided for your program.

4. What have you learned from this program's DQP comparison?

> DQP data for program not provided, however, program evaluation from external measures indicates success in learning associated with DQP. See SWK program outcomes data on the PLNU Assessment Wheel.

5. What changes (curricular and others) have you made based on the DQP comparison?

> Please see 'use of results' reports on assessment wheel.

6. What additional changes are you recommending based on your review of the DQP comparison?

> Not applicable, DQP comparison not provided.

Links to stakeholder assessment data
(if present this will be department housed data)
• Surveys- Social Work Educational Assessment Program (SWEAP) Exit Surveys and Field Instructor Satisfaction Survey
• CSWE – National SWK Educational Program Analysis

Reflection on stakeholder feedback data:

7. What have you learned from this program's stakeholder assessment data? If you do not have stakeholder data, please provide a plan for how you will regularly collect this in the future.

> Stakeholder assessment data for SWK is comprised of SWEAP Exit Surveys, Field Instructor Satisfaction Surveys, and CSWE national program reports.
>
> > o   SWEAP – Social Work Educational Assessment Program Exit surveys collect student ratings of the SWK program on 35-43 items (depending on graduating year) that comprise a professional foundation of knowledge, skills, and values and ethics. Surveys from nearly 100% of graduating seniors from 2011-2015 rate the program at 7 or above on a 9-point scale. In 2011, two items were flagged: the history of the social work profession and understanding of organizational development. Emphasis on these items was implemented in SWK303 and SWK371 respectively. Scores for 2012 improved on both items, however, history of social work profession remained below the program goal with 8% of students scoring the item at 6 or below. As a result, SWK370 was altered to include a 'gallery walk' overview of the history presented in SWK303 which is a pre-requisite for SWK370. In 2013, students rated all 35 items at or above the benchmark. In 2014, SWEAP Exit survey items increased to 43 and more closely mirrored the CSWE EPAS Competencies. The program achieved or exceeded the benchmark for scores 42 of 43 items. Student scores for information about 'facilitating transitions and endings' fell below the benchmark. Despite the marginal outcomes on three items over four years, the majority of student scores assess the program as 'good' or 'very good' overall.
>
> In addition to the SWEAP survey the SSW Department conducted an alumni survey in 2015. Results of this survey were not segregated by major and are not separately reported for the SWK program.
>
> > o   Field Instructor Satisfaction Survey – A Field Instructor Satisfaction Survey was implemented in 2015. Individuals serving as Field Internship instructors between 2011-2015 were asked to complete an anonymous, voluntary survey assessing the PLNU program.
> > o   CSWE National EPAS – The CSWE education policy standards were revised in 2015 with a revised EPAS assessment adopted in 2016. The PLNU program will need to comply with the revised standards when it is reviewed for reaffirmation of accreditation in 2022-2023. Comparison of the EPAS currently governing PLNU's accreditation by CSWE with the 2016 EPAS indicates changes for Field Education, HBSE, and documentation of student competency. Changes recommended in this Self-Study for Field Education (aka Internship) and HBSE would align with the revised EPAS. Changes in documentation of student competency are largely administrative and do not require changes in curriculum.

8. What changes (curricular and others) have you made based on the stakeholder assessment data?

> The program has adjusted course content, faculty assignments, and assessment instruments based on CSWE policy, SWEAP findings as described in question 7 above and as discussed in reports filed in the section above used of outcomes on the department Assessment Wheel.

9. What additional changes are you recommending based on your review of the stakeholder assessment data?

> Amendment of program progression to include greater exposure to external, applied experiences in the community prior to field education.

SWK-F3) Curriculum Analysis

In looking at your curriculum, the program review process is asking you to analyze it through three different lenses. The first lens is looking at your content and structure from the perspective of guild standards or standards gleaned from looking at programs at comparator institutions. The second lens that of employability and is asking you to look at your curriculum and educational experiences from the perspective of skills and professional qualities that you are developing in your students that will serve them will in their future work and vocational callings. The third lens is that of pedagogy and is asking you to look at the delivery of your curriculum to ensure a high quality student learning experience.

Menu and Elective Unit Analysis Social Work	
Number of menu and elective units required by the program	3
Number of menu and elective units offered by the program	6
Menu/Elective Ratio	2.00
Longitudinal Class Section Enrollment Data	
• Link to Class Section Enrollment Report	

Comparison of current curriculum to guild standards and/or comparator institutions.
If your guild standards are associated with a specialized accreditation that your program has, these should be the basis of your analysis. If your guild standards are associated with specialized accreditation that we do not have, then you should primarily use comparator institutions as the basis for your analysis.

If your guild has standards that are not associated with specialized accreditation, then you may choose to use those standards and/or comparator institutions.

After consultation with your Dean, provide the set of guild standards or a list of the comparator institutions that you are using in your analysis.

If using guild standards:
1. Please provide a list of the guild standards that you are using to evaluate your curriculum.

> Please see program accreditation documents and associated reports for details about the following standards:
> Council on Social Work Education (CSWE) Educational Standards and Accreditation Standards (EPAS)
> CSWE Student Competencies ten domain areas with 43 individual criteria
> Association of Social Work Boards: BA curricular content areas
> SWEAP: Baccalaureate Education Assessment Project: Program exit survey analysis student rating data
> FCAI: Foundational Curriculum Assessment Instrument comparative data

2. Indicate if and how your curriculum satisfies the standards (this can be done in a table or narrative form). If applicable, indicate areas where your curriculum falls short of the standards.

> The PLNU SWK program was reaffirmed by the national accrediting body in 2016. The program was granted full accreditation without conditions until 2023. No curricular concerns were expressed. Please see SWK program CSWE Self-Study report for details and charts.

Based on the analysis of standard and reflection on the menu and elective ratio above, consider and discuss the following questions:

3. Are there courses in your program that should be modified? Why or why not.

> Please see attached file for SWK comparative program data. The PLNU SWK program offers fewer electives than many CSWE-accredited BA programs. Few CSWE-accredited BA programs require economics as part of the program core; other programs have alternate structures for field education and associated seminar or topic discussions; and several have more units or multiple courses in HBSE. These elements have been considered in the plan for the SWK program as it becomes part of the SSW-FCS merged department. Modifications are discussed in detail in section F3 and summarized in a table in section F8.

4. Are there courses that should be eliminated? Why or why not.

> 1. A revised Research Methods curriculum that is completed by each student in the merged department could eliminate MTH203 from the SWK required curriculum. SWK majors need an understanding of applied statistics for the social sciences rather than the capacity to generate formulas.
> 2. A reduction in the frequency that SWK340 Child Welfare and SOC316 Sociology of Aging are offered is also feasible and desirable from a program cost perspective. The SWK340 Child Welfare could be redesigned to better serve the Child and Adolescent Development majors in the merged department and if identified as a non-practice class, could be taught by non-SWK faculty, potentially reducing program costs.

5. Are there courses that could be merged? Why or why not.

> SWK470 and SWK471 can be combined into a single, repeatable course with varying units, like other internship and practicum courses in SSW. The current two courses combine to fulfill the CSWE-required number of practicum hours. The courses are very similar but students complete different sections of the portfolio depending on if they are beginning internship (SWK470) or continuing in internship toward completion (SWK471). One benefit of the proposed change is noted in Question #6; part 4, making this change enables better distribution of units that can be fully charged to totally 10 units (rather than the current 8). This change should reduce the number of "IP" units in any given semester because students will be able to register for the number of units matching their projected hours of availability. This step may facilitate a reduction in the time to graduation as well.
> Also, please see response to Question #6 below.

6. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

The planned merger with FCS allows for creative reorganization of the SWK curriculum. New cross-discipline or department 'core' classes are being designed to replace parts of the existing program. For examples:

1. A redesigned Social Problems course (required of all majors in the merged department) could replace the SWK program requirement for SOC101;
2. Human Behavior and the Social Environment (SWK365) could be replaced by a re-designed course that is combined with the FCS Child and Adolescent Development class into a single Human Development Across the Life Span;
3. Research Methods could be retooled as a sequence with a foundational course with fewer units completed by all students in the merged department, and a second course for the majors needing application.

Each of these revisions would allow us to increase class size while retaining the core topics required by CSWE and FCS.

7. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the guild standards and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

The PLNU program fully meets all CSWE requirements without additional conditions or restrictions. It is one of the BA programs CSWE-accredited programs in the western region, and one of XX programs in CA claiming a foundation in faith.   Compared with other CSWE-accredited BA programs in Social Work, the PLNU program offers discreet course at the micro and macro practice levels. The PLNU program concentrates internship or field practicum hours in fewer semesters than other programs which creates scheduling challenges and limits our students' opportunities to integrate knowledge and professional application. Adopting the curriculum change suggested in item #5 above would allow PLNU students to spread internship over a greater period, giving more time for fruitful reflection, a potential for exposure to more than one setting, and

If using comparator institutions:
1. Begin by working with your Dean to identify a list of 5-8 comparator schools to use. In selecting schools, consideration should be given to type of institution, mission of the institution and the number of students majoring in the program.

Many of the PLNU identified comparator and aspirant schools do not offer a bachelor's degree in social work. Two institutions on the SOC program review list which offer CSWE-Accredited Social Work BA programs were reviewed. The selection of comparator schools then moved to the list of BA Social Work programs in California that are CSWE- accredited, or in Candidacy for accreditation. There are 17 such programs in the state, of these 10 are affiliates of the University of California or State institutions and were removed from the initial comparator list. Information was reviewed for each of the remaining programs, with particular attention to programs founded in liberal arts and faith-based institutions. Although the PLNU program is not seeking to mirror these programs, they offer key characteristics that are most similar – located in California, CSWE-affiliated major in social work, and small to moderate size. One of the programs approved by CSWE in July 2016 as an on-line program was included in the evaluation matrix. Programs that were reviewed are listed in alphabetical order below.

Institution 1   Azusa Pacific University
Institution 2   Brandman University
Institution 3   Fresno Pacific University
Institution 4   Gordon College
Institution 5   La Sierra
Institution 6   Messiah College
Institution 7   Pacific Union
Institution 8   Whittier College

Gather the curricular requirements for the program in question at each of the comparator institutions.

2. Use this collection of curricular requirements to develop a list of curricular features that are essential for programs of this type. In addition, make note of any innovative or creative curricular feature that may be useful in enhancing the quality of you program.

Please see the comparator program matrix attached to this report. The data is reflected in the narrative for this question and the question #3 curriculum comparison.

Review this list with your Dean before using it to analyze your own curriculum.

3. Indicate how your curriculum compares to the list of curricular features from your analysis (this can be done in a table or narrative form).

Curriculum analysis is striking. Every program requires more units taught within the major than PLNU and an additional 11-13 units of specific general education or cognate units. Almost every program is larger than the PLNU program overall. The total required program units for the PLNU SWK program is 56 units including both major requirements and specific GE requirements. All 19 of the lower-division units in the major are taught outside the SWK program and 13 of these are GE credits.   Of the remaining 37 units required in the major only 30 are designated as within the SWK program. These factors impact other aspects of the program assessment, particularly the calculated program costs.

Most of the other programs have similar content to the PLNU major; however, other programs tend to teach the content within the major and from SWK perspectives. For example, content on diversity, cultural competency are specific courses offered within the major and with applied SWK content. The PLNU program requires this content from courses outside the program and integrates the application of the knowledge acquired in those courses in the SWK practice courses or HBSE.

Institutional comparisons reveal that in comparison with PLNU, other programs:

a) Do not typically require economics;
b) Require twice as many HBSE units;
c) Require twice as many seminar or colloquium units;
d) Offer substantially more choice in elective units from a broader array of courses; (PLNU offers only 3 units with a selection of only 2 courses);
e) Require more SWK practice courses, often with narrower focus than the PLNU courses;
f) Tend to have licensed clinicians as part of the faculty;
g) Tend to have an array of faculty often with fewer full professors holding doctoral degrees.

Based on the analysis of comparator programs and reflection on the menu and elective ratio above:
4. Are there courses in your program that should be modified? Why or why not.

- For prioritization, we considered further reducing the only elective choice courses (Child Welfare and Sociology of Aging). However, most programs offer a higher number and a richer variety of elective courses. Realizing that PLNU's core SWK program has the fewest credits of any of the comparator, not alternate Child welfare vs aging – is a method to reduce units for prioritizations, however, reduction program costs could be achieved by cross-listing the courses required by SWK but taught in other programs or offering some of the lower-division content courses within the SWK program;
- Expand elective offerings that would be attractive to other degree programs, such as:
- Retool courses to allow intentional, direct application from SWK perspective as well other disciplines, such as suggested for a revised SOC103 in the merged dept.
- Practicum (internship) course credits should be increased to 5 units each, spread across more semesters, with variable units in any term. Faculty release (off set) can remain at 3 units per semester, managed by adjunct faculty with some recruitment support from the Office of Strengths and vocations.
- Senior Seminar 1 & 2 could be identified as a single course number, repeated for a total of 4 units.
- The current program structure requires 26 credit hours in specific courses outside the program with only 30 additional units taught within the program. This inflates the apparent 'cost per student'. Teaching part of these units within the program would make cost comparisons more equitable, however, the SWK program has embraced an inter-disciplinary approach that integrates core content and theory from courses taught in other disciplines. Although not courses 'in service' to other programs, SWK enrolled in program-required courses offered by other majors benefit other programs.

5. Are there courses that should be eliminated? Why or why not.

Consideration should be given to eliminating the specific requirement for ECO102 and substituting ECO100 as an elective option within a social science core.

6. Are there courses that could be merged? Why or why not.

Because of the merger with FCS, the Sociology, SWK and Criminal Justice Programs all have opportunity to merge courses into common courses that would be offered across 5-6 majors. A 'backbone' of courses taken by students in any major within the merged department would create opportunities for interdisciplinary classes; increases in average course enrollment; and synergy among students in the six majors within the department. Under consideration are: A revised introduction / Social Problems course the combines social problems (SOC103) with the FCS introduction 101; a merge of Research Methods and Statistics into a restructured sequence; an integrated human development course; and revised or merged interdisciplinary seminars (SWK 472 and 473, SOC476, FCS).

Absent the departmental merger, a review of curricular sequencing and class size and the associated cost analysis indicates the program should re-designate SWK 472 and 473 into a single course number that may be repeated until the total units required are achieved; that SWK470 and 471 should be offered with units able to vary from 1 to 5 units and also allowed to be repeated until the required number of units is achieved. This allows for maximum class size, a reduction in "IP" units, and eliminates the need for offering all four courses each semester. A two-unit interdisciplinary Senior Seminar / capstone could be created to serve multiple majors.

7. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

As indicated in other components of this self-study, the planned department merger would result in substantively revised courses. The new social problems course could replace introduction to sociology, a combined research methods and statistics sequence would replace the current methods course.

8. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the comparator schools and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

- Many of the University – selected comparator institutions do not have CSWE accredited SWK programs, making direct comparison less beneficial to program assessment.
- The PLNU program aligns with CSWE requirements for foundational areas of knowledge.
- PLNU concentrates the minimum 400 hours of field education in blocks of four units at the senior level whereas other programs structure the experience over more than one year and require in excess of 400 hours. SWK students at PLNU often require an "IP" in internship courses in order to complete all the hours required for four (4) units in a semester. The program plans to request faculty approval for amending the program to accommodate accumulation of hours though a variable number of units potentially extending over three semesters and awarding a total of ten (10) units of credit in accord with the University policy for internship hours.
- See analysis of CSWE accredited programs in sections of F3 above.
- The CSWE reaffirmation site visitor report indicated a low level of clerical support for the program compared with other accredited programs, however, noted that the level of support is comparable to other PLNU programs.

Burning Glass Skills Data Social Work		
1. Communication Skills	5. Problem Solving	9. Quality Assurance & Control
2. Writing	6. Customer Service	10. Time Management
3. Organizational Skills	7. Leadership	11. Detail-Oriented
4. Planning	8. Supervisory Skills	12. Management

Analysis of the curriculum against preparation for employment

9. The Burning Glass data provides a list of skills for students entering common professions that are often linked to your major. Indicate in the table if and where each skill is being taught in your program. Based on reflecting on this data, are there changes you would recommend making to your curriculum?

Please see the CSWE Accreditation standards for competencies and demonstrated skills. These require demonstration of 43 competencies and applied skills.

Burning Glass Skills in the Social Work Program		
Communication Skills –GE Communications; Multiple Courses 370, 371, 472 Communication techniques. (Oral and written communication are assessed).	Problem Solving: SWK 303, 370 Problem solving approaches and theories; SWK 371 conflict resolution, SWK 330 welfare policies and services	Quality Assurance & Control SWK 371 Toward Quality Management, Program Evaluation and Review Technique (PERT);
Writing – GE Writing 110 SWK 370, 371, 472 for Professional recording and reporting	Customer Service SWK370, 330, 340 service delivery design and client empowerment; policies and service; cultural competence	Time Management SWK 371 Time management, stress reduction, MAST goals, SWK473 portfolio.
Organizational Skills Organizational theory and techniques SWK371	Leadership SWK 371, 303 Leadership styles, characteristics and sources of power	Detail-Oriented Observing and assessing
Planning – SWK 370 Micro intervention planning, SWK 371 community assessment and planning, SWK 371 planning and conducting meetings, Case planning, 370-371, 472.	Supervisory Skills – SWK371, SWK470 – 471, 472 Working with supervisors; managing-up; evaluating performance, goal setting	Management SWK371 Organizational management and problem solving; SWK 370 case management; SWK 473 non-profit management

10. Some programs may serve to prepare students with professional qualities and skills that can serve them well in a great variety of professions that may not show up in data sets like Burning Glass. If this is indicative of your program, please identify the unique skills and/or professional qualities that your program develops in your students and indicate where in the curriculum this is being taught or developed.

The data related to this question is extensive. Please see report about labor demand in CA, the publication *101 Careers in SWK,* and CSWE publications and associated competencies.

Analysis of the teaching of your curriculum

11. How do the pedagogical features of your program compare with the best practices for teaching in your discipline?

The PLNU program parallels program outcomes and assessment benchmarks, however pedagogically relies heavily on courses in other programs. Comparisons with aspirant institutions indicate fewer elective options and less opportunity for specialty sources. Comparators offer opportunity for more extensive exposure to direct practice earlier in their programs and have parallel seminar to support integration of these experiences. Applied research and community or program development activities are potential areas to enhance best practice experiences. In-class pedagogies incorporate best-practices in higher education with student-focused techniques and technologically-enhanced multi-modal learning.

12. What new pedagogical practices have been tried by members of your department in the last few years? What has your department learned from these experiments?

The program has invested in 'flipped classroom' techniques and integrated a number of community event assignments to coursework. During the first year attempt to 'flip' the classroom, faculty evaluation rating diminished, however, in subsequent years have returned to rates similar to those prior to the change. The program has increased emphasis on study abroad which succeeded in increasing student participation in global studies. This change required some accommodation in curricular sequencing for students to be able to participate without delaying progression toward graduation. Increased use of technology and on-line course supports have been positive overall, however, the attempts to move the Senior Portfolio to an electronic format have not been successful. This is an area for further exploration and growth.

13. Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?

Distance learning in international environments or through on-line curriculum is increasing in SWK education. Higher levels of IT support; development of linkages with specific programs abroad (such as one in SWK in Uganda); and additional faculty training would be required.

SWK-F4) Potential Impact of National Trends

Top Burning Glass Occupations for the Program Social Work		
Occupation	**Hiring Demand**	**Salary Range**
Academic/Guidance Counselor	Medium	$41K - $43K
Admissions Counselor	Medium	$39K - $42K
Family/Behavioral Therapist	Medium	$52K - $55K
Family/School Social Worker	Medium	$53K - $55K
Medical/Clinical Social Worker	Medium	$54K - $57K
Mental Health/Behavioral Counselor	Medium	$45K - $47K
Social/Human Service Assistant	Medium	$38K - $40K
Social Services Manager	Medium	$48K - $52K
Career Counselor	Low	$42K - $46K
Community Health Worker	Low	$37K - $52K
Patient Advocate/Liaison	Low	$42K - $51K
Probation Officer	Low	$44K - $47K
Substance Abuse Counselor	Low	$41K - $44K
Vocational Rehabilitation Counselor	Low	$54K - $58K
Youth Counselor	Low	$32K - $57K

Note that some programs do not have as many professions listed in the Burning Glass data as others do. In these cases we will want to get a list of professions from the chair/school dean to supplement the Burning Glass data.

1. Which professions in the Burning Glass data were you already aware of and for which are you already intentionally preparing students and does the hiring demand in these professions signal anything about the future that you need to be aware of regarding the design and structure of your program?

More than 101 careers composed of thousands of occupations are identified for the SWK profession. The program is aware of each of the fifteen identified in the Burning Glass data. Local demand in some of the occupations identified varies from the hiring demand indicated in the chart. For example, as of march 1, 2017, the Dept. of Labor Occupational Outlook shows the rate of growth for SWK at 12% which is above the national average. Dept. Labor Statistics for Cal. shows social work services (occupational codes 21-0000) at 10,870 jobs at approximately $31.00 per hour and a mean annual income of $64,040, clearly exceeding the Burning Glass data because none of the salary ranges listed meet or exceed $64,000. Hiring demand for the profession within the state suggests that SWK careers serving the elderly, persons involved in the justice system, and health care are important areas for SWK training. Opportunities for student exposure to courses content across the life span; court criminal justice, immigration and court intervention, and in health and mental health would benefit our students and better mirror what is offered in other accredited programs in CA.

2.   Are there additional professions in the Burning Glass list or from your knowledge of occupations your alumni have entered, for which you should be preparing students?

Alumni use SWK preparation to further careers in church settings, residential treatment, foster care and adoptions, domestic violence and human trafficking, veteran services, expressive arts, and disaster or emergency response. The PLNU program prepares SWK graduates for these areas of interest through applied practice in field education and in faith-based setting and student ministries as well as through specific course content such as using art in assessment and understanding children's art; understanding the cycle of violence and work with HT intervention through the Center for Justice and Reconciliation. Intervention on behalf of veterans and human trafficking victims is of particular interest in the SD community. SWK graduates are professionally engaged in both arenas in CA and in other states (AZ, NV).

3.   What changes in your program would be necessary in order to prepare students for the skills and professional qualities needed to succeed in these additional professions?

The PLNU SWK curriculum has been thoroughly reviewed and approved by CSWE when PLNU was granted eight (8) years of full accreditation (without exception or need for interim action) in 2016.   Some content is covered in courses outside the SSW department. For example, SWK students currently complete ECO102 – Micro Economics in the school of business (SOB). As a profession SWK in macro settings continues to grow. The SOB now offers ECO100 – general economics which includes a survey of both micro and macroeconomics. The PLNU SWK program trains 'Generalist Practitioners' who serve at both micro and macro levels. As a result, the ECO100 course would better prepare our students for the expanding array of careers in the SWK profession. Based on program comparisons, however, the economics requirement should be changed to be a recommended elective instead of a major requirement.
Several years ago, SSW and religion offered a minor in Christian missions. Revisiting potential minors could enhance student preparation to serve particular constituents and organizations such as congregations, missions, or pastors. Revisiting the links between Pre-Therapeutic psychology, Non-Profit Management, and Organizational Communication in addition to the current work that is focusing on FCS may be productive.

4.   Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?

Opportunities in clinical and health practices in social work, greater demand for working with aging populations or veterans, public policy, or international social work are important trends. To accommodate those trends, the program should preserve the sociology of aging course; increase exposure to public policy; enhance HBSE or cross-cultural experiences. The program has a growing number of veteran or military students who offer insight into the needs of veterans and have motivated other students to seek field education with veteran organizations. The program has developed institutional educational agreements with hospitals, agencies serving seniors, and school settings and other organizations with high levels of diverse clients.

SWK-F5) Quality Markers

Retention/Graduation Rates (First-Time Freshmen) Social Work							
	Matriculation Term						
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
First-Year Retention	100.0%	100.0%	100.0%	83.3%	100.0%	100.0%	50.0%
PLNU First-Year Retention	*84.2%*	*84.1%*	*81.1%*	*82.9%*	*89.3%*	*84.5%*	*84.5%*
	Matriculation Term						
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Four-Year Graduation Rate	80.0%	55.6%	66.7%	83.3%	70.0%	75.0%	71.4%
PLNU Four-Year Graduation Rate	*62.0%*	*65.2%*	*61.7%*	*59.1%*	*63.4%*	*62.2%*	*63.2%*
	Matriculation Term						
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Six-Year Graduation Rate	63.6%	100.0%	80.0%	66.7%	91.7%	83.3%	80.0%
PLNU Six-Year Graduation Rate	*72.4%*	*73.2%*	*73.0%*	*74.9%*	*72.2%*	*73.6%*	*75.0%*
Degree Completions							
Majors	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Social Work	**6**	**7**	**8**	**11**	**15**	**10**	**7**
Share of PLNU Bachelor's Degrees	*1.0%*	*1.3%*	*1.5%*	*2.0%*	*2.6%*	*1.7%*	*1.3%*
Minors	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
No minors in this program							
FTF Time to Degree *(in semesters)*	sm	8.5	7.7	8.5	7.7	8.0	8.3
PLNU FTF Time to Degree	*8.2*	*8.2*	*8.3*	*8.2*	*8.3*	*8.3*	*8.3*
Study Abroad Participants	1	1	2	3	3	3	1
sm=cell sizes too small							

1. Based on comparing the quality marker data for your program with the PLNU averages:
   a. What does this tell you about your program?

   > First Year Retention: With the exception of 2014, the SWK program exceeded the PLNU rate.
   > Time to degree completion: The SWK program time to achieve degree completion over six years hovers near that of the University with four of six years at or below the PLNU average.

   b. If your values are below the PLNU averages, what changes could you make to address any areas of concern?

   > Time to completion could be supported by amending the way practicum or internship courses are scheduled and delivered. Often SWK majors struggle to complete a minimum of 400 hours of practicum due to schedule conflicts with required courses which are taught outside the department and their changing offerings. While other SWK programs may resolve this dilemma by creating cohort programs that force students to move through the curriculum in a specific pattern that leaves designated days for field; or by creating many courses within the SWK major that provide the essential content, we are recommending adjustment to the practicum sequence that provide other benefits to the students and the program while continuing to link the social work curriculum to courses taught in other disciplines. Details about the impact of the interdisciplinary approach are addressed in other sections of this report.

   c. If your values are above the PLNU averages, what do you believe contributes to this success?

The SWK program (and the SSW department overall) often attracts and accepts students who have personal experience social or educational challenges such as first generation college students, persons needing accommodations for multiple disabilities, whose past academic performance is marginal, or whose family histories exposure to substance use, criminal activity, domestic violence, low SES or marginalization. The program and the department are committed to supporting students in completion of their degrees. The program faculty and staff work to establish a high level of rapport with students which is coupled with faculty expertise in the helping professions and early planning and continual revision to course progression. A student may need to take a leave of absence for financial or personal reasons but are encouraged to return, at times more than a year later. The SWK program takes on students who are challenged and keeps the focus on what that student needs to be able to complete successfully.

2. Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your students in this program participates in these kinds of opportunities.

All SWK majors complete a minimum 400 hours of professionally supervised internship in community-based organizations. Only a few students participate in research projects beyond program requirement; a few have been recognized for products or activities in the community (estimate 3%).

3. Describe any public scholarship of your undergraduate and graduate students in this program (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these kinds of activities?

A few SWK students have presented their work at conferences or community settings. (Estimate: less than 3%)

4. How many of your students participate in study abroad opportunities in general? Describe any study abroad opportunities specifically organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this departmentally organized program (Annualize the number)?

The SWK program encourages study abroad, study in the community classroom immersion, or participation in the South Africa sequence. Typically 2-3 SWK majors study abroad each year and 2-3 others participate in the South Africa study sequence offered every-other year. A majority of majors desire participation in the community classroom courses which often have a wait-list. The department offerings (community classroom and S. Africa) typically serve approximately 30 and 12 students (respectively).

5. What are any other distinctives of your program? Describe how they contribute to the program's success.

As noted elsewhere, there are a limited number of CSWE- accredited, BA, Christian programs in SWK in CA. Our program hosts education with highly-qualified faculty each of who have direct practice and community-based experience. The program provides 'customized' field education opportunities that specifically respond to student interest rather than limiting the number of placement setting available.

6. Does your program have an advisory board? If so, describe how it has influenced the quality of your program? If not, could it benefit from creating one?

Historically the SWK program had a program advisory board of three professionals from the San Diego community who were also Field Educators. The Board met annually to provide feedback on program curriculum and their experience with PLNU SWK interns. Over time, this function has been replaced with surveying all Field Educators to gather similar information. The anonymous survey has yielded a wider array of responses and suggestions. As a result, the program is able to better assess and address strengths and weaknesses from a variety of perspectives and make adjustments in areas where the feedback show consensus.

7. Describe any current joint interdisciplinary degrees (majors or minors) offered by your department. Are there additional areas where interdisciplinary programs should be considered?

Although the SWK program does not offer a minor nor a concentration, majors are encouraged to explore minors either within the department or in other departments that enhance skills required for the profession. Within the department students can complete minors in criminal justice or sociology. Outside the department students enhance their SWK degrees with study in child and adolescent development, pre-therapeutic psychology, communications, Spanish, or women's studies. If approved, the core curriculum of the merger of SSW and FCS will offer several interdisciplinary courses. Other areas for interdisciplinary work include non-profit management, art, or Christian ministry.

