

Academic Prioritization Curricular Metrics - Undergraduate Programs

Child & Adolescent Development/Family & Consumer Sciences

Section One: History of the Program and Consistency with University Mission

Criteria	Indicators	Response (200 word limit)
History of the Program	Describe why and when the program was established. How and why has the program evolved over the years?	The FCS major began in 1948 in the Department of Home Economics. The Child Development major was established in 1973, the same year the university moved from Pasadena to San Diego. Classes were taught through the Department of Home Economics and other University departments to create a major that would fulfill the requirements for the Child Development Teaching Permit. The Early Childhood Learning Center was established the same year as a laboratory school used to prepare teachers dedicated to excellence in the field of early childhood education. These majors have evolved into programs that give students experience and practical tools to equip them for a variety of careers that serve families throughout the lifespan.
Consistency with Mission and Strategic Direction	Describe how the program supports the PLNU mission and strategic direction.	The mission of Family and Consumer Sciences is to improve the quality of life for individuals, families and communities. Child and Adolescent Development majors and Family and Consumer Sciences Majors are preparing to serve and improve the lives of children, youth and their families. This mission of service for the good of others is at the core of the FCS discipline. The FCS students are trained to be God's hands and feet in a broken world.

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Section Two: External and Internal Demand for the Program

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
External Demand	FTF App Conversion Rate (Completed Apps/Inquiries)	CHAD	34.0%	42.0%	23.4%	34.9%	57.3%	35.5%	What does this collection of data say about the external demand for your Program? The CHAD program has shown a steady increase in enrollment for over a decade. This number could be greater if we design the department web page to be more user-friendly, making the individual programs more noticeable and available as majors. In 2002- 48 majors; 2014- 86 majors. The CHAD and FCS 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, Early Intervention Specialist, Social Worker and Child Protective Services Caseworker. According to The New York Times (Feb 3, 2014) "With a growing body of research pointing to the importance of early child development and its effect on later academic and social progress, enrollment in state-funded preschool has more than doubled since 2002, to about 30 percent of all 4-year-olds nationwide." The positions being created by this demand require a 4-year degree instead of the 12 units previously required. Employment of child, family and school social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. (U.S. Bureau of Labor Statistics)
		FCS	16.1%	2.5%	19.1%	15.6%	10.6%	2.4%	
		Total	21.5%	20.9%	21.8%	29.2%	42.0%	28.0%	
		PLNU*	19.2%	26.4%	24.0%	23.4%	21.4%	20.5%	
	FTF Admission Rate (Admits/Completed Apps)	CHAD	83.3%	79.3%	77.8%	52.6%	65.5%	58.0%	
		FCS	60.0%	sm	55.6%	57.1%	80.0%	sm	
		Total	71.1%	77.4%	70.4%	53.3%	66.7%	58.8%	
		PLNU*	83.5%	87.0%	72.4%	68.2%	67.8%	69.1%	
	FTF Yield (Enrolled/Admits)	CHAD	33.3%	21.7%	50.0%	30.0%	44.4%	37.9%	
		FCS	0.0%	sm	20.0%	sm	sm	sm	
		Total	18.5%	20.8%	42.1%	25.0%	40.0%	40.0%	
		PLNU*	37.2%	27.5%	29.4%	26.5%	29.2%	31.6%	
	Noel-Levitz High School Market Demand Share	Below PLNU Median						1.3%	
		Above PLNU Median						5.1%	
Noel-Levitz PLNU Share of Regional Deg Awd									
Share of PLNU Undergrad Headcount	CHAD	2.0%	2.0%	2.0%	2.7%	3.1%	3.4%	What does this data say about the internal demand for your program?	
	FCS	1.3%	0.8%	0.2%	0.1%	0.2%	0.1%		
	Total	3.4%	2.7%	2.1%	2.8%	3.2%	3.5%		

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Indicators		2010-11	2011-12	2012-13	<p>Besides meeting the needs of 86 CHAD students with 1 FT faculty and 3 adjuncts we facilitate the field experiences for between 406-446 students. Field experience involves weekly supervised hours at the ECLC for a course during the semester. Laboratory experience is designed collaboratively by the academic director and the professor to reinforce academic concepts taught in class. Currently there are 81 CHAD majors who need field participation hours to introduce, develop and master their competencies. The State of California requires supervised field experience hours for students who are applying to receive their California Teaching Permit. The School of Nursing is reliant on the ECLC to provide observation and documentation of growth and development. The Denver Developmental Screening Test II is a required competency test that nursing students administer at the ECLC. The Center also provides CHAD practicum students and interdisciplinary majors opportunities to create lesson plans, use classroom management techniques, and experience demonstrations of preoperational thinking. Kinesiology uses the Center each semester to facilitate a three day lab experience on motor skills development. Field experience is measured by an outcomes assessment survey that is given to all participants to determine whether student learning outcomes are met.</p>
Internal Demand	CHAD/ FCS	1.8%	2.1%	2.3%	
Share of PLNU UG Units Taught					

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	<p>Based on some of PLNU's academic initiatives (e.g. expanding number of traditional undergraduate students, programs for new types of learners, expanding and creating new graduate programs, etc.), what new demands do you expect to be placed on your program?</p>	<p>The objective will be to continue to focus on student engagement techniques that meet the changing millennium learner. This will need to be a constant use of any and all workshops offered and research on best practices on meeting needs of diverse learners. The coaching of practical application will remain a key in meeting these needs. Many of the CHAD courses can be offered on-line or hybrid in the future. Another option to explore is the creation of a Child Development and Families graduate program.</p>
<p>Professional Trends for Graduates</p>	<p>Look at the provided resources about fast growing areas of employment in the next decade. Which of these professions could be occupied by students majoring in your program?</p>	<p>Employment of preschool teachers is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations. Early childhood education is important for a child's intellectual and social development. As a result, there has been increasing demand for preschool programs, which is expected to create demand for preschool teachers. In addition, the population of children ages 3 to 5 is expected to increase. Because children between these ages are typically enrolled in preschool, the demand for preschool teachers increases when this population increases. Workers who have postsecondary education, particularly those with a bachelor's degree, should have better job prospects than those with less education. In addition, workers with the Child Development Associate (CDA) or Child Care Professional (CCP) credential should have better prospects than those without these certifications. The positions being created by this demand require a 4-year degree instead of the 12 units previously required. Employment of child, family and school social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. (U.S. Bureau of Labor Statistics)</p>

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What changes could you make in your program that would better prepare your graduates for these professions?