8. Describe your success with students acquiring jobs related to their discipline.

PLNU SWK graduates are often offered employment in their field education agencies and enjoy high rates of acceptance for those who seek employment in SWK. PLNU graduates who complete advanced standing quickly advance in their careers, and fill supervisory, director, or development roles in non-profit or public organizations. Graduates have been publicly recognized in the media for their creative programs or notable service. Examples are creation of the non-profit 'POW'; establishing refugee support in faith centers; directing an emergency program in a rural area; designing student and family support programs; developing early awareness and educational programs in HT, supervising programs within the VA, etc.

9. Describe your undergraduate and graduate student success rate for passing licensure or credentialing exams (if they exist in your discipline).

Please see question F2. There is no BA level licensure within CA. which is where most graduates practice their SWK profession.

10. Describe your success with undergraduate student acceptance into post-baccalaureate education.

The PLNU graduates enjoy substantial success in acceptance to masters' level educational programs including advanced standing programs. For example, virtually all students applying for graduate study in social work or education have been accepted and completed a masters' program. Acceptance to advanced- standing in the local SDSU MSW program exceeds 95% since the PLNU program was accredited by CSWE. PLNU graduates have often occupied 20-30% of the 15-18 seats typically available in the SDSU program. Graduate programs SDSU, Loma Linda, USC regularly recruit applicants from the PLNU program. Students have also been accepted to out of state programs like NNU, UFlorida, UTexas, Rutgers, UArizona, Colorado, etc.

11. What kind of support does your program provide for students encountering academic difficulties? How do you intentionally facilitate these students' connection with institutional support services?

As describe elsewhere in this report, the SSW department is highly student-centric and welcomes students with academic challenges and non-traditional students. Faculty and staff make a personal investment in knowing each student and understanding their social history, current context, and aspirations. This conveys a high level of support and concern for the person and provides opportunity to encourage students to take advantage of institutional supports such as the academic support center or disabilities center, and the wellness center. In addition, department faculty has an 'open-door' policy that welcomes students to stop by when life brings moments of challenge or success. SWK majors also have formal and informal mechanisms for peer support through the SWK Club and its associated mentoring program. Students are encouraged to connect with others in the same course when they experience struggles, or to reach out to the faculty of record for guidance.

SWK-F6) Infrastructure and Staffing

Full-Time Faculty Program Contribution FCS-SSW Department Total (duplicated in other program sections)			
	2012-13	**2013-14**	**2014-15**
Percentage of UG classes taught by FT faculty	74.4%	69.2%	48.9%
PLNU percentage of UG classes taught by FT Faculty	*TBD*	*TBD*	*TBD*
Includes: regular lectures, labs, seminars Excludes: independent studies, private lessons, internships			

1. Are your program's current technological resources and support adequate? If not, what is needed? Do you foresee any additional needs in this area?

   > The technological resources available in the Rohr Hall classrooms and through the University's ITS and media services are adequate for the general SWK program. As the university increases hybrid or on-line courses, the SWK program will need additional audio-visual support to accommodate synchronized, group interaction and distance learning supports.

2. Are your program's current facilities adequate? If not, what is needed? Do you foresee any additional needs in this area?

   > There is sufficient classroom space in Rohr Hall which houses SSW to accommodate SWK courses. Classrooms assignments for SWK courses are reviewed each semester to ensure that the equipment, furniture, and space accommodate the multi-dimensional and interactive nature of teaching applied SWK practice methods. Spaces must allow for small group work and individual and group physical activities. The experiential labs in the Fermanian School of Business augment the Rohr Hall classroom spaces and provide videotaping and non-intrusive observation.
   >
   > In 2016-2017, outdated furniture in a frequently-used classroom was replaced with moveable tables and chairs, enhancing its usefulness. A similar upgrade is planned for one additional classroom. In comparison with the former SSW location in Culbertson Hall, Rohr Hall facilities with a lobby, conference space, restrooms, and patio better accommodate the social interactions inherent to the development of young professionals in social science and human services.
   >
   > The facility HVAC is challenged by inconsistent temperatures and air flow patterns. The ability to open doors and windows to the outside help overcome these challenges, however, office conditions can be problematic.

3. Is your program's current staffing (administrative, clerical, technical and instructional) adequate? If not, what is needed? Do you foresee any additional needs in this area?

   > CSWE Accreditation Commission Site Visitors noted a concern regarding the level of clerical support. The evaluation indicated the equivalent of .25 FTE or less is inadequate, however, is comparable to other small programs within departments at PLNU.

SWK-F7) Challenges and Opportunities

3. Are there any particular challenges regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

   > The SWK program mirrors the SWK professional community and attracts a substantive percentage of persons who have 'lived experience' in marginalized groups or who come from households with limited income. The program mirrors the ethics of the SWK profession and works to support individuals who may need to overcome functional challenges. As a result, a number of SWK majors have multiple academic accommodations, or have less academic preparation.

4. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

Social work is a profession that is designed and applied at three levels: micro (individual and family); mezzo (organizations and groups); and macro (communities, social institutions, societies around the globe). Field education is a key component professional development. Review of other SWK programs indicates that programs offer field experience earlier in program sequencing and across greater portions of student progression during the program (fewer hours spread over multiple years). Programs also offer specialty areas or themes, such as sustainability, or offer more options for in-community or off-campus experiences. SWK students have benefitted from PLNU immersion or community experiences (Urban Term, Community Classroom). Programs such as these could be combined with off-campus housing in ways that could create opportunities to simultaneously live, learn, and serve. Imagine a housing complex where upper division PLNU students in the helping professions (such as social work, nursing, and psychology) live next door to senior citizens, or families with children and students learn by helping to serve their neighbors. This opportunity would be missional and kingdom building. Just consider the growing number of aging persons who desire to live as independently as possible but who might benefit from having neighbors who have been trained to help and who could watch for safety concerns, or provide occasional respite for care givers or family member. Imagine the new ties that programs such as this could foster between currently isolated seniors and their families and PLNU.

SWK-F8) Recommendations for Program Improvement

List the recommendations you are making regarding this program analysis with a brief rationale for each recommendation.

A number of recommendations with accompanying rationales are embedded in this review. This section identifies key initiatives and links them to benefit categories: interdisciplinary integration; student progression; enhanced employability or professionalism; cost effectiveness; alignment with department merger; alignment with industry or aspirant program trends.

Report Section	Recommendation	Inter - discipline	Progress ion	Employ- or Prof	Cost	Align Merge	Align Industry	Other
F1-6 #1 F3 -4 comparator section	Merge and redesign SOC 103 and FCS 100	x			x	x		
F1-6 #4	Assign practicum supervision to adjunct or part time faculty for SWK and CJ	x			x	x		Synergy / benefits ADC CJ
F1-5 #3 F1-6 #3 F3-3, 4 comparator section	Cross list SWK required courses in dept. with high SWK enrollment SOC316; SOC250	x			x	x	x	
F1-5 #4 F3-4 comparator section	Correct Credit hours SWK470-471 to university standard of 40 hrs./unit total 10 units		x		x		x	
F3 -5 F3 -7	Amend SWK470-471: single course number		x	x	x		x	

	with variable units, repeatable to 10 units							
F1 – F3 -#8 comparator section	Amend SWK 470-471 course units for earlier field exposure		x	x			x	
F3-6	Combine SWK472-473 into 1 unit course repeated for total 2 units		x					
F3-6	Create 2 unit interdisciplinary seminar in place of remaining SWK472-473 units	x			x	x		
F3-6 #3	Revise SOC460 and FCS	x				x		
F3-4	Revise Research methods curriculum to include statistics, remove M203	x	x		x	x		Improve completion rate
F3-6 #2	Expand options for meeting HBSE requirement	x		x		x		
F4-1	Increase exposure to collaborative professions	x		x				
F4-3 F 3 – comparator section	Change economics requirement to recommended elective with greater selection				x		x	
F6-3	Address staff support Finding of CSWE						x	
F1-1	Increase campus awareness of SWK profession & marketing and admissions							Increase demand, correct program representation

Program Level Analysis (Soc)

Bachelor of Arts in Sociology

Soc-F1) Trend and Financial Analysis

First-Time Freshman Admissions Funnel							
Sociology	Fall	Fall	Fall	Fall	Fall	Fall	Fall

	2009	2010	2011	2012	2013	2014	2015
Inquiries	**169**	**268**	**334**	**408**	**582**	**580**	**433**
Share of PLNU inquiries	*1.5%*	*1.8%*	*2.0%*	*2.2%*	*3.2%*	*2.7%*	*2.6%*
Completed Applications	**33**	**50**	**62**	**54**	**56**	**55**	**45**
Share of PLNU Applications	*1.6%*	*1.9%*	*2.2%*	*1.9%*	*1.9%*	*2.1%*	*1.8%*
Applicant Conversion Rate	**19.5%**	**18.7%**	**18.6%**	**13.2%**	**9.6%**	**9.5%**	**10.4%**
PLNU Applicant Conversion Rate	*18.6%*	*17.3%*	*17.0%*	*15.7%*	*16.1%*	*12.1%*	*15.0%*
Admits	**24**	**33**	**43**	**30**	**31**	**36**	**28**
Share of PLNU Admits	*1.3%*	*1.7%*	*2.2%*	*1.5%*	*1.5%*	*1.7%*	*1.4%*
Selection Rate	**72.7%**	**66.0%**	**69.4%**	**55.6%**	**55.4%**	**65.5%**	**62.2%**
PLNU Selection Rate	*87.4%*	*72.9%*	*68.9%*	*69.0%*	*70.5%*	*79.5%*	*79.8%*
New Transfer Admissions Funnel							
Sociology	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Inquiries	**17**	**20**	**37**	**44**	**42**	**50**	**46**
Share of PLNU inquiries	*2.1%*	*2.8%*	*4.2%*	*2.7%*	*2.8%*	*2.7%*	*2.2%*
Completed Applications	**11**	**11**	**13**	**16**	**13**	**18**	**8**
Share of PLNU Applications	*2.7%*	*2.8%*	*2.6%*	*3.4%*	*2.6%*	*2.7%*	*1.8%*
Applicant Conversion Rate	**64.7%**	**55.0%**	**35.1%**	**36.4%**	**31.0%**	**36.0%**	**17.4%**
PLNU Applicant Conversion Rate	*50.2%*	*55.5%*	*56.2%*	*28.4%*	*33.2%*	*36.9%*	*21.7%*
Admits	**9**	**8**	**8**	**14**	**9**	**11**	**8**
Share of PLNU Admits	*2.8%*	*3.5%*	*2.9%*	*4.9%*	*2.8%*	*2.6%*	*2.2%*
Selection Rate	**81.8%**	**72.7%**	**61.5%**	**87.5%**	**69.2%**	**61.1%**	**100.0%**
PLNU Selection Rate	*79.3%*	*57.9%*	*54.8%*	*60.5%*	*65.4%*	*64.1%*	*79.2%*

1. What does this data tell you about the external demand for your program? What does this say about the future viability of your program?

> Sociology appears to be a viable major with an increasing number of inquiries from interested students. In fact, the number of inquiries more then tripled in 2013 and 2014, while more then doubling in 2015, compared to 2009 for first time freshmen. A similar trend is evident in among transfer students, indicating strong potential for the program. However, the application conversion rate and selection rate for first time freshmen trails the PLNU averages. A similar trend is evident transfer applications, but transfer admission appears consistent with PLNU. However in real numbers applications have increased for first semester freshmen and remained fairly constant for transfer students. The data indicate there a positive future for the Sociology program.

First-Time Freshman Admissions Yield							
Sociology	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	24	33	43	30	31	36	28
Matriculants	**8**	**8**	**13**	**8**	**3**	**7**	**8**
Share of PLNU Matriculants	*1.5%*	*1.4%*	*2.4%*	*1.3%*	*0.5%*	*1.2%*	*1.3%*
Yield Rate	**33.3%**	**24.2%**	**30.2%**	**26.7%**	**9.7%**	**19.4%**	**28.6%**
PLNU Yield Rate	*29.3%*	*30.5%*	*27.7%*	*30.3%*	*31.0%*	*27.9%*	*29.9%*
New Transfer Admissions Yield							
Sociology	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Admits	9	8	8	14	9	11	8
Matriculants	**4**	**5**	**3**	**5**	**5**	**5**	**4**
Share of PLNU Matriculants	*2.4%*	*3.6%*	*2.0%*	*3.7%*	*3.5%*	*2.5%*	*2.3%*
Yield Rate	**44.4%**	**62.5%**	**37.5%**	**35.7%**	**55.6%**	**45.5%**	**50.0%**
PLNU Yield Rate	*51.1%*	*60.2%*	*54.7%*	*47.3%*	*44.6%*	*46.0%*	*48.0%*

2. How does your yield rate (percentage of students who enroll at PLNU after being admitted) compare to the PLNU average? If your rate is more than 8 percentage points above the PLNU average, what factors do you believe are contributing to this positive outcome? If your rate is more than 8 percentage points below the PLNU average for more than one year, what factors do you believe are contributing to this difference?

Our yield rates have remained fairly consistent across the last 6 years, with exceptions of 2013 and 2014 for first semester freshman and 2011 and 2012 for transfer students. There are many possible explanations for years with lower yields, the most logical being students' interested in a Sociology major at PLNU opt for community college for the first two years of their education and transfer to PLNU to complete their degree. This theory is supported by our transfer yield.

This year faculty began reaching out to perspective students on a list supplied by admissions. We will see what our increased outreach levels will yield and we will work on expanding and developing outreach in the future.

Enrollment Sociology							
Concentrations	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
General Sociology	15	21	25	20	17	15	20
Criminal Justice (Traditional)	25	21	22	27	20	18	19
Program Total	**40**	**42**	**47**	**47**	**37**	**33**	**39**
Share of PLNU Undergraduates	*1.7%*	*1.7%*	*2.0%*	*1.9%*	*1.4%*	*1.3%*	*1.5%*
Minors	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Criminal Justice	11	12	5	8	10	13	11
Sociology	8	7	8	8	11	11	5
Total Minors	**19**	**19**	**13**	**16**	**21**	**24**	**16**
Share of PLNU Minors	*5.5%*	*5.5%*	*3.8%*	*4.4%*	*5.9%*	*5.8%*	*4.4%*
Major Migration of Completers*							
Top Importing Programs:	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**6-yr Total**
Undeclared	2	1	1	1	4	1	10
International Studies		1			2		3

Top Export Destinations:	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	6-yr Total
Psychology		2	1	1	1	1	6
Social Work	1			1			2

* Based on degree completions of students who either started or finished within the program and who originally matriculated as first-time freshmen

3. What does this data tell you about the internal demand for your program? Does this raise any questions about the viability and/or sustainability of your program as it is currently configured? Explain why or why not. Are there any actionable strategies that you can do that might make a difference if your trends are in the wrong direction?