Research suggests that practical application is a key component in training individuals to meet the future needs of children and families. Field experience and supervised internships need to be utilized. When updated through Program Review, a practicum or internship course will become a requirement for all CHAD majors. All FCS majors are already required to do an internship. Program Review is also indicating the advantage to having a research course for CHAD majors to better understand, critically evaluate, and apply current research in the field.

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Three: Quality of Program Inputs

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
Incoming Student Data (First-Time Freshmen)	Average SAT Composite Score	CHAD	sm	sm	1107	sm	1133	1094	What does this data say about the quality of the students entering your program? CHAD/FCS majors are strong students who choose to serve children and families. The standardized test is one indicator of academic and professional success. The open door policy of FCS faculty/advisors builds close mentoring relationships which account for the high retention of students in the department. The percent of diverse CHAD/FCS students is slightly higher than the university average. A large portion of CHAD students want to serve the underserved population.
		FCS	sm	sm	sm	sm	sm	sm	
		Total	sm	sm	1107	sm	1133	1091	
		PLNU*	1140	1125	1147	1150	1168	1161	
	Average SAT Reading Score	CHAD	sm	sm	567	sm	567	562	
		FCS	sm	sm	sm	sm	sm	sm	
		Total	sm	sm	567	sm	567	560	
		PLNU*	565	561	573	572	583	582	
	Average SAT Math Score	CHAD	sm	sm	540	sm	566	532	
		FCS	sm	sm	sm	sm	sm	sm	
		Total	sm	sm	540	sm	566	531	
		PLNU*	575	564	574	578	585	578	
	Average High School GPA	CHAD	3.88	3.23	3.94	3.88	3.66	3.70	
		FCS	sm	sm	sm	sm	sm	sm	
		Total	3.88	3.23	3.92	3.88	3.66	3.72	
		PLNU*	3.73	3.70	3.74	3.77	3.81	3.82	
	Percent of full-time faculty with a terminal degree				Total FCS Dept	25.0%	We have one full-time faculty member with a Ph.D. in Fashion & Interiors. The department chair is in the process of completing a Ph.D. in Early Childhood Education from Walden University. One of our part-time faculty members has an Ed.D.		

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<p>Summarize the most recent scholarly and creative activities of the faculty in this program. If desired, include information about peer reviewed scholarship.</p>	<p>Dr. Roubanis - 4 peer reviewed articles in the FCS Journal Prof. DeCristofaro Rogers - CHAD research using sensory integration with children with dyslexia to change reading outcomes. PLNU Sensory Integration Center to open 2014-15. Presents at CAEYC 2010-2015, local churches and preschools on age appropriate faith integration based on the research of James W. Fowler (Planting Seeds of Faith). PLNU CHAD program Hosts the California Reggio Emilia Conference on campus. Presented (Roots and Wings) at the Biennial CA-AFCS Conference held at PLNU March 2012. There were also tours of the Laboratory school for all conference participants.</p>
<p>Summarize the grants received by the faculty.</p>	<p>Faculty have not received professional grants to date. Prof. DeCristofaro Rogers just applied for an alumni grant to help establish the new Sensory Integration Center.</p>

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<p>Faculty</p>	<p>Describe how the scholarly and creative activities of the faculty impact the program.</p>	<p>The ECLC serves as a primary source for practical application of scholarly work and implementation of creative activities that impact the continuous improvement of the CHAD and FCS programs. Students are able to observe faculty conducting action research demonstrating sensory integration techniques as they are being used with learning disabled children. Faculty provide scaffolding for students to design and implement a research-based natural learning environment in which to conduct their own action research. Students test what changes to the environment cause children to engage in play for longer periods of time with the materials. Findings are documented, displayed and presented by students to attendees of the California Reggio Roundtable Conference. Faculty research on conflict resolution techniques is demonstrated by faculty with children at the ECLC. Such effective techniques as reflective listening and non-accusative expressive language are taught to three and four year olds while students observe. Students then extend the learning by working with small groups of children to practice and apply these techniques.</p>
	<p>What are the faculty in the program doing to learn about and use the best teaching practices in their discipline?</p>	<p>Faculty members maintain active membership in state and national professional organizations. They also attend and present workshops at conferences, as well as to local professional and faith-based groups. Faculty stay abreast of current research and best practices, attend conferences and training workshops, and focus on current methods of engaging learners.</p>
<p>Program Support</p>	<p>Describe the current quality of the holdings/facilities/equipment needed to execute this program.</p>	<p>Evans Hall needs to be updated to a softer environment (natural lighting, non-sterile, rugs, cushions, soft materials, flexible furnishings, gentle hues) to optimize learning according to CHAD/FCS research.</p>

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Four: Quality of Program Outcomes

Criteria	Indicators	F07 Coh	F08 Coh	F09 Coh	F10 Coh	F11 Coh	F12 Coh	Comments (200 word limit for each comment)	
Student Data	One-Year Retention	CHAD	85.7%	100.0%	100.0%	95.5%	90.0%	100.0%	What does this student data say about the quality of your program? The CHAD/FCS programs have many students that come into the department from undeclared and nursing majors. The open door policy of FCS faculty/advisors builds close mentoring relationships which account for the high retention of students in the department. The percent of diverse CHAD/FCS students is higher due to the fact that this major prepares graduates to serve in positions that are in demand.
		FCS	75.0%	sm	sm	sm	sm	sm	
		Total	78.9%	100.0%	100.0%	95.5%	90.9%	100.0%	
		PLNU*	84.8%	86.1%	86.3%	84.9%	85.8%	90.8%	
	Indicators		F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	
	Six-Year Graduation Rate	CHAD	71.4%	75.0%	88.9%	87.5%	85.7%	50.0%	
		FCS	84.6%	77.3%	62.5%	sm	70.0%	sm	
		Total	77.8%	76.5%	72.0%	84.2%	79.2%	41.7%	
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%	
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
	Number of Bachelor's Degrees Awarded	CHAD	13	16	11	16	13	15	
		FCS	17	5	9	2	0	1	
		Total	30	21	20	18	13	16	
	Share of PLNU Bachelor's Degrees Awarded	CHAD	2.3%	2.7%	2.1%	2.9%	2.4%	2.7%	
		FCS	3.0%	0.8%	1.7%	0.4%	0.0%	0.2%	
		Total	5.3%	3.5%	3.8%	3.3%	2.4%	2.8%	
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
	% of enrl UG who are race/ethnically diverse	CHAD	23.9%	29.5%	26.7%	31.1%	35.2%	31.7%	
		FCS	26.7%	22.2%	sm	sm	sm	sm	
		Total	25.0%	27.4%	24.5%	29.7%	33.3%	31.0%	
PLNU*		20.1%	21.8%	24.0%	29.0%	32.3%	34.2%		

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Four: Quality of Program Outcomes (continued)

It is not expected that departments will be able to answer all of the following questions. Answer those that apply.