> The department is fairly stable with a consistent number of students each year. While some years are stronger than others demand appears to remain fairly constant. Sociology often captures undeclared students, as few students are aware of Sociology as a discipline in high school. Students often decide to major in Sociology after being exposed to it in an introductory level course. Loosing students to majors in Social Work and Psychology is likely the result of the ability and desire to work more directly with individuals, rather than groups and structures. This seems to be a logical progression as one hones and develops their individual goals and desires.

General Education and Service Credit Hour Production Sociology Courses				
	2011/12	2012/13	2013/14	2014/15
Total program student credit hours	1,626.0	1,657.0	1,953.0	1,709.0
Number of GE sections taught	8	8	10	9
% of SCH that are GE	53.3%	50.5%	52.7%	53.2%
Share of PLNU GE SCH	*2.5%*	*2.3%*	*2.9%*	*2.5%*
Number of service course sections taught	No service courses in this program			
% of SCH that are service				
Share of PLNU service SCH				

4. What does this data tell you about how your program is impacted by the needs of GE and other academic disciplines? Does this raise any questions about the viability and/or sustainability of your program if these non-programmatic trends continue? Explain why or why not.

> The majority of the credit hours offered through the department serve the community through general education. Additionally, we provide service to other departments by some of our upper division offerings, particularly SOC360 Race and Ethnicity. While SOC360 is not officially a "service course" as our majors can also take the class for credit toward graduation, the majority of the students come from the nursing department, providing a valuable service.

Delaware Study Data Sociology												
	2010/11			2011/12			2012/13			2013/14		
Program Cost per SCH	**$229**			**$226**			**$271**			**$201**		
Benchmark Percentiles	$111	$140	$174	$99	$134	$168	$110	$134	$182	$119	$154	$199
Ranking	High			High			High			High		

5. We know that the following factors influence the Delaware cost per credit hour:
   - Large amount of GE and service classes taught by the program
   - The career stage of the program faculty (early career faculty are less expensive)

- The number of elective courses in the program
- The amount of unfunded load (faculty receiving more credit for a course than the number of units received by a student – e.g. 4 units of faculty load for teaching a 3 unit class)
- The amount of release time associated with the program
- Faculty members on sabbatical
- The size of the department budget and the cost of specialized equipment

Please reflect on your program's Delaware data in light of this information. In particular, what factors contribute to your program having a high (above 75th percentile), medium (50th-75th percentile), or low (below 50th percentile) ranking?

> Several factors contribute to the expensive nature of our program reported the Delaware data above. First, the department reduced the number of GE sections offered after 2008-09 academic year in the response to the call to eliminate adjunct and part-time faculty as a cost saving move coming out of the financial crisis. Second, department faculty are senior faculty at or near the top of the pay scale. Third, a faculty member had an health related accommodation capping class size at 30 students. Fourth, the department does not have a required GE course, resulting in competition for students in other departments. Finally, we have a broad menu of courses, which at times results in too many low enrollment courses.

6. Recognizing that not all factors above are under departmental control, what kinds of adjustments might be made to reduce the cost per student credit hour?

> The lagged nature of the data artificially inflates departmental costs. Since the 2014-15 academic year the department has not had a full-time sociologist, relying entirely on adjunct faculty to teach in sociology. Additionally, more GE sections have been offered, further reducing the cost. We added sections of general education courses at the request of records, we need to rely on adjuncts, and we are looking to revise the curriculum limiting menu options, ultimately saving money.

> ***** Future *****
> Financial Data: (possibly delayed to the future)
> Extra Revenue Generated by Program (lab fees, studio fees, etc.)
> Extra Revenue per student credit hour
> Extra Costs for the program (equipment not purchased outside of department budget, etc.)
> Extra costs per student credit hour
> Modified Delaware values: Delaware – extra revenue per SCH + extra costs per SCH

7. Do these modified Delaware values tell you anything new about the future viability and/or sustainability of your program as it is currently configured? Please explain.

> It is difficult to project the future without the most recent and up to date data. Staffing and curricular changes by all estimates should generate significant savings. Prioritization also reduced our staffing from 2.5 full-time sociologists to 1.5, sociologists. These shifts should reduce the cost of the major. Sociology is not an "expensive" major. The nature of discipline allows us to use the context and environment to apply the tools of the field. Lab fees for SOC460 Research Methods should help reduce the cost of using the IRB; however, this is an institutional cost, not a departmental expense.
>
> Given the changes in staffing and proposed curricular changes, Sociology should be fiscally viable.

Soc-F2) Findings from Assessment

Links to the department's assessment wheel **Sociology and Social Work Department** (duplicated in the Social Work program section)
• Student Learning Outcomes • Curriculum Maps • Assessment Plan • Evidence of Student Learning • Use of the Evidence of Student Learning

Reflection on longitudinal assessment of student learning data:

1. What have you learned from this program's student learning assessment data?

> We have annually assessed our student's learning since the early 2000's. One of the key lessons learned is each cohort is different and unique. One year we excel in one area and the next year our students score well in another. This is largely due to a small sample size and relatively limited, but flexible course menu options for our students.
>
> In general, our students consistently achieve the goals we set in the subject matter where the department has curricular options. However, in recent years the scores have declined. The declining scores might be traced to a number of factors. First, there was no incentive for students to perform well on the ETS major field test. In recent years a passing score will result in extra credit in our students senior seminar class. Scores have increased since offering the incentive. Second, we noticed students often take courses out of sequence, negatively impacting their scores on signature assignments and standardized tests. The most common example is students often do not take SOC460 Research Methods until the spring of their senior year. These students often perform poorly on their senior thesis and standardized tests. Third, we have seen an increase in the number of majors for whom English is a second language. While extremely bright and talented many struggled to perform at the highest levels on standardized tests. However, over the long term the majority of our majors find employment in areas where they apply their sociological imagination.

2. What changes (curricular and others) have you made based on the student learning assessment data?

> Curricular changes are made annually to address perceived weaknesses in the program design. Most of the changes tend to be small modifications of existing courses. Readings have been revised; certain topics receive more or less attention, depending on the findings of the assessment from the prior year. Course sequencing is an area that could benefit from additional attention. Our primary concern about adhering to a rigid course sequence is our to desire to help students graduate in a timely manner. Some proposed curricular changes will help us address these concerns in the future.

3. What additional changes are you recommending based on your review of the student learning assessment data?

> We will be recommending a course revision later in this document.

DQP Outcomes with Scores
***** TBD *****

DQP Definitions
Intellectual Skills Intellectual Skills define proficiencies that transcend the boundaries of particular fields of study: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
Specialized Knowledge What students in any specialization should demonstrate with respect to the specialization, often called the major field. All fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications and cognizance of limits.
Applied and Collaborative Learning Applied learning suggests what graduates can do with what they know. This area focuses on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.
Broad and Integrative Knowledge Students integrate their broad learning by exploring, connecting and applying concepts and methods across multiple fields of study to complex questions—in the student's areas of specialization, in work or other field-based settings and in the wider society.
Civic and Global Learning Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of the university, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies reflect the need for analytic inquiry and engagement with diverse perspectives.

Reflection on DQP related data:

Understanding that the DQP framework provides one particular lens on the meaning, quality and integrity of your curriculum, reflect on the DQP data and framework provided for your program.

4.   What have you learned from this program's DQP comparison?

> Our students have generally preformed fairly well on the DQP measures. With the exception of the area of specialized knowledge in 2014 for Sociology majors and Sociology Criminal Justice majors in 2013 and 2014. Lower performance in specialized knowledge can largely be attributed to the unique characteristics of the sample for any given year. While the scores for specialized knowledge in a 2013 and 2014 where lower than anticipated, student's graduating in those years have gone on to graduate school and to find employment in their field.

5.   What changes (curricular and others) have you made based on the DQP comparison?

> The DQP has not motivated any changes in the program as of yet.

6.   What additional changes are you recommending based on your review of the DQP comparison?

> None at this time.

Links to stakeholder assessment data
(if present this will be department housed data)
• We survey our alumni every two years. The survey has been conducted online using qualtrex.
• Focus Groups
• Market Analysis
• Etc…

Reflection on stakeholder feedback data:

7. What have you learned from this program's stakeholder assessment data? If you do not have stakeholder data, please provide a plan for how you will regularly collect this in the future.

> Our students report being prepared for employment. Research methods seems to be commended as a skill used or prized in the professional world.

8. What changes (curricular and others) have you made based on the stakeholder assessment data?

> There were few direct critiques of the curriculum. However, students who successfully complete internships often receive job offers from their internships. The practical application in an internship appears to be particularly valuable. We will recommend requiring internships of all students in the major.

9. What additional changes are you recommending based on your review of the stakeholder assessment data?

> NA

Soc-F3) Curriculum Analysis

In looking at your curriculum, the program review process is asking you to analyze it through three different lenses. The first lens is looking at your content and structure from the perspective of guild standards or standards gleaned from looking at programs at comparator institutions. The second lens that of employability and is asking you to look at your curriculum and educational experiences from the perspective of skills and professional qualities that you are developing in your students that will serve them will in their future work and vocational callings. The third lens is that of pedagogy and is asking you to look at the delivery of your curriculum to ensure a high quality student learning experience.

Menu and Elective Unit Analysis Sociology		
Number of menu and elective units required by the program	General Sociology	27
Number of menu and elective units offered by the program		45
Menu/Elective Ratio		1.67
Number of menu and elective units required by the program	Criminal Justice	0
Number of menu and elective units offered by the program		0
Menu/Elective Ratio		--
Longitudinal Class Section Enrollment Data		
• Link to Class Section Enrollment Report		

Comparison of current curriculum to guild standards and/or comparator institutions.

If your guild standards are associated with a specialized accreditation that your program has, these should be the basis of your analysis. If your guild standards are associated with specialized accreditation that we do not have, then you should primarily use comparator institutions as the basis for your analysis.

If your guild has standards that are not associated with specialized accreditation, then you may choose to use those standards and/or comparator institutions.

After consultation with your Dean, provide the set of guild standards or a list of the comparator institutions that you are using in your analysis.

If using guild standards:
1. Please provide a list of the guild standards that you are using to evaluate your curriculum.

    The American Sociological Association (ASA) recommends a foundational curriculum consisting of an introductory course, sociological theory, research methods, statistics, and a capstone course. The ASA also strongly encourages curricular attention be focused on the topics of race, class, and gender.

2. Indicate if and how your curriculum satisfies the standards (this can be done in a table or narrative form). If applicable, indicate areas where your curriculum falls short of the standards.

    Our foundational curriculum is currently in line with the ASA recommendations. Unfortunately, at present it is possible to graduate with a major in sociology without taking a specific course on race, class, and or gender. While we do not require specific courses in race, class, or gender, we do assess student learning around these topics, as suggested by the ASA.

Based on the analysis of standard and reflection on the menu and elective ratio above, consider and discuss the following questions:

3. Are there courses in your program that should be modified? Why or why not.

    The clearest need for modification is in SOC305 Social Stratification. This course was under enrolled for the entire period of analysis. The content of SOC305 is somewhat abstract and uninteresting on the surface, when it is called stratification; money, status, and power, might be more intriguing to people who are unaware of the meaning of stratification. SOC375 African Cultures and Histories has had consistently low numbers of sociology students enrolled. It is a very particular course attracting students with strong interests in Africa. The fact that is cross-listed with in the History department has bolstered the number of students taking the class.

    The course instructor influences the number of students who enroll in a course. Enrollment increased in SOC430 Sociology of Religion Spring of 2014 and in both SOC320 Social Psychology and SOC350 Urban Sociology Spring of 2016 when the instructors changed. The other low enrollment courses were internships and independent study, which by their very nature have few students annually.

4. Are there courses that should be eliminated? Why or why not.

    There are no obvious or easily eliminated courses on menu.

5. Are there courses that could be merged? Why or why not.

> Merging Research Methods and statistics might benefit our students and appears to align with our comparator and aspirant institutions.

6. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

> We could benefit from a course dealing with sex, sexuality, and or gender, as well as a course on technology and society. Otherwise we appear to be in line with field.

7. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the guild standards and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

> We do not hold tightly to our sequencing. Overall we seem to be in line with the field.

If using comparator institutions:
1. Begin by working with your Dean to identify a list of 5-8 comparator schools to use. In selecting schools, consideration should be given to type of institution, mission of the institution and the number of students majoring in the program.

> Institution 1 BIOLA
> Institution 2 Gordon
> Institution 3 Messiah
> Institution 4 Westmont
> Institution 5 Seattle Pacific
> Institution 6 Wheaton

Gather the curricular requirements for the program in question at each of the comparator institutions.
2. Use this collection of curricular requirements to develop a list of curricular features that are essential for programs of this type. In addition, make note of any innovative or creative curricular feature that may be useful in enhancing the quality of you program.

> In general our course structure is consistent with the comparators and aspirants. Every school's core required: Introduction to Sociology, Social Theory, and Research Methods. A senior capstone, which we already have, was required in all but two schools. Additionally, several schools required a course with a focus on marginalized groups, race, poverty, or gender issues. A few schools also offer both qualitative and quantitative methods courses. The total number of major units ranged with a high of 53 units at SPU and a low of 30 units at BIOLA. Our major requires 46 units, similar to our comparators and aspirant institutions.
>
> While consistent with other programs we do have a few unusual features: First, we require a second lower division course selected from a menu of options. No other school provides a menu of lower division options. No other school requires students choose electives outside of the department or the major. We require students take 6 units in a supporting field. Most programs embed their statistics offerings either in the research methods class or have students take a social science oriented statistics class. The 18 elective units within the major was the most common program structure among the comparator and aspirant programs.

Review this list with your Dean before using it to analyze your own curriculum.

3. Indicate how your curriculum compares to the list of curricular features from your analysis (this can be done in a table or narrative form).

> See attached table. Our program structure is in line with comparator and aspirant programs.

Based on the analysis of comparator programs and reflection on the menu and elective ratio above:

4. Are there courses in your program that should be modified? Why or why not.

> Our courses appear to be in line with comparator and aspirant programs.

5. Are there courses that should be eliminated? Why or why not.

> When assessing other programs eliminating a lower division elective course from our program and eliminating the two electives from other disciplines would bring our program in to closer alignment with other schools and programs.

6. Are there courses that could be merged? Why or why not.

> The departmental research methods sequence could be modified. One common option is rolling statistics into a quantitative research course and adding a qualitative research course. This would save units for our current majors allowing more flexibility and space to consider a second major.

7. Are there courses that should be added? Why or why not. Note that in general, in order to create the space to add a new course, another course will need to be eliminated or taught less frequently.

> We should explore the addition of courses on gender, social justice, and on technology.

8. What did you learn about your overall curricular structure in terms of its complexity, breadth and depth in light of the comparator schools and our institutional size and scope? Are there any structural changes that need to be made in light of your analysis (e.g. sequencing of courses, % and or grouping of electives, overall units required, use of concentrations, etc…)?

> Our program is very much in line with recommendations of the profession and with comparators and aspirant institutions.

Burning Glass Skills Data Sociology		
1. Writing	5. Leadership	9. Customer Service
2. Communication Skills	6. Research	10. Quality Assurance and Control
3. Organizational Skills	7. Planning	11. Management
4. Supervisory Skills	8. Problem Solving	12. Detail-Oriented

Analysis of the curriculum against preparation for employment

9. The Burning Glass data provides a list of skills for students entering common professions that are often linked to your major. Indicate in the table if and where each skill is being taught in your program. Based on reflecting on this data, are there changes you would recommend making to your curriculum?

> Sociology prepares students with the skills listed above. Groups, group interaction, understanding and addressing problems are the central elements of sociological imagination. Learning how to understand and communicate with diverse individual and populations is a core of the sociology major. The list of skills above might influence the design of course, but will not likely result in significant curricular change.

10. Some programs may serve to prepare students with professional qualities and skills that can serve them well in a great variety of professions that may not show up in data sets like Burning Glass. If this is indicative of your program, please identify the unique skills and/or professional qualities that your program develops in your students and indicate where in the curriculum this is being taught or developed.

> There are many valuable lessons woven throughout the department's curriculum that are not easily reduced to a single variable. Our students are trained to critically analyze social systems, understand culture, and place themselves in the perspective of others, using systematic research skills including both qualitative and quantitative research methods.
>
> The broad knowledge of culture and differences is particularly valuable as the world we live in continues to diversify. The ability to effectively assess and engage the unique elements of various cultural and social groups has been a hallmark of our graduates, who find themselves employed in a wide range of professions. Our graduates are physicians who work with refugee and immigrant populations, many are engaged in ministry around the world, some are working in law enforcement as peace officers, attorney's, and scholars all appear to be employing their knowledge of social and cultural diversity to make the world a most just and caring place.

Analysis of the teaching of your curriculum

11. How do the pedagogical features of your program compare with the best practices for teaching in your discipline?

> Our pedagogical practices are in line with our peer and aspirant institutions and with professional recommendations.

12. What new pedagogical practices have been tried by members of your department in the last few years? What has your department learned from these experiments?

> Over the last few years our department has engaged in a range of pedagogical practices including: Online and hybrid classes, the fliped classroom, several active learning techniques, and service learning. Engaged and active learning has been a centerpiece of the department for over a decade, being early adopters of internships, service learning, and contextual education.

13. Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?

> Student research is a trend we could develop in more detail. Students have conducted original research in Sociology, Social Work, and Criminal Justice for over a decade. However, we could more actively encourage our students to present and publish. We have had students compete for and win the Harold Young Research Award in sociology and in 2014 we sent a cadre of students to the Pacific Sociological Association in Portland. Encouraging students to more actively engage in research has potential as a growth area. The implementation of more intensive research would require greater financial support for travel and more faculty time.
>
> A second specific innovation is an emphasis on internships. Internships are required in the Criminal Justice concentration; however, they are optional in the general sociology major. Requiring internships can enhance the application of sociological concepts in a practical context. Additional faculty time to develop internship placements would help enhance the development of a required internship component.

Soc-F4) Potential Impact of National Trends

Top Burning Glass Occupations for the Program Sociology		
Occupation	**Hiring Demand**	**Salary Range**
Asset Protection/Security Manager	Medium	$46K - $50K
Chaplain/Pastor/Priest	Medium	$51K - $55K
Family/School Social Worker	Medium	$53K - $55K
Police Officer	Medium	$47K - $48K
Security/Defense Intelligence Analyst	Medium	$85K - $92K
Social/Human Service Assistant	Medium	$38K - $40K
Social Services Manager	Medium	$48K - $52K
Surveillance/Private Investigator	Medium	$52K - $55K
Criminal Investigator	Low	$59K - $65K
Criminalist/Crime Scene Technician	Low	$53K - $57K
Director of Religious Education	Low	$39K - $46K
Emergency Management Director	Low	$67K - $78K
Fraud Analyst	Low	$44K - $51K
Immigration/Customs Inspector	Low	$51K - $66K
Police Chief/Sergeant	Low	$66K - $73K
Probation Officer	Low	$44K - $47K
Substance Abuse Counselor	Low	$41K - $44K
Transportation Security Officer	Low	$41K - $43K
Vocational Rehabilitation Counselor	Low	$54K - $58K

Note that some programs do not have as many professions listed in the Burning Glass data as others do. In these cases we will want to get a list of professions from the chair/school dean to supplement the Burning Glass data.

1. Which professions in the Burning Glass data were you already aware of and for which are you already intentionally preparing students and does the hiring demand in these professions signal anything about the future that you need to be aware of regarding the design and structure of your program?

   We have been aware of all of the professions above and have students employed in each sector identified in the burning glass data. Additionally, many of our students find employment in schools, business, and recently several have gravitated to human resources.

2. Are there additional professions in the Burning Glass list or from your knowledge of occupations your alumni have entered, for which you should be preparing students?

   Several of our graduates have gone on to work in education, business, community development, international relief and development, politics, and the military in addition to the burning glass data. Our alumni have excelled in a wide range of fields.

3. What changes in your program would be necessary in order to prepare students for the skills and professional qualities needed to succeed in these additional professions?

   Our students have the fundamental skills to succeed in many occupations. The ability to think critically, understand people, data, and the interaction between the two, while clearly communicating the insights are prepared for employment in our current economic environment.

4. Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?

   Sociologists love to analyze trends. We are keeping up with the developments in higher education and have opted to offer our education to a more diverse population through our adult degree completion program in Criminal Justice. We are open to developing more creative means of providing a PLNU education to wider audiences in the future.

Soc-F5) Quality Markers

Retention/Graduation Rates (First-Time Freshmen) Sociology							
	Matriculation Term						
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
First-Year Retention	100.0%	50.0%	77.8%	64.3%	71.4%	sm	75.0%
PLNU First-Year Retention	*84.2%*	*84.1%*	*81.1%*	*82.9%*	*89.3%*	*84.5%*	*84.5%*
	Matriculation Term						
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Four-Year Graduation Rate	42.9%	50.0%	62.5%	50.0%	50.0%	40.0%	33.3%
PLNU Four-Year Graduation Rate	*62.0%*	*65.2%*	*61.7%*	*59.1%*	*63.4%*	*62.2%*	*63.2%*
	Matriculation Term						
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Six-Year Graduation Rate	85.7%	66.7%	57.1%	50.0%	87.5%	60.0%	66.7%
PLNU Six-Year Graduation Rate	*72.4%*	*73.2%*	*73.0%*	*74.9%*	*72.2%*	*73.6%*	*75.0%*
Degree Completions							
Concentrations	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
General Sociology	8	2	3	5	5	6	6
Criminal Justice	3	4	3	7	2	9	3
Total Sociology	**11**	**6**	**6**	**12**	**7**	**15**	**9**
Share of PLNU Bachelor's Degrees	*1.8%*	*1.1%*	*1.1%*	*2.2%*	*1.2%*	*2.5%*	*1.6%*
Minors	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Criminal Justice	1	3	2	1	3	1	4
Sociology	1	2		2	1	1	2
Total Minors	**2**	**5**	**2**	**3**	**4**	**2**	**6**
Share of PLNU Minors	*0.6%*	*1.4%*	*0.6%*	*0.8%*	*1.1%*	*0.5%*	*1.7%*
FTF Time to Degree *(in semesters)*	8.3	sm	8.0	9.1	sm	8.4	7.4
PLNU FTF Time to Degree	*8.2*	*8.2*	*8.3*	*8.2*	*8.3*	*8.3*	*8.3*
Study Abroad Participants	4	0	2	1	1	4	2
sm=cell sizes too small							

1. Based on comparing the quality marker data for your program with the PLNU averages:
   a. What does this tell you about your program?

   The small numbers of the sample result in the wide year to year changes. Additionally, these data were found to have some problems during prioritization, with several people included in the numbers never having any direct contact with the department. Below is excerpted from our prioritization narrative. Our graduation rates were higher than the PLNU average when students who had no contact with the department are removed.

   Sociology's graduation rate is higher than the general PLNU student population. The average six-year graduation rate for sociology from 2007—08 to 2012—13 was 82.28%, when adjusted for students whose declared major on the portal which is not consistent with the PLNU Cohort Status Report on which the graduation rates are based. During the same period, 2007—08 to 2012—13, PLNU's six-year average graduation rate was 75.5%. Sociology majors graduated at much higher rates than the general PLNU student population suggesting program excellence, this is particularly significant considering sociology majors average lower incoming SAT and GPA scores and higher rates of racial and ethnic diversity.

   b. If your values are below the PLNU averages, what changes could you make to address any areas of concern?

   Our numbers are below the school's averages. However, small numbers of majors, coding issues, and financial issues often resulted in students failing to complete or inflate the proportions of students who do not graduate. We try to walk with students throughout the process and have students in process of completing their degree 3, 6, and 10 years after leaving PLNU.

   c. If your values are above the PLNU averages, what do you believe contributes to this success?

   NA

2. Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your students in this program participates in these kinds of opportunities.

All of our students conduct substantive research at least twice in the undergraduate program. First, in research methods each student is required to conduct an original research project. In Senior Seminar, students must conduct a second, or build on their prior research project to complete a senior thesis. One hundred percent of students majoring in sociology complete original research projects.

Students are also encouraged to pursue internships related to their future employment goals. One hundred percent of Criminal Justice students complete an internship, while approximately 1/3 of general sociology students complete an internship.

3. Describe any public scholarship of your undergraduate and graduate students in this program (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these kinds of activities?

Few sociology majors have presented at conferences, as this has not been an emphasis in our program. Typically, a student or two every few years will be interested in scholarship in the field and will end up presenting at a conference. We began to develop a more scholarly culture in sociology a few years ago, but the departure of the two core sociology faculty inhibited our ability to extend and expand on those opportunities. Replacing two faculty with a single faculty member this year allows us to restart the cultivation of students for conference presentations; however, it could strain the department's faculty resources.

4. How many of your students participate in study abroad opportunities in general? Describe any study abroad opportunities specifically organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this departmentally organized program (Annualize the number)?

The department encourages study abroad for our majors. Between 2010 and 2017 49.2% of our graduates engaged in at least one formal study aboard experience. This does not include the Study Abroad in South Africa co-sponsored between the department and the Center for Justice and Reconciliation, any summer Loveworks trips, or Community Classroom which has a long history in the department. Experiencing, exploring, and engaging other cultures is critical for sociological pedagogy.

5. What are any other distinctives of your program? Describe how they contribute to the program's success.
   - We are a close knit intentional Christian community.
   - Diversity is valued.
   - We model our Nazarene and Wesleyan heritage.
   - Global perspectives are nurtured.
   - Whole persons are developed.
   - High impact educational practices such as internships, service-learning, capstone courses and student research are integral parts of the curriculum.
   - WE HAVE VERY GOOD FOOD at departmental dinners and chapels!

6. Does your program have an advisory board? If so, describe how it has influenced the quality of your program? If not, could it benefit from creating one?

We do not have an advisory board for Sociology, but we do have one for Social Work.

7. Describe any current joint interdisciplinary degrees (majors or minors) offered by your department. Are there additional areas where interdisciplinary programs should be considered?

We currently do not have any interdisciplinary degrees. However, we have several cross-listed courses and have courses as part of a menu of options in several majors and minors. We have explored interdisciplinary majors over the years, specifically in the area of religion and culture. We spearheaded interdisciplinary programs in partnership with the CJR with urban term, study abroad in South Africa, and we were the academic home of community classroom until December 2012, when the provost shifted academic responsibility from the department to the college dean. We are very open to partnering in the development of interdisciplinary majors and minors. A few natural areas for partnership include religion and culture, community development, and social justice to name a few. Additionally, we would be open to spearheading the development of a problem based interdisciplinary major, such Wheaton's Hunger Program.

The prospect of interdisciplinary work is enticing to the department as the faculty been trained in an interdisciplinary manner. It has also driven our collaboration and merger efforts with Family and Consumer Sciences.

8. Describe your success with students acquiring jobs related to their discipline.

Sociology does not have a single identifiable career path. Thus, many of our students find jobs in a wide range of fields. Internships seem to be a key avenue to full time employment upon graduation. Students who take an internship in sociology have often become employed in the agency where they interned. This is particularly true of graduates interested in the criminal justice. We have had several obtain employment as deputy sheriffs or get accepted into the police academy prior to graduation. Additionally, several students gravitated toward employment in corporate human resources or became self-employed. However, we have not formally tracked alumni employment.

9. Describe your undergraduate and graduate student success rate for passing licensure or credentialing exams (if they exist in your discipline).

NA

10. Describe your success with undergraduate student acceptance into post-baccalaureate education.

Between 2011 and 2016 100% of our graduates who applied to graduate school have been accepted into a graduate school of their choice.

11. What kind of support does your program provide for students encountering academic difficulties? How do you intentionally facilitate these students' connection with institutional support services?

We try to support all of our students. This means working with the academic support center, other academic departments, and creating individual approaches for students who are struggling. Over the years, we have helped numerous first generation college students, "Lost boys of the Sudan," several whose first language was not English, transfers trying to navigate our system, as well as students with more traditional learning disabilities.

We pride ourselves in helping each student identify and maximize his or her strengths.

Soc-F6) Infrastructure and Staffing

Full-Time Faculty Program Contribution FCS-SSW Department Total (duplicated in other program sections)			
	2012-13	**2013-14**	**2014-15**

Percentage of UG classes taught by FT faculty	76.1%	70.3%	49.4%
PLNU* percentage of UG classes taught by FT Faculty	*73.4%*	*74.3%*	*72.6%*
Includes: regular lectures, labs, seminars Excludes: independent studies, private lessons, internships * PLNU figures do not include School of Education or Extended Learning as that data is not available at this time.			

1. Are your program's current technological resources and support adequate? If not, what is needed? Do you foresee any additional needs in this area?

> The university provides strong technological support for faculty and staff. Aside from a few discipline specific research software packages we might need. However, a small computer lab with software for statistical and qualitative research could be used to improve and enhance student research.

2. Are your program's current facilities adequate? If not, what is needed? Do you foresee any additional needs in this area?

> We love our space in Rohr!
>
> Students regularly lounge in the atrium. They have made a home in the classrooms. We are fortunate to have wonderful office space. However, increased reliance on adjuncts has taxed our office space. We could benefit from a few additional offices to accommodate adjunct faculty, in addition to the Center for Justice and Reconciliation's growing staff needs.