	<p>Describe the significant changes that you have made to this program based on assessment of student learning outcomes data, program reviews, etc.</p>	<p>Field Experience training workshops were implemented based on outcomes from students in Human Development/Child Development courses. Workshop 1 develops skills to effectively work with young children at an introductory level. Workshop 2 is for students who have already had required hours at the ECLC. It is designed to develop practical application at a higher level. The ECLC staff reinforces the program student learning outcomes.</p> <p>The major was changed in the last program review from Child Development to Child and Adolescent Development due to an increased demand for careers working with middle childhood, adolescent populations and family systems. Curriculum changes were made, field experience was added, and signature assignments were created to give students a strong theoretical base and practical application for working with families and their infant to adolescent children.</p>
Curricular Information	<p>Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your majors participate in these opportunities.</p>	<p>Approximately 44% of CHAD students and 100% of FCS students do a non-paid internship. Some CHAD students do a practicum experience of student teaching their senior year. All FCS and CHAD students develop an eportfolio which includes their personal philosophy, code of ethics, work samples, resume, etc. Students do a mock interview with a professional in their field of interest and develop a professional LinkedIn account. Our program review recommendation is that an internship or practicum be required for all students.</p>

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<p>Describe any public scholarship of your undergraduate students (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these activities?</p>	<p>14 CHAD Juniors and Seniors will be presenting in a poster session at the Reggio Emilia Round Table conference hosted by PLNU FCS (March 2014). One or two students will be picked from that group to present their poster at the AAFCS National Conference (June 2014). Two CHAD students will be presenting their professional portfolio at the CA-AFCS conference (March 2014).</p>
<p>Describe your undergraduate student success rate for passing licensure or credentialing exams.</p>	<p>NA</p>
<p>Describe any study abroad opportunities 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 program (Annualize the number)?</p>	<p>The FCS Department does not currently have an organized study abroad opportunity offered to students. Typically 4 FCS Department students study abroad each semester with an average of 8 a year.</p>
<p>What are the distinctives of your program?</p>	<p>Our CHAD program is a state model because of our Christ-centered laboratory school based on faith development research by Fowler. Our core curriculum includes a variety of courses that approach CHAD/FCS from a holistic viewpoint. Students are required to take classes on financial management, abnormal psychology, children's literature, special needs children, personal, family and community health as well as two courses on child and life cycle nutrition which help to address the growing concern in our country about rising obesity rates among the young. Our student learning outcomes are designed to give a strong knowledge base enhanced by practical application and field experience.</p>

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Post-Baccalaureate Information	Describe your success with student acceptance into post-baccalaureate education.	It is estimated through our alumni survey and alumni correspondence that 89% of CHAD alumni complete post-baccalaureate education. This includes completing Multiple Subject Credential, Special Education Credential, School Counselor Certification, Masters in: Teaching and Learning, Early Childhood Special Education, Family and Marriage Counseling, Children's Ministry, or Occupational Therapy to name a few. CHAD graduates also go on to earn their Ph.D. or Ed.D.
	Describe your success with students acquiring jobs in their discipline.	PLNU CHAD students are greatly sought after. The CHAD advisor receives an average of 20 to 30 inquiries each year from local and state Early Childhood Program Directors looking for teachers, assistant directors, or directors of programs. A four-year degree in Child Development is highly sought after because of new state regulations and recommendations for Early Childhood Teachers. The department is unaware of any students struggling with unemployment or working outside the field. FCS students desiring to work in education and social services have been readily employed.
	Describe the findings from any alumni surveys that you have conducted for your program.	The Alumni Survey reveals that 89% of graduates further their education after graduation with a teaching credential or masters degree. Surveys also reveal 70% felt their BA program highly prepared them for graduate school. Not everyone surveyed attended graduate school. 70% of students reported a deep commitment to service to others in their career and personal life; demonstrating their Christian faith through service. When asked how their major is helpful in their current occupation, 60% reported it was helpful in application of theories and skills acquired. Our program review will suggest doing separate alumni surveys for each program in the department to make it easier to parse the data.

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Five: Scope, Productivity and Costs of the Program

Criteria	Indicators	F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	Comments (300 word limit for each comment)	
Student Data	Six-Year Graduation Rate	CHAD	71.4%	75.0%	88.9%	87.5%	85.7%	50.0%	When considered collectively what does this student data say about the productivity of your program? The six year graduation rate was typically higher than PLNU with the exception of Fall 2007. When looking at what happened that year we had 3 students that changed universities for various reasons: not able to afford it, father was no longer employed by PLNU, and transferred to another school. Due to the fact that our numbers are reflectively small, this change greatly impacted the percent for 2007. The number of Bachelor's degrees awarded has consistently been close to the same in CHAD, but has decreased in the FCS major.
		FCS	84.6%	77.3%	62.5%	sm	70.0%	sm	
		Total	77.8%	76.5%	72.0%	84.2%	79.2%	41.7%	
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%	
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
	Number of Bachelor's Degrees Awarded	CHAD	13	16	11	16	13	15	
		FCS	17	5	9	2	0	1	
		Total	30	21	20	18	13	16	
	Share of PLNU Bachelor's Degrees Awarded	CHAD	2.3%	2.7%	2.1%	2.9%	2.4%	2.7%	
		FCS	3.0%	0.8%	1.7%	0.4%	0.0%	0.2%	
		Total	5.3%	3.5%	3.8%	3.3%	2.4%	2.8%	
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
	FTF App Enrollment Rate (Enrolled/Completed Apps)	CHAD	27.8%	17.2%	38.9%	15.8%	29.1%	22.0%	
		FCS	0.0%	sm	11.1%	sm	sm	sm	
		Total	13.2%	16.1%	29.6%	13.3%	26.7%	23.5%	
PLNU*		31.1%	23.9%	21.3%	18.1%	19.8%	21.8%		

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Five: Scope, Productivity and Costs of the Program (continued)

Criteria	Indicators	Fall 2010	Fall 2011	Comments (300 word limit for each comment)	
Cost and Revenues (From the Delaware Study)	Student credit units taught (UG fall only)	CHAD/FCS 670.0 % of PLNU* 1.9%	728.0 2.1%	When considered collectively, what does the data above say about the productivity and efficiency of your program?	
	% of credit units taught by full-time faculty	CHAD/FCS 79.0% PLNU* 75.5%	68.1% 75.7%		
	Student credit units per faculty FTE	CHAD/FCS 217.5 PLNU* 197.0	232.6 198.8	Child and Adolescent Development Major Fall 2013-2014: 86 majors Fall 2012-2013: 72 majors Fall 2011-2012: 72 majors Fall 2010-2011: 62 majors There has been an increased demand from students wanting to serve infants, children, adolescents and families. At the present time there are 86 CHAD majors and one full time CHAD faculty member. The advising load is 65 and an adjunct is currently advising 23 of the majors to help with this heavy load. The ratio of teacher/students in the last few years is reflected in the data. The full time CHAD faculty member also serves as department chair for 3 load units and as the Academic Director of the Early Childhood Learning Center for 2 load units per semester. The CHAD program has 3 adjunct professors and 1 part-time professor to teach the required courses. The productivity and price of this program is cost efficient. Research predictions are that this national trend will continue. The newest data from the university is \$177 per unit. This change from \$214 in 2010 reflects the growth of the major.	
	Student/Faculty Ratio (Student FTE/Faculty FTE)	CHAD/FCS 13.60 PLNU* 12.32	14.54 12.42		
	Indicators		2010-11		2011-12
	Student credit units taught (UG & Grad - full year)	CHAD/FCS 1,250.0	1,410.0		
	Cost per Student Credit Unit	CHAD/FCS \$243 DE Bchmrk \$426	\$214 \$326		
	Indicators		Unfilled Capacity		
			Total FCS Dept		11.7
	Unfilled Course Capacity		PLNU Median		14.1
	When considered collectively, what does the data above say about the aspects of your program that need further study?				
	Indicators		2010-11		2011-12

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<p>Extra revenue generated (lab fees, activity fees, etc.)</p>	<p>CHAD/FCS</p>			<p>At the current time, the CHAD program does not have extra revenue generated. In Fall 2014, it is planned to have a Sensory Integration Center that will use state of the art sensory methods of reading intervention for children who struggle with reading decoding and processing. This will be an afterschool enrichment laboratory. This is projected to bring revenue into the university as well as developing effective strategies to use with learning disabled children.</p> <p>We are also considering offering a child development associate credential in evening or Saturday classes for working Head Start teachers.</p>
<p>Extra revenue/student credit unit</p>	<p>CHAD/FCS</p>	<p>\$0</p>	<p>\$0</p>	<p>NA</p>
<p>Additional costs (See Glossary)</p>	<p>CHAD/FCS</p>			<p>NA</p>
<p>Additional costs/student credit hour</p>	<p>CHAD/FCS</p>	<p>\$0</p>	<p>\$0</p>	<p>NA</p>
<p>Describe efficiency gains and cuts made by this program in the last four years.</p>				<p>We have one full time faculty member, who also serves as Department Chair and Academic Director of the Early Childhood Learning Center, for 86 students and three adjunct faculty and one part-time faculty in the CHAD program.</p>

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Six: Curriculum Analysis

This section asks you to consider your data from last year with a particular focus on your curricular data (the data that was color coded red, yellow and blue). If you need the data resent, please email Maria.

Criteria	Indicators	Current Catalog		Comments (300 word limit for each comment)
	Number of menu and elective units required in the program.	FCS CHAD	12	No comments, see questions below.
	Number of menu and elective units offered by the program	FCS CHAD	11	
	Menu/Elective Ratio	FCS CHAD	0.92	
	Number of menu and elective units above required	FCS CHAD	-1	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	Number of menu and elective units required in the program.	FCS FCSC	20	
	Number of menu and elective units offered by the program	FCS FCSC	10	
	Menu/Elective Ratio	FCS FCSC	0.50	
	Number of menu and elective units above required	FCS FCSC	-10	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	How can you adjust your curriculum to reduce the size of your menus of courses?			A recommendation for Program Review is that all CHAD students are required to do FCS 470 - Practicum in Child Development (3) or FCS 475 - Internship in Child Development (2 or 4)

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Curriculum Breadth	<p>Are there other ways that you can contract the course offerings in your program to reduce the number of low enrollment courses?</p>	<p>CHAD courses do not have any courses with low-enrollment. Current enrollment for CHAD courses: FCS 120 - 36 students, FCS 150 - 72 students, FCS 203 (FA12) 36 students, FCS 310 (FA13) - 20 students, FCS 313 (FA13) - 43 students, FCS 355 - 30 students, FCS 460 - 15 students. FCS 460 is the only CHAD course that is yellow in this report. It is the administration report required for a California Permit for any Director. If the demand for this course lowers, it could be offered every other year in the future.</p>
	<p>What GE courses does your department teach? 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)?</p>	<p>At this point FCS 315 - Personal, Family and Community Health (3) is the only GE that FCS offers. It is offered each semester and the class averages 25-40 students. The class size was small when offered in the summer. No changes needed at this point other than only offering in the summer when suggested by university research.</p>
	<p>What service courses (non-GE courses that primarily support a program in another department) does you department teach? Are there changes that you could make that would make your service courses more efficient and effective?</p>	<p>FCS 120 - Child and Adolescent Development (4) is required for Children's Ministry minors and Cross Disciplinary Studies. FCS 150 - Human Development (3) is required for Nursing B.S.N., Art Education, Cross Disciplinary Studies, Dietetics, Fashion and Interiors, Psychology Pre-Therapeutic Minor, Social Work - recommended elective, and Children's Ministry Minor. FCS 420 - Child Development in the Family and Community (4) is required for Children's Ministry minors. There are 25 students minoring in Child Development in FCS including majors from Nursing, Psychology, Philosophy, History, Visual Arts, Spanish, Music Education, Applied Health Science, and Exercise and Sport Science.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Child & Adolescent Development/Family & Consumer Sciences

	Indicators		2010-11	2011-12	2012-13	Comments (300 word limit for each comment)
Unfunded Load	Unfunded Workload Units	CHAD/FCS	0	0	0	The CHAD/FCS programs do not have unfunded loads.
	What curricular changes can your department make to reduce the amount of unfunded load? (e.g. reducing the number of labs/studios/lessons, increasing lab or activity fees to cover the unfunded load, etc.)					NA
	What faculty loading changes can your department make to reduce the amount of unfunded load in your program?					NA