3. Is your program's current staffing (administrative, clerical, technical and instructional) adequate? If not, what is needed? Do you foresee any additional needs in this area?

> Administrative -- A load release of 3 units per semester (6 units annually) is reasonable for the maintenance of a department of our size. However, more time would be needed to develop truly creative and innovative programs.
>
> Clerical – a ½ time 10-month assistant is adequate for sociology alone. However, the CSWE noted the support level should be increased. This is particularly true during accreditation. Increased support for accreditation should be considered.
>
> Technical – The University provides technical support. As a department, we are pleased with the technical assistance we have received.
>
> Instructional – Our student faculty ratio is the highest among comparator and aspirant institutions in our review. We currently employ 1.5 faculty members in sociology, resulting in 31 to 1 student teacher ratio, BIOLA is next with a ration of 27 to 1, a student faculty ratio closer to 15 to 1 seems more in line with the programs we assessed in the review. Additionally, according the new PLNU KPI Data Dashboard Sociology and Social had 36.6% of it courses taught by full-time faculty 16th out of 16 departments. The ability to hire one more full-time faculty member would allow us to develop and strengthen our program and bring us in line with our comparator and aspirant institutions.

Soc-F7) Challenges and Opportunities

1. Are there any particular challenges regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

Our challenges generally emerged across the review.
Goals to:

- Increase the yield of prospective students
- Reduce the overall cost of the department
- Increase the number of students in internships
- Reduce the menu of courses.

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in sections F1-F6 that you would like to include here?

Reflecting on the department has been a hopeful process. We are a stable department that prepares students with valuable skills for understanding a diverse and changing world.

Our contributions to the development of the College of Extended learning, Community Classroom, and connections in the city position us to lead a partnership with schools located in the "forgotten corners of the city" to increase the accessibility of a PLNU education to the immigrant and refugee communities in their neighborhoods. Expanding accessibility, while generating a new income stream.

The development of new programs in extended learning, either classical ADC or Two plus two programs in sociology and possibly social work.

The creation of an interdisciplinary master degree program focused on the leadership and development of social justice organizations.

The merger with Family and Consumer Sciences provides a fertile ground to develop new and creative curriculum and majors.

Soc-F8) Recommendations for Program Improvement
List the recommendations you are making regarding this program analysis with a brief rationale for each recommendation.

Structural Revisions:

- Merge with FCS.
- Identify and renovate a facility that can accommodate the needs of the merged the departments, while allowing for the development of new identity and culture, founded on Christian Hospitality and Service.
- Develop a staffing plan that adequately meets the needs of the new department.
- Add additional faculty to come to have our student faculty ratio (18 to 1) to be more aligned with PLNU, as well as our comparator and aspirant (15 to 1) institutions.

Curricular revisions:

- Developing a problem focused, vocational based introductory GE course grounding students in social theory and research, while allowing them to see the practical applications of their learning with service learning.
- Expanding the research sequence and moving it to earlier in the curriculum hopefully inspiring the development of more research minded students and increasing participation in profession conferences.
- Consider incorporating statistical training into the research methods sequence.
- Reducing menu options for Sociology majors as a financial savings.
- Eliminate courses from other disciplines required by our major.
- The reduced menu will result in each student taking a class or a series of classes focused on the topics of race, class, and gender, the most common elements of analysis in social science research.
- Requiring internships for all majors – internships provide a concrete context to apply sociological knowledge and skills, while providing an introduction to career paths for sociology majors.
- Add a restorative justice/community relations course to the criminal justice concentration, eliminating its single major elective.

Program Development

- Develop an affordable and accessible degree program in partnership with extended learning aimed at schools located in the "forgotten corners of the city" to increase the accessibility of a PLNU education to the immigrant and refugee communities in their neighborhoods. Providing a greatly needed service while also generating a new income stream.
- Create new programs in extended learning, either classical ADC or Two plus two programs in sociology and possibly social work.
- Create of an interdisciplinary master degree program focused on the leadership and development of social justice organizations.
- Merge with Family and Consumer Sciences provides a fertile ground to develop new and creative curriculum and majors.

Departmental Level Synthesis

G) Synthesis of Program Recommendations

Please create a combined list of program recommendations and rank order that list according to the department's priorities. Please provide a brief rationale for the ranking.

I.   **Structural Revisions**

   A.   Merge the departments of Sociology and Social Work with the Department of Family and Consumer Science to be a single department named Sociology, Social Work, and Family Sciences

II. Human Resources

A. Develop a human resources plan that adequately meets the needs of the new department
   1. Department Assistant Support needs to account for the following:
      - Changes since Oct 2016 - growth in ADC, ADC relocated back into Dept., high turnover ADC
      - Staff support, Child Development BA
      - Recommendation is an additional .5 FTE
      - General department support for integrating department and CJR administrative duties
      - Need year-round admin support for ADC
      - Assess the impact of external accreditation or certification cycles
   2. Faculty/Staff
      - ADC Program Director for each program
      - Ensure student faculty ratio aligns with our comparator and aspirant (15 to 1) institutions and mirroring the PLNU institutional ratio of 14 to 1.
      - According to the PLNU KPI dashboard FCS was 15 and SSW was 16 in student/faculty ratio. For FCS 50.9% is taught by full-time faculty and for SSW 36.6% was taught by full-time faculty.
      - Ensure appropriate staffing for the provisionally approved Sensory Integration Center.

III. Facilities

A. Identify and renovate a facility that can accommodate the needs of the merged departments, while allowing for the development of new identity and culture, founded on Christian hospitality and service. Space Considerations:
   1. Co-locate all merged department faculty
   2. Food lab space
   3. Socialization space – lobby or central 'point of entry' into department recognizes import of 'distinct space' for socialization, marketing, faculty lounge, conference room or meeting space accommodate 12 or more (combined faculty), signage, BBQ space for the purpose of departmental community building between staff and students.
   4. Space needs to accommodate the approved Sensory Integration Center plan.
   5. Office space for CJR staff and interns

IV. Curricular Changes

A. The merge of Sociology, Social Work and Family and Consumer Sciences provides a fertile ground to develop new and creative curriculum and majors
   1. Developing a problem focused, vocational based introductory GE course grounding students in social theory and research, while allowing them to see the practical applications of their learning with service learning
   2. Expanding the research sequence and moving it to earlier in the curriculum hopefully inspiring the development of more research minded students and increasing participation in professional conferences.
   3. Incorporating statistical training into the research methods sequence.
   4. Requiring internships for all majors – internships provide a concrete context to apply sociological knowledge and skills, while providing an introduction to career paths for sociology majors.
   5. Exposure to diversity through study abroad programs or community classroom.
B. The department merger provides for cost efficiencies as described at the program level.

V. Program Development

A. The university has green lighted the development of a Sensory Integration Center. The goals and objectives of the Sensory Integration Center are the following:
   a. To provide state of the art intervention for children who are dyslexic or have language-processing delay.

b. To provide intervention for families at a low cost (fees to cover materials only).
c. To create a distinctive learning community for university students and professors that pull departments together to serve the community as a whole.
d. To demonstrate and give practical application to university students in effective methods of meeting needs of children with learning obstacles and their families.

B. Develop an affordable and accessible degree program in partnership with extended learning aimed at schools located in the "forgotten corners of the city" to increase the accessibility of a PLNU education to the immigrant and refugee communities in their neighborhoods. Providing a greatly needed service while also generating a new income stream.

C. Create new programs in extended learning, either classical ADC or Two-plus-two programs in sociology and possibly social work.

D. Design an interdisciplinary master's degree program focused on the leadership and development of social justice organizations.

E. Master's degree program in nutrition.

H) Action Plan Considerations for MOU

Review your prioritized recommendation list with the Dean and in partnership with the Dean develop a draft action plan and timeline to be considered as part of the MOU.

I. Structural Revisions

1) Action plan considerations assume the merger of SSW and FCS.

II. Human Resources

1) Assistant: The merged department will consist of two accredited programs (Dietetics and Social Work), two Adult Degree Completion programs (Child and Adolescent Development and Criminal Justice), one state certified permit for CHAD, five program majors, nine full-time professors and multiple adjunct professors, we propose two department assistants to cover the following areas:

a. One department assistant to cover 40 hours/week for a 10-month assignment

b. One adult completion program assistant to cover 32 hours/week for a 12-month assignment

III. Facilities

1) Space: The merged department will need space to house offices for a minimum of nine full time professors and several adjuncts, two department assistants, a food laboratory, classrooms, a common area for students to gather, study, and engage in fellowship. In addition, space to accommodate the approved Sensory Integration Center which includes computer lab space, observation rooms, conference and training space, etc. as detailed in the approved strategic plan. Potential areas to consider for this combined space include Evans Hall, Taylor Hall and Rohr Hall. All options will require renovation to meet both departments' needs.

IV. Curricular Changes

1) Numerous curricular changes have been identified at the program and major level. Specific details are located in sections F) 6, 7, 8 for each program. Final determination is subject to approval to proposals from APC and GESC.

V. Program Development

1) Sensory Integration Center:

a. Given the fact that the Sensory Integration Center is endowed and provisionally approved, fulfilling our responsibility to implement this program is priority.

2) ADC Development and Expansion:

a. Take action on the expansion of ADC to accommodate the CHAD BA to keep up with the demand as a result in statutory changes.

b. Expand CJ to additional campuses.

c. Develop an affordable and accessible degree program in partnership with extended learning aimed at schools located in the "forgotten corners of the city" to increase the accessibility of a PLNU education to the immigrant and refugee communities in their neighborhoods. Providing a greatly needed service while also generating a new income stream.

d. Create new programs in extended learning, either classical ADC or Two-plus-two programs in sociology and possibly social work.

e. Design interdisciplinary master's degree programs

i. Administration of Justice: a degree focused on leadership and development of social justice organizations

ii. Nutrition

Dean Level

I) **Compliance Checklist**

In addition to the Dean roles above, The Dean will be responsible to evaluate and generate a brief report on the following areas to be included with the self-study that is sent to the PR committee and external reviewers.

Check the Academic Unit's Assessment Wheel for each program:
1.   Do they have learning outcomes? Are they adequate? Are they up to date?
2.   Are their syllabi posted? Are they up to date?
3.   Do they have course learning outcomes? Are they adequate? Are they up to date?
4.   Do they have a curriculum map? Is it adequate? Is it up to date?
5.   Do they have a multi-year assessment plan? Is it adequate? Is it up to date?
6.   Do they have methods of assessment? Are they adequate? Are they up to date?
7.   Do they have direct methods of assessment? Are they adequate? Are they up to date?
8.   Do they have evidence of student learning? Are they adequate? Are they up to date?
9.   Have they established the criteria of success? Are they adequate? Are they up to date?
10.   Have they analyzed their findings? Are they adequate? Are they up to date?
11.   Have they made changes based on evidence? Are they adequate? Are they up to date?
12.   Credit Hour: Are the courses in the program in compliance with credit hour expectations?
13.   Does the department have evidence posted on the assessment wheel for the Core Competencies?

When complete, the Dean signs off on the self-study as being ready to submit to the Program Review Committee and external reviewers (if no outside accreditation exists)

Program Review Committee and External Review

Once the Self-Study is ready, send it to the chair of the Program Review Committee and the Dean approved External Reviewers for their consideration. The Program Review Committee will incorporate the external reviewer feedback into a combined report that will go back to the Dean and Academic unit for their response. The academic unit leader, the Dean and the Provost will finalize an MOU with action plan for cabinet approval. The self-study, the compliance checklist, the PR committee report, the departmental response and the cabinet-approved MOU will comprise a completed program review.

FCS: PLNU Program Review

External Reviewer Report Template

Rev 12-4-15

Instructions:

Thank you for agreeing to be an external reviewer for the PLNU Program Review process. We are grateful for your engagement with us and look forward to your feedback and insights. We are including the department's/school's entire self-study document in order to give you context. While we appreciate your feedback on the entire self-study, we especially look forward to your feedback on the specific program that you have agreed to review. The Dean and Chair of the academic unit will be your main points of contact and will arrange opportunity for you to interact with them and/or other departmental personnel as appropriate. This will allow you a chance to ask questions or seek clarification prior to the completion of your report. We have created the following external reviewer template for your report in an attempt to give you some guidance in terms of what type of feedback we are hoping to get. The text boxes are there for your convenience, but if they get in the way or create formatting issues, feel free to delete them and put your text in their place. This is a new process for us so we have created a space at the end to provide any feedback on the process that can help us create a better instrument in the future.

Thank you again for your help with our program review at PLNU,

Kerry Fulcher, Provost

Point Loma Nazarene University

FCS Department Level Analysis
A) Introduction
B) Alignment with Mission

Please review and evaluate the academic unit's response to the questions regarding mission alignment of their unit with the university mission from both an academic and Christian faith perspective. Are there any suggestions for how they might better articulate and demonstrate their alignment to the university mission and purpose?

Alignment with the PLNU mission is succinctly stated in the self-report. The commitment to the university mission and mission of the FCS Department came to life as I visited campus and met with individuals. They expressed their faith and commitment to Christian higher education and the ability to assist students in identifying their own path and calling. I would suggest that the department intentionally and regularly publically highlight outcomes exhibited through the lives of majors and graduates as they impact the world during their time at PLNU as well as after program completion. I also suggest that they develop a way to honor and recognize alumni of the programs in order to clearly illustrate the strong connection between the mission of the university and the mission of the department.

C) Quality, Qualifications and Productivity of Department Faculty

Based on all the evidence and responses provided in the program review report, provide a summary analysis of the qualifications of faculty associated with the program. Identify the degree to which scholarly production aligns with the expectations of the degree level of the program offered (undergraduate, master's) at this type of institution. Are there any strengths or distinctives that should be noted? Are there any gaps or weaknesses that should be noted?

Faculty credentials are at the master's level. Dietetics faculty hold appropriate credentials for the accredited program. In addition, faculty members provide insights from their industry experiences. Strong commitment to their disciplines and a passion for working with students keep full time faculty engaged and focused. There is heavy reliance on adjunct faculty to offer necessary courses for the programs. While I am concerned about this reliance, it does help to sustain these programs and likely provides for varying perspectives. I met and talked with two adjunct faculty while on campus and they clearly articulated their experience with students in terms of subject matter, pedagogy, and assessment of student learning. These two overall feel engaged and valued. It is challenging to supervise so many adjuncts so I applaud the ability of the chair and full time faculty to manage their contributions. The Department chair has nearly completed her doctorate. I would hope that PLNU administration work with and encourage her to complete this work, as it is important, especially in the child and family disciplines, that she possess this credential.

Review and comment on the scholarship of the faculty. Identify the degree to which scholarly production aligns with the expectations of the degree level of the program offered (undergraduate, master's) at this type of institution. Where appropriate, suggest improvements that may be necessary to increase the quality and/or quantity of scholarship produced by the faculty in this program.