Academic Prioritization Curricular Metrics - Undergraduate Programs

Child & Adolescent Development/Family & Consumer Sciences

Seven: Impact and Opportunities

Criteria	Indicators	Response (200 word limit)
	How is this program essential to PLNU?	<p>This is a program that prepares university students to express faith through service to infants, toddlers, early childhood, middle childhood, adolescents, families and communities. It provides a strong knowledge of typical and non-typical children and adolescents with deep understanding of family systems. The graduates of this program have strong application skills due to vast field experiences, practicum and internships. Graduates from this program are sought after locally and statewide. This program is known statewide for its research in faith development and its laboratory school is a model of a curriculum based on this new understanding of age appropriate faith development. This program has had a steady growth pattern and the prediction of future vocations serving children and families are predicted to be in demand for the future.</p>
	How is this program related to the success of other programs at PLNU?	<p>This program provides an understanding of multiple factors that influence the development and quality of life from prenatal through adulthood to numerous departments throughout the University. It provides field experience and guided training in development to more than 446 students each year. Each year the program facilitates 7-9 departments in providing a lab experience to meet their course student learning outcomes. The Academic Director guest lectures in an average of 4 classes a semester to talk about the preoperational child and then sets up a lab related to each topic at the ECLC. Topics include: How Art Develops from Scribbles to Representative Art, Preoperational Thinking, etc. This program provides needed courses for Nursing, Children's Ministry Minors, Cross Disciplinary Studies, Dietetics, Fashion and Interiors, Psychology Pre-Therapeutic Minors, and Social Work Minors (25 students from various majors). This program is helping future professionals to serve a diverse population with a developmental understanding. They will also have practical application skills to meet various needs that they encounter in their professional journey. We also have numerous non-major alumni who testify that they are better parents because of the courses they took in FCS and their field experiences in the ECLC.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Child & Adolescent Development/Family & Consumer Sciences

Impact

<p>What are the benefits to PLNU of keeping this program as it is?</p>	<p>The FCS umbrella provides CHAD majors a strong, holistic understanding of wellness, finances and lifespan development within the pursuit of improving the lives of individuals, families and communities.</p> <p>A Distinction of our CHAD program is preparing graduates to serve in numerous fields. Predictions of vocations in education, social work and medicine show the need to serve families and children in a myriad of ways, many of which are currently emerging. Our philosophy prepares them to serve God in unlimited ways. In recent years a CHAD graduate started an orphanage in Africa (Visible Grace), designed as an undergrad. Another graduate is a Child Life Specialist and award winner at Rady Children's Hospital. Recent graduates in the workforce include:</p> <ul style="list-style-type: none"> • Licensed M.F.T. , specializing in eating disorders • Parent Education instructor for Military families • Early Interventionist for children with autism • Children's Ministry • Workers in Child Protective Services, homeless services, Peace Corps volunteers, missionaries, various state and local agencies <p>Based on best practices in the field, we desire to keep the basic foundation of the program intact. Ongoing reevaluation and improvement of course offerings and methods occur as we adjust to emerging needs and current research.</p> <p>The FCS program requires no additional courses taught outside the department.</p>
<p>What would the benefits be of merging this program with another program either in your department or in another department? With which other program would you partner?</p>	<p>Since our department is already an interdisciplinary program of several majors, we would find little additional advantage to merging others in our department. The CHAD program has partnered with the School of Education for the last 12 years in co-organizing Special Olympics and the Down Syndrome Easter Egg Hunt. FCS and the School of Education will continue to work together to create a strong Sensory Integration Center that provides state of the art intervention and meets the needs of the family system. Through the process of prioritization a partnership with the Department of Sociology and Social Work has been discussed and future collaboration will be explored. The CHAD program is stronger partnering with more than one department than it would be merging into another department.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Child & Adolescent Development/Family & Consumer Sciences

	<p>Could this program make use of some courses from another program to create an interdisciplinary major?</p>	<p>Reviewing comparators list of what other FCS programs are doing in addition to their child development major, many programs have a family studies major or a concentration that is interdisciplinary with Family and Consumer Sciences, Sociology and Psychology. A few of our courses could be taught by faculty from other departments and provide a rich and diversified experience for our students.</p>	
Opportunity	<p>Aside from additional staff, what would it take to make this program grow and become outstanding?</p>	<p>The Sensory Integration Center will be an added strength to the CHAD program. This center will demonstrate to students how to effectively meet the needs of diverse learners. Training in the state of the art method will make our students more marketable.</p>	
	<p>What have you learned about changing trends in your discipline from looking at similar programs at our comparators?</p>	<p>PLNU Comparator List</p>	<p>In reviewing comparator CHAD programs, some of the larger programs have concentrations such as Young Child and Family, School Age Child and Family, and Youth and Family Services. These concentrations could exist through a collaboration of using courses from Sociology and Psychology. This will be explored in program review.</p>
	<p>Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?</p>	<p>The big pedagogical ethos is the importance of not only theory, but practical application. If alumni do not have the skills in application they will be limited in their ability to meet diverse needs. The current CHAD program is strong in application from field experiences with infant/toddler/early childhood/middle and adolescent development. Application in the area of serving families has been through desired student internships, however this has not been a formal requirement to have an internship in serving families. The intentionality will be explored in program review. Recommendations in program review is how to expose them to more intervention with families.</p>	
	<p>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?</p>	<p>By September 30, 2013 all Head Start teaching assistants in center-based programs must:</p> <ul style="list-style-type: none"> • Have a child development associate (CDA) credential; • Be enrolled in a CDA credential program that will be completed within 2 years; or • Have an associate or baccalaureate degree (in any area) or be enrolled in a program leading to such a degree. <p>The CHAD students that elect to take FCS 310, FCS 460, and FCS 475 are at the highest level of the California Permit Credential.</p> <p>Idea: What if we offered a child development associate credential in evening or Saturday classes for working Head Start teachers?</p>	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Child & Adolescent Development/Family & Consumer Sciences

What additional cost savings could you recommend for your unit? What could you give up to help the university trim costs?

The CHAD program has relatively large class sizes and the courses are offered once a year or every other year. Family and Parenting (FCS 385) is offered every semester. The offering of that course can be once a year. The FCS program does not require additional courses; only courses already taught by the Department for other programs.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Section One: History of the Program and Consistency with University Mission

Criteria	Indicators	Response (200 word limit)
History of the Program	Describe why and when the program was established. How and why has the program evolved over the years?	FCS began in 1948 as the Department of Home Economics, and since then, has undergone multiple program revisions. The Dietetics program, which culminates in a Bachelor of Science degree, was established because of a demand for the major by prospective and current PLNU students. In addition, the department faculty wanted to establish a strong undergraduate nutrition and food program in Southern California within the context of vital Christianity and service to others. Currently, PLNU also offers two other nutrition-and-food related majors within FCS, a Bachelor's of Arts degree in "Nutrition and Food - Health" and in "Nutrition and Food- Food Service Management."
Consistency with Mission and Strategic Direction	Describe how the program supports the PLNU mission and strategic direction.	Like that of the University, the Department's mission centers on preparing students to be engaged, active, compassionate servant-leaders who act to promote the well-being of their communities. To that end, the Department's nutrition-food programs strive to prepare professional dietitians and nutritionists who are competent to address the nutrition and health needs of individuals, families and communities in an increasingly culturally diverse society. Our mission is to send majors on who will contribute positively to their communities, whether through personal or professional service, and who demonstrate excellence, ethics, and leadership.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Section Two: External and Internal Demand for the Program

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
External Demand	FTF App Conversion Rate (Completed Apps/Inquiries)	DIET	54.5%	32.4%	52.8%	42.9%	50.0%	33.3%	What does this collection of data say about the external demand for your Program? Dietetics and nutrition continue to be of strong interest to high school students who are aware it is available as an area of study. There is also a more global demand based on the needs of the aging population, and current trends in the prevalence of lifestyle related chronic diseases. We could increase the external demand for enrollment by marketing the majors to potential students at high school or community college career fairs, collaborating with other STEM programs or applied science-ancillary health programs in their efforts to reach potential students. We could also design the department web page to be more user-friendly, making the individual programs more noticeable and available as a major.
		NUTF	30.4%	33.9%	36.2%	23.6%	26.6%	21.6%	
		Total	38.2%	33.3%	41.9%	25.3%	33.3%	25.6%	
		PLNU*	19.2%	26.4%	24.0%	23.4%	21.4%	20.5%	
	FTF Admission Rate (Admits/Completed Apps)	DIET	100.0%	100.0%	84.2%	100.0%	78.9%	77.8%	
		NUTF	100.0%	81.0%	64.0%	54.5%	48.0%	54.5%	
		Total	100.0%	87.9%	72.7%	61.5%	61.4%	65.0%	
		PLNU*	83.5%	87.0%	72.4%	68.2%	67.8%	69.1%	
	FTF Yield (Enrolled/Admits)	DIET	66.7%	58.3%	50.0%	66.7%	60.0%	42.9%	
		NUTF	50.0%	5.9%	25.0%	22.2%	25.0%	33.3%	
Total		57.7%	27.6%	37.5%	33.3%	44.4%	38.5%		
PLNU*		37.2%	27.5%	29.4%	26.5%	29.2%	31.6%		
Noel-Levitz High School Market Demand Share		N/A					N/A		
Noel-Levitz PLNU Share of Regional Deg Awd		Above PLNU Median					3.6%		
Internal Demand	Share of PLNU Undergrad Headcount	DIET	1.4%	1.3%	1.2%	1.5%	1.6%	1.5%	What does this data say about the internal demand for your program? The percent is steady with the actual numbers keeping pace with the university's growth. Our program serves the content needs for students in the school of Nursing, kinesiology, pre-health and other FCS majors.
		NUTF	0.8%	0.8%	1.0%	1.0%	0.8%	0.9%	
		Total	2.2%	2.1%	2.2%	2.5%	2.4%	2.4%	
	Indicators	2010-11	2011-12	2012-13					
Share of PLNU UG Units Taught	DIET/NUTF	0.8%	1.0%	1.0%					

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

<p>Internal Demand</p>	<p>Based on some of PLNU's academic initiatives (e.g. expanding number of traditional undergraduate students, programs for new types of learners, expanding and creating new graduate programs, etc.), what new demands do you expect to be placed on your program?</p>	<p>The dietetics major allows post-baccalaureate students with a non-nutrition degree to take undergraduate dietetic courses to become eligible for accredited dietetic internships, the next step to become a Registered Dietitian. The program continues to be popular, as dietetics is attractive to the more mature, second-career student. Evening, on-line or hybrid upper division courses may make this program more feasible to them. Another alternative to explore is the creation of a graduate program.</p>
<p>Professional Trends for Graduates</p>	<p>Look at the provided resources about fast growing areas of employment in the next decade. Which of these professions could be occupied by students majoring in your program?</p>	<p>The technical education our students gain in our majors will be an advantage in the next decade because the fastest growing areas of employment include: health educators, food & personnel services, STEM occupations, medical & health services manager, dietitians & nutritionists, and food scientists & technologists. This link shows a recent article indicating dietitians and nutritionists should exhibit 20% growth between now and 2020. (http://www.beckershospitalreview.com/workforce-labor-management/which-healthcare-jobs-have-the-best-outlooks.html)</p>
	<p>What changes could you make in your program that would better prepare your graduates for these professions?</p>	<p>Due to dietetics accreditation, courses already provide the professional competencies required to prepare students for employment in the above areas. However, course content must routinely be updated to maintain our high standards.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Three: Quality of Program Inputs