The faculty contribute at national, regional, state and local levels, especially in the scholarship of pedagogy. Their strong commitment to and mentoring of students has resulted in including the students in presentations. I would suggest that they capitalize on this strong connection between faculty and students and explore building an undergraduate research initiative. It appears that students are capable and this will serve to assist faculty in their scholarship efforts. Because they already focus somewhat on pedagogy in their scholarship, building upon this as a core of their efforts seems logical and manageable given their loads.

D) Progress on Recommendations from Previous Program Review

Review the narrative supplied for this section. Discuss whether it provided a good accounting and rationale for what changes have or have not been made based on the previous program review and/or any circumstances that have arisen since? Where appropriate, identify any insights or questions that you might have stemming from this narrative.

Each of the recommendations from the 2007 program review was briefly addressed in the self report as to whether or not it had been achieved and why or why not and how. Several recommendations were affected by the elimination of the Family and Consumer Sciences, Fashion Merchandising, and Housing and Interior Environment programs. At the same time, the remaining programs have looked at appropriate updating. The Nutrition program should attract more interest by students with the addition of the three proposed concentrations, which speak to contemporary interests of students and the potential of employment. The newly developed and launched degree completion program in Child and Adolescent Development appears to be attracting strong enrollments in each cohort. While I understand the process for allocation of new faculty at PLNU, I believe the Child and Adolescent program will be strengthened with the addition of a second faculty FTE and this would allow more collaborative programming as the FCS and Sociology/Social Work Departments merge and look for intersections in which they can work together. In my visit to campus it was clearly evident that the current chairs and faculty of both units are motivated to nurture these opportunities.

E) General Education and Service Classes

Identify any program response to GE or service classes that may be associated with this program. Review and discuss the quality of the program's responses to the questions in this section of the self-study. Identify any insights or suggestions that program might consider based on your knowledge of courses like these at other institutions.

One of the recommendations from the 2007 review suggested an increase in number of general education courses to be taught by the FCS department. In particular two lower division courses were suggested which would serve to expose PLNU students to these areas of study and practice. No statement was made in this report as to why FCS 150 and FCS 225 were not developed as GE courses. I would suggest that the faculty continue to explore depending on available resources. Assessment of FCS 315 that is taught as a GE course led to appropriate modifications. It was stated that this course is transitioning to a new professor with careful monitoring to take place. This indicates careful oversight as it relates to continuity and learning outcomes.

F) Program Level Analysis
1. Trend and Financial Analysis

Based on data and responses provided by the program, summarize and evaluate the effectiveness of the program's recruitment and matriculation efforts as it relates to enrollment. Are there any suggestions or insights that you might have that can help to increase the demand for the program and/or improve the enrollment yield?

The faculty clearly analyzed and outlined the strengths and challenges of the three programs under review as they relate to recruitment and matriculation. In this analysis they projected for the future and also outlined some strategies. In particular, the proposed three concentrations for the NUTR program show promise as they highlight the current attraction to areas of interest around health and fitness and offer a differentiated program of study than Kinesiology. The addition of the fulltime faculty member to manage the degree program in Child and Adolescent Development who will also teach and advise students may help to expand the capacity for additional students to be advised in the CHAD program.

Based on data and responses provided by the program, summarize and evaluate the program's role in GE and Service functions and identify any opportunities or challenges from this that could have positive or negative impacts on the program itself.

The disciplines represented in these programs offer significant life and ministry knowledge and skills that are appropriate for most if not all PLNU majors. It appeared in one chart (I assume was provided by institutional research) that there is a lack of agreement on service courses and experiences offered through the CHAD program and early childhood center. This should be clarified.

Based on data and responses provided by the program, summarize and evaluate the efficiency of the program based on its overall and course enrollment trends along with the external benchmarking use of the cost per student credit hour data (Delaware). Are there any suggestions or insights that you might have that can help to increase the efficiency of the program without having a negative impact on quality?

Ratings of each of the programs relative to cost per student credit hour were not surprising. These data are relatively consistent with other programs of which I am aware.

2. **Findings from Assessment**

After reviewing the program's responses to their assessment findings, do you think the program is effectively using their assessment activities and data? Are there suggestions that you might make to improve their assessment plan or insights from their data that you might offer in addition to their analysis? Discuss the quality of their analysis and identify elements of their analysis that you think could be strengthened.

It is clear that the FCS faculty have spent considerable time and effort establishing rubrics and mechanisms for assessment of student learning. They articulate the importance of assessing student learning and also recognize how important it is to "close the loop" in gathering data as well utilizing data to improve course structure, teaching techniques, and content. They identify in the self-report examples of where this has occurred. I would encourage the faculty to continue to explore the use of multiple measures, including but not limited to student self report and reflection, which will provide a broad understanding of student learning and preparation.

3. **Curriculum Analysis**

After reviewing the program's curricular analysis, student learning outcomes (SLOs), and curricular map, characterize the quality and appropriateness of the program's curriculum for meeting the learning outcomes expected of students within this discipline. Identify any possible changes to the curriculum or to the SLOs that would result in an improved program.

Recommendations for curriculum changes tied to assessment and professional standards are reasonable and well thought out. SLOs should be refreshed on a regular basis and should be stated as knowledge, skills, values, and attitudes gained or modified. Measurements should be formative as well as summative as they relate to individual courses as well as program assessment. Use of the e-portfolio is a positive way to both assess the overall program area and provide a tool that a student may use to make application for an internship or employment upon successful program completion.

After reviewing the program's curricular analysis through a guild or comparator lens, summarize and discuss the quality of their analysis and comparison and offer any suggestions or insights that might be helpful for the program to consider regarding their curriculum content and structure.

Two programs use widely recognized national organization guidance in development of curriculum and program requirements. All three utilize comparator institutions selected by faculty and the dean. With the accredited dietetics program, changes in the curriculum will be dictated by this critical affiliation.

After reviewing the program's curricular analysis through an employability lens, summarize and discuss the quality of their analysis and narrative and offer any suggestions or insights that might be helpful for the program to consider regarding their curriculum content and structure as a preparation for future employment.

I was not familiar with the "burning glass skills" model and I understand that the university is making a change to a different model. The analysis appeared to be limited to listing courses that address skills. There was little narrative to allow the reader to get an overall sense of how the content specifically encourages the development of these skills. Discussions during the site visit and meetings with two alumni (CHAD program only) gave me some insight into the display of these skills.

After reviewing the program's curricular analysis through a pedagogy lens, summarize and discuss the quality of their analysis and narrative and offer any suggestions or insights that might be helpful for the program to consider regarding the delivery of their curriculum in ways to enhance the student learning experience.

Faculty are sensitive to student learning styles and preferences while recognizing the unique aspects of each program. Use of technology for simulations, case studies, field trips and experiences, lab experiences, problem based learning, teamwork, etc. have been or are being implemented to enhance student learning. There is an openness to look at all available pedagogical techniques to see what best suits discipline content.

4. **Potential Impact of National Trends**

After reviewing the program's discussion of possible impacts from national trends, discuss the quality of their response and identify if there are trends in the discipline that the self-study has missed or not adequately addressed based on your expertise and opinion.

Utilizing national standards as well as local and national networking by faculty have provided a strong foundation for continued course/program development. While not specifically under review at this point, the implementation of the degree completion program in Child and Adolescent development is a clear indication of monitoring in this case, i.e., changes in state laws.

5. **Quality Markers**

After reviewing the program's discussion of its quality markers and the questions posed in this section of the self-study, discuss the quality of their response to these questions and identify any particular strengths and/or weaknesses that you might see in this section of the self-study. Please offer any suggestions or insights that might be helpful for the program to consider relating to these quality markers.

Each of the three programs approached this section differently. CHAD used the evidence of very high first to second year retention rates consistent over the years as an indicator of quality. In addition, NAEYC standards as the basis of curriculum, strong community relationships, and the on campus Early Childhood Learning Center were noted as quality markers. DIET noted pass rates on the Registered Dietician (RD) exam as above the national average. While no internships are required due to the rigor of course work and lack of flexibility in scheduling, students are encouraged to work or volunteer in related areas. DIET also noted professional organization opportunities for students in leadership as indicators of quality. Accreditation and RD exam pass rates are likely the strongest markers of quality. The NUTR program has had few majors enrolled but hopes that the proposed concentrations will afford students interested in nutrition and health more career direction. The fact that the NUTR program requires an internship is a quality indicator. Monitoring quality for all three areas is important. Tracking of student success of graduates was identified as a challenge and this is not unique to the FCS at PLNU programs. This is a challenge for all programs. Still, developing a strategy to track graduates more methodically will provide helpful data. In addition, no one can tell the story of the impacts of an academic program as related to ongoing success than a graduate. Utilizing these stories for recruitment and enhanced visibility would benefit these programs.

6. Infrastructure and Staffing

After reviewing the program's discussion of its infrastructure and staffing, discuss the quality of their analysis and reflection in this important area and offer any suggestions or insights that you might suggest they consider.

The self-study acknowledges the reality of this review at a time when a merger with Sociology and Social Work is taking place. Much work has been done over the past two years to identify areas of synergy and the faculty in both areas appear to have embraced the potential of new courses, programs, and collaborative efforts. The administration's attention to expressed needs of both units will largely determine future outcomes, looking for ways to address common values as well as distinctive contributions of each discipline. In particular, a foods lab with appropriate equipment and media is a requirement for the DIET and NUTR course/programs. Also, both units value space for students to congregate, create social bonds, and interact with faculty and staff. They also hold a strong desire to be located in the same building to enhance communication and a sense of community as they settle in to this new administrative structure. I have mentioned in another section my recommendation relative to faculty FTE.

7. Challenges and Opportunities

Do you feel the report adequately identified the challenges and opportunities that they face based on your understanding of the discipline? Why or why not. Are there other challenges or opportunities that you see based on your review of the self-study and your understanding of the discipline in today's higher education context?

The Dietetics program due to accreditation requirements needs to be monitored for growth in coursework within the program. Expanded requirements may need to be offset by reduction in general education or other requirements depending upon PLNU policies. The growth of major coursework for the NUTR and CHAD programs ought to also be considered for number of requirements. While it is natural to look at the FCS core for reduction, this course work may be the distinctive attribute for the majors, offering a holistic perspective that enhances the preparation of graduates as they move into their careers, especially in areas of ministry. The Nutrition major's challenge in identifying potential internships and career placement opportunities will require dedicated attention and networking. The addition of three new concentrations in this major may be helpful but this will need to be monitored related to enrollment and placement and faculty load. The curricular changes identified in the CHAD program are daunting in light of one full time faculty member. While I would support these changes, I would suggest consideration of a paced approach to realize changes over time.

8. Recommendations for Program Improvement

Do you feel the recommendations being made for this program are supported by the analysis and evidence provided in the self-study document and narrative? Discuss why or why not. Are there other recommendations or suggestions that you would make that the academic unit should consider? If so, please give a brief rationale for why?

The recommendations addressed in the self-study are well founded. Continued curricular improvements based on assessment, employment needs, external standards are recommended. Faculty should review the potential for developing additional GE courses. Opportunities for programming within the newly merged department should be explored with the potential of developing new interdisciplinary courses or emphases. In addition, faculty should continue to explore opportunities to partner with other departments to enhance curriculum and create unique and distinctive courses and programs to serve the needs of students as well as fulfilling the mission of the university. It will be important to monitor needs of the three programs under review over the next months as the merger continues to be realized. Department faculty should continue to advocate for needs in order to strengthen programs, especially if and when enrollment in the majors expands. In areas where student placement and success have not been tracked post graduation, the development of a strategy to do so would prove beneficial. Finding a way to recognize and tell the stories of graduates will help with recruitment and raise visibility of the programs on and off campus. Faculty speak with great pride about the successes of their students and continuing to share these beyond the department such as is currently done on the FCS website, will elevate the understanding of the important contributions of the FCS program in meeting the mission of PLNU.

I believe it is important to acknowledge the sincere commitment by the faculty and staff with whom I met during the site visit. Given the disruption brought about by the program prioritization process and subsequent merging of departments, I found discussions and planning to be positive and forward moving. To a person, those who I talked with spoke highly of the strong leadership which Susan Rogers has provided throughout this journey, creating a positive climate of team work and cooperation. All of this while chair and faculty were carrying heavy teaching and advisement loads. In my opinion this speaks to strength of character and commitment.

G) External Reviewer Feedback on PLNU Program Review Process:
We recognize that there are many ways to approach a program review. We would value your feedback on our process so that that we can continue to make it better and more helpful to the programs undergoing review. Are there areas that were confusing or sections that you felt were unhelpful? Are there areas that you were not asked about where you feel you could have provided useful information? Is there anything about the process that you would recommend we change or consider changing that could make it better?

I genuinely appreciated the opportunity to serve as external reviewer for the FCS programs. The sometimes brief, concise responses to the prompts within the self-study document were clarified through the asking of questions and the visit to campus allowed me a greater understanding of the strengths and challenges of these programs. Still, it is impossible to learn everything through a report and brief visit and I readily admit I likely missed some critical aspect of the programs or department. The self-study offered a road map to learning about the programs and the areas for consideration were comprehensive. I did feel as though I needed to go back and forth through the document to track topics. A few of the questions appeared somewhat repetitive. The use of campus or regional acronyms made it difficult at times to get the full context for information provided, however, I received assistance in decoding these! As with most reviews, it is somewhat program review and somewhat administrative unit review. In this case, three programs under review within the same document contributed to the complexity. It might have been easier to address all three programs in a more cohesive manner section by section. Another layer of complexity was the merger between the two departments. This is not a criticism, simply a statement of fact.

SSW: PLNU Program Review

External Reviewer Report Template

Rev 12-4-15

Instructions:

Thank you for agreeing to be an external reviewer for the PLNU Program Review process. We are grateful for your engagement with us and look forward to your feedback and insights. We are including the department's/school's entire self-study document in order to give you context. While we appreciate your feedback on the entire self-study, we especially look forward to your feedback on the specific program that you have agreed to review. The Dean and Chair of the academic unit will be your main points of contact and will arrange opportunity for you to interact with them and/or other departmental personnel as appropriate. This will allow you a chance to ask questions or seek clarification prior to the completion of your report. We have created the following external reviewer template for your report in an attempt to give you some guidance in terms of what type of feedback we are hoping to get. The text boxes are there for your convenience, but if they get in the way or create formatting issues, feel free to delete them and put your text in their place. This is a new process for us so we have created a space at the end to provide any feedback on the process that can help us create a better instrument in the future.

Thank you again for your help with our program review at PLNU,

Kerry Fulcher, Provost

Point Loma Nazarene University

SSW Department Level Analysis

A) Introduction

B) Alignment with Mission

Please review and evaluate the academic unit's response to the questions regarding mission alignment of their unit with the university mission from both an academic and Christian faith perspective. Are there any suggestions for how they might better articulate and demonstrate their alignment to the university mission and purpose?