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
Incoming Student Data (First-Time Freshmen)	Average SAT Composite Score	DIET	1127	1115	1114	sm	1171	sm	What does this data say about the quality of the students entering your program? Realizing the sampling pool is small, dietetic and nutrition students are comparable to all undergraduates in relation to average SAT composite score, SAT reading, SAT math and a bit higher in average high school GPA.
		NUTF	1104	sm	sm	sm	sm	sm	
		Total	1116	1127	1109	1072	1193	1198	
		PLNU*	1140	1125	1147	1150	1168	1161	
	Average SAT Reading Score	DIET	573	555	559	sm	587	sm	
		NUTF	526	sm	sm	sm	sm	sm	
		Total	549	563	561	553	595	623	
		PLNU*	565	561	573	572	583	582	
	Average SAT Math Score	DIET	554	560	556	sm	584	sm	
		NUTF	579	sm	sm	sm	sm	sm	
		Total	566	564	548	518	597	575	
		PLNU*	575	564	574	578	585	578	
	Average High School GPA	DIET	3.69	3.90	3.77	sm	3.83	3.93	
		NUTF	3.80	sm	sm	sm	sm	sm	
		Total	3.74	3.85	3.67	3.93	3.86	3.91	
		PLNU*	3.73	3.70	3.74	3.77	3.81	3.82	
	Percent of full-time faculty with a terminal degree				Total FCS Dept	25.0%		We have one full-time faculty member with a Ph.D. in Fashion & Interiors. The department chair is in the process of completing a Ph.D. in Early Childhood Education from Walden University. One of our part-time faculty members has an Ed.D.	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Faculty	Summarize the most recent scholarly and creative activities of the faculty in this program. If desired, include information about peer reviewed scholarship.	FT faculty trains outpatient dietitians at Scripps Whittier Diabetes Program. In March 2012, our department hosted the biannual state-wide California-AAFCS conference on PLNU's campus. Several FCS professors presented, with a nutrition faculty speaking on "What is Pre-Diabetes?" Additionally, a dietetics student presented her honors project that investigated celiac disease. The same professor will also preside at a roundtable discussion for the annual peer AND (Academy of Nutrition and Dietetics) dietetic educator conference in March 2014. Other FT faculty presented "Nutrition and Health Benefits of Culinary Spices" for a community audience at the San Diego Chinese Women's Association in February 2013.
	Summarize the grants received by the faculty.	None
	Describe how the scholarly and creative activities of the faculty impact the program.	This enables faculty to bring more perspective to the classroom, keeping content and materials more relevant. These activities also provide students with a broader and deeper understanding of highly technical information, so they may gain insight in preparation for their profession. Networking at conferences and meetings further enhances student learning and field experience opportunities.
	What are the faculty in the program doing to learn about and use the best teaching practices in their discipline?	Faculty participate in PLNU CTL programs, Canvas pilot, and FLC for math and science. Faculty also engage in journal reading, attend professional conferences, subscribe to professional list serves, and enroll in professional self-study/webinars and attend association meetings.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Program Support	Describe the current quality of the holdings/facilities/equipment needed to execute this program.	We could use more space to accommodate larger classes that require laboratory activities and digital support. We also have continuous need for new or updated food science chemical analyses equipment for testing food products. We look forward to incorporating the resources of the ECLC Sensory Integration Lab into student learning activities in foods and nutrition.
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Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Four: Quality of Program Outcomes

Criteria	Indicators	F07 Coh	F08 Coh	F09 Coh	F10 Coh	F11 Coh	F12 Coh	Comments (200 word limit for each comment)	
Student Data	One-Year Retention	DIET	sm	62.5%	100.0%	83.3%	83.3%	100.0%	What does this student data say about the quality of your program? Our one-year retention rate is a bit lower than PLNU's; however, our six-year graduation rate is generally higher. If students declare dietetics as a major in their freshmen year, they can finish in four years. If they declare in sophomore year or transfer in sophomore or junior year, they will generally need three more years to finish the 134 units required for the Bachelor of Science degree. Nutrition/Health or Foodservice Management majors can finish in four years if they declare their major as late as sophomore year, and usually finish in three years if they transfer in as late as their junior year, mostly due to alternate year classes. We note the Certificate in Dietetics students are not counted in these totals. These are post-baccalaureate students taking our dietetic core courses to become eligible to apply for dietetic internships required for becoming a Registered
		NUTF	sm	83.3%	sm	sm	sm	sm	
		Total	80.0%	71.4%	90.9%	80.0%	80.0%	100.0%	
		PLNU*	84.8%	86.1%	86.3%	84.9%	85.8%	90.8%	
	Indicators		F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	
	Six-Year Graduation Rate	DIET	sm	80.0%	sm	sm	sm	sm	
		NUTF	sm	63.6%	66.7%	sm	sm	sm	
		Total	sm	73.3%	66.7%	85.7%	85.7%	71.4%	
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%	
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
	Number of Bachelor's Degrees Awarded	DIET	3	7	6	3	3	6	
		NUTF	9	6	5	6	5	7	
		Total	12	13	11	9	8	13	
	Share of PLNU Bachelor's Degrees Awarded	DIET	0.5%	1.2%	1.1%	0.5%	0.5%	1.1%	
		NUTF	1.6%	1.0%	0.9%	1.1%	0.9%	1.2%	
		Total	2.1%	2.2%	2.1%	1.6%	1.5%	2.3%	
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
		DIET	9.7%	13.3%	17.9%	23.5%	15.8%	8.1%	
		NUTF	15.8%	21.1%	17.4%	31.8%	44.4%	54.5%	
		Total	10.2%	14.6%	17.6%	26.8%	25.0%	25.4%	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

	% of enrl UG who are race/ethnically diverse	PLNU*	20.1%	21.8%	24.0%	29.0%	32.3%	34.2%	<p>dietic internships, required for becoming a registered Dietitian. Although they do not earn a PLNU diploma but a certificate verifying their readiness for further training, they part of our classroom enrollment. The share of degrees awarded is small, but consistent between 1.5-2.3%.</p> <p>The percent of race/ethnically diverse individuals is consistently smaller compared to PLNU totals, although the national dietetics organization struggles with the same issue of diversity. Registered Dietitians have been predominantly Caucasian females. It is a challenge to attract ethnically diverse students at the high school level into STEM type majors such as nutrition science.</p>
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Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Four: Quality of Program Outcomes (continued)

It is not expected that departments will be able to answer all of the following questions. Answer those that apply.

Describe the significant changes that you have made to this program based on assessment of student learning outcomes data, program reviews, etc.

They include rubrics for grading, signature assignments, LiveText for portfolios, and the addition of FCS 250 Introduction to Research class for dietetic majors.

Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your majors participate in these opportunities.

Listed here are the courses which have practicum or lab experiences along with didactic content. All three majors take Community Nutrition, Foodservice Production and Management, Practices in Dietary Counseling and Nutrition Education, Food Economics and Management, and Cultural Foods. Only dietetic majors take Advanced Nutrition, Medical Nutrition Therapy, and Food Science. Only Foodservice majors take Catering, which was designed also to provide opportunities for students to cater at venues outside our campus, including preparing dinner for families staying at the San Diego Ronald McDonald House/Rady's Children's Hospital. Nutrition/Health and Foodservice Management majors are required to complete a semester long, non-paid internship with an off-campus organization or agency. Senior Seminar is required of all three majors where students compile e-portfolios, participate in mock interviews, build resumes, network with LinkedIn and develop a Personal Code of Ethics.