On reading the Introduction for the planned merger of the Family and Consumer Sciences program with the Department of Sociology and Social Work program I find a correspondence between the departments' mission and that of the university from the academic and faith perspectives. The vocational aspects of FCS' potential alongside that of SWK might dovetail fairly easily. Also the interdisciplinary nature of these majors where there is a reliance on courses in Sociology to facilitate studies in FCS and SWK make the merger feasible and a good fit.

C) Quality, Qualifications and Productivity of Department Faculty

Based on all the evidence and responses provided in the program review report, provide a summary analysis of the qualifications of faculty associated with the program. Identify the degree to which scholarly production aligns with the expectations of the degree level of the program offered (undergraduate, master's) at this type of institution. Are there any strengths or distinctives that should be noted? Are there any gaps or weaknesses that should be noted?

I note that the faculty (Swann, Rogers and Johnson) in the department of FCS are Masters degree holders while the SSW program faculty have their doctorates. On my site visit I have been given to understand that Susan Rogers is pursuing a PhD at present. This of course is contingent on Susan's existing workload (academic and administrative) at PLNU being reduced and more manageable. I trust that the University will encourage the other faculty to pursue their terminal degrees in the near future. They might need a reduced load, have altered expectations of scholarship and institutional service, etc. Otherwise, there can be misperceptions in evaluations among students, other faculty and perhaps for institutions and agencies that work with the department for internships, employment, accreditation, and competitiveness with other academic programs and degrees nationally. More importantly such qualifications are essential for the integrity of their academic discipline, research and academic standing in general.

The report states that the SSW department has only 36.6% of the department's courses taught by FT faculty leaving the department rank 16th out of the 16 departments in the university. The University will need to attend to this gap for the long term. Also, the student-faculty ratio is the highest among area institutions (31:1 when the ideal would be 15:1). This deficiency could potentially hurt student-faculty relationships and curricular cohesiveness for the department. Perhaps these considerations will occupy future discussions within the department and with the administration at large.

Review and comment on the scholarship of the faculty. Identify the degree to which scholarly production aligns with the expectations of the degree level of the program offered (undergraduate, master's) at this type of institution. Where appropriate, suggest improvements that may be

necessary to increase the quality and/or quantity of scholarship produced by the faculty in this program.

All the scholarly efforts in research (sensory integration, eating disorders, addressing human trafficking, crime prevention efforts, and more) support the mission of serving individuals, families and communities. Further, the representation of the department (students and faculty) and university in the external community helps to build capital mutually. This generates internship and employment opportunities for students, enhances professional networking and general goodwill towards the university and the surrounding community.

For the future it may be important for Christian social scientists to undertake research that move them further afield into areas of social movements, environmental justice, globalization, the prison-industrial complex, questions of human identity and other subjects that are not confined to traditional notions of Christian service.

The SSW department's mission states its goal to engage the community as agents of hope … to express Christian hospitality to the marginalized …etc. How would this mission be re-stated in the twenty-first century where the world is plagued by the crises in the natural environment, territorial nationalisms, religious fundamentalisms, political and economic instability resulting in wars, human migration and the threats to the nation-state that these cause? A reframing of the department's mission through the lens of social transformation grounded in a biblical understanding might be helpful.

D) Progress on Recommendations from Previous Program Review

Review the narrative supplied for this section. Discuss whether it provided a good accounting and rationale for what changes have or have not been made based on the previous program review and/or any circumstances that have arisen since? Where appropriate, identify any insights or questions that you might have stemming from this narrative.

It appears that the Department has paid close attention to and responded to the recommendations made by the Previous Program Review wherever it was appropriate in terms of where the department is at present and its future direction.

E) General Education and Service Classes

Identify any program response to GE or service classes that may be associated with this program. Review and discuss the quality of the program's responses to the questions in this section of the self-study. Identify any insights or suggestions that program might consider based on your knowledge of courses like these at other institutions.

The General Education and Service classes are necessary and excellent. The Civic Engagement course listed as a Sociology course is important for a liberal arts educational base. While the course emphasizes diversity and human culture is it sufficient to draw majors? In other institutions an entire introductory course in Sociology is offered as part of the general core.

Additionally, can such a course also be offered for majors and non-majors alike? An introductory course would be more expansive and general, introducing the students to Sociology as a social science focusing on social institutions, social change, quantitative and qualitative studies, etc.

F) Program Level Analysis
1. Trend and Financial Analysis

Based on data and responses provided by the program, summarize and evaluate the effectiveness of the program's recruitment and matriculation efforts as it relates to enrollment. Are there any suggestions or insights that you might have that can help to increase the demand for the program and/or improve the enrollment yield?

The demand for the Social Work program appears sound and strong. As with other such Social Work Programs the PLNU Social Work program also struggles with popular misperceptions about the profession as being alternately referred to as 'social sciences,' 'social services,' or 'social welfare.' More challenging perhaps is the not infrequent conflation of Social Work with Sociology. These are some of the expected liabilities of the two majors being housed in the same department. Perhaps it is incumbent on the Social Work and Sociology faculty (also the PLNU administration to an extent) to engage in raising public awareness periodically about the distinctions and particularities of their majors across the rest of the university community through regular convocations, department socials, and academic conferences and publications which showcase the differences. The publicity materials produced for the Admissions Office will also be significant to highlight the distinctions.

It may be to the department's advantage to bring in alumni to talk to the student body about what they got out of their majors while at PLNU and how it was influential in their later careers. Social Work and Sociology have fanned out into a wide array of fields – nursing, law, medicine, media, teaching, direct social services, human resource management, public administration, law enforcement, etc. It can be helpful for current students to be informed about possible future options based on what others before them have done and to know how the alumni have connected their PLNU experiences to their present careers.

Based on data and responses provided by the program, summarize and evaluate the program's role in GE and Service functions and identify any opportunities or challenges from this that could have positive or negative impacts on the program itself.

While one recognizes the professional application of social work courses and the difficulty of translating them into GE, the option is not so formidable that it cannot be done. If an Intro to Social Work could be so designed that it is offered as a GE course it will be broadly educational and informative about the profession but it can also provide an excellent opportunity to recruit potential Social Work majors.

The department's suggestion to combine SOC 103 with FCS100 as an offering for a contemporary social problems course GE is excellent. Similarly, combining FCS 150 and SWK365 can also be helpful in increasing class size and reducing per student costs even if these are not offered as GE.

However, retooling (p.90, F3.6) SOC 101 into a Social Problems course for Social Work majors may affect the wholistic approach of placing Social Work in the context of a liberal arts program in which a Sociology course approaches society more broadly. Rather than employ a wider theoretical lens that highlights social complexity it can confine society to a conglomerate of 'social problems.'

Requiring Social Work students to take an Economics course is important for the integrity of the profession and it is a definite strength to the PLNU program.

Based on data and responses provided by the program, summarize and evaluate the efficiency of the program based on its overall and course enrollment trends along with the external benchmarking use of the cost per student credit hour data (Delaware). Are there any suggestions or insights that you might have that can help to increase the efficiency of the program without having a negative impact on quality?

Cross-listing the aging and family course as SOC and SWK as suggested in the Department report (pp.81-82, 5.3 and 6) can be a help with costs. The Department's suggestions to reduce student costs through adjustments in the course offerings, the assistance of part-time faculty in directing internships, etc, are excellent and should be followed up.

2. **Findings from Assessment**

After reviewing the program's responses to their assessment findings, do you think the program is effectively using their assessment activities and data? Are there suggestions that you might make to improve their assessment plan or insights from their data that you might offer in addition to their analysis? Discuss the quality of their analysis and identify elements of their analysis that you think could be strengthened.

The multiple instruments for assessing program effectiveness including the national gatekeeper CSWE for the Social Work program appear adequate and appropriate.

3. **Curriculum Analysis**

After reviewing the program's curricular analysis, student learning outcomes (SLOs), and curricular map, characterize the quality and appropriateness of the program's curriculum for

meeting the learning outcomes expected of students within this discipline. Identify any possible changes to the curriculum or to the SLOs that would result in an improved program.

In light of the demographics of the student population it may be important to require a course in race, class and gender in the major. How does the SOC 375 (African Culture and Histories) fit into the general sociology curriculum given the absence of a more broad-based course in race, class and gender (within the US) that seems to stand as a gap at present?

After reviewing the program's curricular analysis through a guild or comparator lens, summarize and discuss the quality of their analysis and comparison and offer any suggestions or insights that might be helpful for the program to consider regarding their curriculum content and structure.

As part of a similar department where Social Work and Sociology are housed together I did raise the possibility (with PLNU colleagues) of arranging the curricular program in such a way as to facilitate double majoring in Sociology and Social Work. This is done by shared requirements in Intro classes, Methods and Statistics classes and cross-listing electives for the two majors.

After reviewing the program's curricular analysis through an employability lens, summarize and discuss the quality of their analysis and narrative and offer any suggestions or insights that might be helpful for the program to consider regarding their curriculum content and structure as a preparation for future employment.

Offering courses in the Sociology of Law, Medicine, Media, Sports, Immigration and other contemporary fields can be useful and attractive to those who are getting ready to transport their major into their fields of employment.

Also in the assessment of skills data provided (p.116, 8-9) the Sociology Department does not state the development of critical thinking skills in Sociology in the pursuit of justice, caring and transformation. I do imagine that this focus is woven throughout the curriculum but it would be good to be state it explicitly.

After reviewing the program's curricular analysis through a pedagogy lens, summarize and discuss the quality of their analysis and narrative and offer any suggestions or insights that might be helpful for the program to consider regarding the delivery of their curriculum in ways to enhance the student learning experience.

While it is the case that the Sociology Department has managed to save costs for the university in terms of curricular offerings by adjuncts, it appears that this might hurt the strength of the major in the coming year with only 1.5 FT sociology faculty at present. Elsewhere I have commented on issues with adjuncts and non-terminal degree holders in the FCS wing. All proposals and plans for the department will hinge on the additional employment of trained FTs.

4. Potential Impact of National Trends

After reviewing the program's discussion of possible impacts from national trends, discuss the quality of their response and identify if there are trends in the discipline that the self-study has missed or not adequately addressed based on your expertise and opinion.

Would be good to pursue interdisciplinary work with Economics and Political Science department since Sociology and Social Work are fields that lie contiguous to these. Again, this will depend on adequate numbers of faculty in these departments who can serve their majors and engage in interdisciplinary work also.

5. Quality Markers

After reviewing the program's discussion of its quality markers and the questions posed in this section of the self-study, discuss the quality of their response to these questions and identify any particular strengths and/or weaknesses that you might see in this section of the self-study. Please offer any suggestions or insights that might be helpful for the program to consider relating to these quality markers.

I refer to #4 above suggesting inter-disciplinary teaching and curricular alliances.

6. Infrastructure and Staffing

After reviewing the program's discussion of its infrastructure and staffing, discuss the quality of their analysis and reflection in this important area and offer any suggestions or insights that you might suggest they consider.

I support the Action Plan Considerations for MOU in the self-study report. Additionally, on visiting the campus I saw the need for a single space to house the impending merged department. I saw several potential buildings and all need renovation. Windows, lighting, carpets, furniture all seemed in need of replacement and refurbishment. Especially in light of FCS and its outreach to children and families it is important that the new classrooms and facilities be lively and conducive to teaching and learning.

That there will be additional hires in the department including staff support is imperative for the success of the merged program.

7. Challenges and Opportunities

Do you feel the report adequately identified the challenges and opportunities that they face based on your understanding of the discipline? Why or why not. Are there other challenges or opportunities that you see based on your review of the self-study and your understanding of the discipline in today's higher education context?

While touring the facilities with Susan Rogers and seeing what they are doing in FCS including dismantling the now retired Fashion Merchandising Program I made a couple of suggestions that seemed to appeal to the faculty accompanying me. I suggested that the new department venture out into community outreach programs by taking on the production of clothing designed to local customer specifications. They can invite immigrant women (and men) from Asia and S.America in the local community to bring their tailoring expertise and provide them with employment and income. This would be a great contribution for PLNU to the local community. Potentially it can help students in the business, accounting, social work, family and child development areas with internship opportunities. It would also be a constructive way of resisting the negative impacts of corporatization of the clothing industry, and serving local community needs through the provision of goods produced by marginalized populations in the local area.

I made a similar suggestion with sustainable agriculture and food equity in the local community. I drew on the model of the highly successful "Food Project" in Boston that involves high school and college youth working on farms and studying about food deserts, food injustice and social stratifcation.

8. Recommendations for Program Improvement

Do you feel the recommendations being made for this program are supported by the analysis and evidence provided in the self-study document and narrative? Discuss why or why not. Are there other recommendations or suggestions that you would make that the academic unit should consider? If so, please give a brief rationale for why?

I made it clear to the faculty and admin that all practical moves to merge or dissolve majors and departments should be preceded by a philosophical discussion about the education at PLNU as a liberal arts educational institution. As I have stated elsewhere while the impending moves are practical in light of demands made by demographics and cultural shifts towards institutional prioritisation, the integrity and distinctions of the different disciplines must not be diluted or compromised as that will have long-term implications for the future of the university and its graduates. On the other hand if in fact the university is transitioning into a vocation-heavy institution then that shift will have to be articulated clearly and future deliberations should move in that light.

G) External Reviewer Feedback on PLNU Program Review Process:
We recognize that there are many ways to approach a program review. We would value your feedback on our process so that that we can continue to make it better and more helpful to the programs undergoing review. Are there areas that were confusing or sections that you felt were unhelpful? Are there areas that you were not asked about where you feel you could have provided useful information? Is there anything about the process that you would recommend we change or consider changing that could make it better?

The self-study was thorough and comprehensive. It was a sheer delight to visit the premises, faculty and meet with administration who seem to be thoughtful, open and intentional in their considerations. From this standpoint I am confident and optimistic about the coming processes with the merged department.

For lack of another venue I shall state some impressions that I formed while going through the self-study.

The SSW is proposing a merger with the FCS that specializes in child and adolescent development, dietetics, nutrition and food services. Given these specific areas of instruction is it possible for FCS to have a stronger alliance structurally with Social Work even as both rely on Sociology? I understand the structural challenge of this idea but my concern is about the eclipse of the Sociology major when it is so strongly aligned with vocational/applied fields.

CJ is a popular specialty in some Sociology departments. Can faith based institutions consider other areas of justice for their programs – gender, economic, environment, immigration and others?

The research interests of the faculty are impressive, especially in the areas of social service and justice. Is it time for the university and department
to reframe the language of its mission to make social justice and social transformation an inclusive project? Does the traditional focus on the poor leave the institution in a reactive position? Should we move from service to a more wholistic and transformational space to engage prophetically **all** social classes and institutions?