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

In the past, several FCS students have participated in the PLNU Honors Projects program. Although always encouraged, nutrition and dietetics student participation has been inconsistent in these and in other opportunities to learn and expand these skills. This is an area which we need to enhance.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Curricular Information

<p>Describe your undergraduate student success rate for passing licensure or credentialing exams.</p>	<p>Dietetic majors taking the national exam for the certification as a Registered Dietitian exam have a 92% pass rate for first time test takers and 100% pass rate within the first year of finishing their post-Baccalaureate supervised practice internship.</p>
<p>Describe any study abroad opportunities 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 program (Annualize the number)?</p>	<p>The FCS Department does not currently have an organized study abroad opportunity offered to students. Typically 4 FCS Department students study abroad each semester with an average of 8 per year. It is difficult for dietetic majors to study abroad for a semester and graduate on time. They are encouraged to during summer, and in the past 3 years, about 10% participated. However, many Food Service Management students take advantage of study abroad. In the past 3 years, 50% have participated.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

<p>What are the distinctives of your program?</p>	<p>The dietetics program is accredited by the Academy of Nutrition and Dietetics (AND). Graduates are eligible to apply to post-baccalaureate accredited dietetic internships for a year of supervised practice. Of those who applied in the past five years, 89% were placed compared to the national average of 50%. Our program accreditation requires 80% of our BS students who successfully complete their RD internship phase pass the national certification exam within one year. Our pass rate is 100%. We have the only AND accredited program in a Christian university in California. With all 3 of our majors we address the knowledge content and technical skills to send competent graduates into the workforce. We also incorporate core concepts to meet basic human needs for individual well-being, family strength and community vitality. Our program teaches service, core Christian values and ethical treatment of others to shape graduates who can improve the lives of others. This fits both the department and university mission.</p>
<p>Describe your success with student acceptance into education.</p>	<p>In past 8 years, 8 graduates are known to have been accepted to post-baccalaureate programs, including Phar.D., DDS, PA, MPH, MS, and Culinary Arts. Additionally, 69% of dietetic graduates applied to accredited internships with 89% being accepted (compared to 50% national average).</p>
<p>Describe your success with students acquiring jobs in their discipline.</p>	<p>To our knowledge all dietetic graduates who were accepted into accredited internships were successful on the national RD exam found employment. We do not have current data on the other two majors, but only anecdotal reports. One of our recent Food Service Management graduates successfully completed additional culinary training at the Cordon Bleu in Paris and is now working as a restaurant chef.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Post-Baccalaureate
Information

Describe the findings from any alumni surveys that you have conducted for your program.

The Alumni Survey reveals that 89% of graduates further their education after graduation with a teaching credential or master's degree. Surveys also reveal 70% felt their BA program highly prepared for graduate school. Not everyone surveyed attended graduate school. 70% of students reported a deep commitment to service to others in their career and personal life; realizing Christian faith through service. When asked how their major is helpful in their current occupation, 60% reported it was helpful in application of theories and skills acquired. Our program review will suggest doing separate Alumni Surveys for each program in the department to make it easier to parse the data. The dietetics accreditation does require a separate survey. On the 2013 dietetic alumni survey, 94% of dietetic students rated their undergraduate as either "satisfied" or "very satisfied".

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Five: Scope, Productivity and Costs of the Program

Criteria	Indicators	F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	Comments (300 word limit for each comment)	
Student Data	Six-Year Graduation Rate	DIET	sm	80.0%	sm	sm	sm	When considered collectively what does this student data say about the productivity of your program? * The data are small; however, we are generally close to or surpass the overall university graduation rate. * The program FTF enrollment rate is greater than the university rate.	
		NUTF	sm	63.6%	66.7%	sm	sm		
		Total	sm	73.3%	66.7%	85.7%	85.7%		71.4%
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%		74.5%
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12		2012-13
	Number of Bachelor's Degrees Awarded	DIET	3	7	6	3	3		6
		NUTF	9	6	5	6	5		7
		Total	12	13	11	9	8		13
	Share of PLNU Bachelor's Degrees Awarded	DIET	0.5%	1.2%	1.1%	0.5%	0.5%		1.1%
		NUTF	1.6%	1.0%	0.9%	1.1%	0.9%		1.2%
		Total	2.1%	2.2%	2.1%	1.6%	1.5%		2.3%
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012		Fall 2013
	FTF App Enrollment Rate (Enrolled/Completed Apps)	DIET	66.7%	58.3%	42.1%	66.7%	47.4%		33.3%
		NUTF	50.0%	4.8%	16.0%	12.1%	12.0%		18.2%
		Total	57.7%	24.2%	27.3%	20.5%	27.3%		25.0%
PLNU*		31.1%	23.9%	21.3%	18.1%	19.8%	21.8%		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Five: Scope, Productivity and Costs of the Program (continued)

Criteria	Indicators	Fall 2010	Fall 2011	Comments (300 word limit for each comment)	
Cost and Revenues (From the Delaware Study)	Student credit units taught (UG fall only)	DIET/NUTF % of PLNU*	163.0 0.5%	222.0 0.6%	When considered collectively, what does the data above say about the productivity and efficiency of your program?
	% of credit units taught by full-time faculty	DIET/NUTF PLNU*	36.2% 75.5%	28.4% 75.7%	
	Student credit units per faculty FTE	DIET/NUTF PLNU*	81.9 197.0	106.7 198.8	In Fall 2011 the department only had one full-time faculty member teaching the nutrition/dietetic courses. At that time, there were two adjuncts, one of which taught close to full-time. Current data from 2012-1013 show cost per student credit unit is now \$321. Even with two full-time faculty members, cost was reduced. Factoring in the number of students minoring in nutrition, and some reduced load units initiated last year, efficiency has improved.
	Student/Faculty Ratio (Student FTE/Faculty FTE)	DIET/NUTF PLNU*	5.12 12.32	6.67 12.42	
	Indicators		2010-11	2011-12	
	Student credit units taught (UG & Grad - full year)	DIET/NUTF	505.0	592.0	
	Cost per Student Credit Unit	DIET/NUTF DE Bchmrk	\$379 \$234 (rsrch inst)	\$325 \$332 (rsrch inst)	
	Indicators		Unfilled Capacity		
	Unfilled Course Capacity		Total FCS Dept PLNU Median	11.7 14.1	
	When considered collectively, what does the data above say about the aspects of your program that need further study?				While it appears we can achieve further cost reductions, we will need to carefully study the impact on student learning, with already crowded laboratory space. Increased cost savings should not be at the price of student safety.
	Indicators		2010-11	2011-12	
	Extra revenue generated (lab fees, activity fees, etc.)	DIET/NUTF			We should impose lab fees for all our culinary/ food science/advanced nutrition preparation courses (FCS 110, 300, 303, 365, 445, 455).
	Extra revenue/student credit unit	DIET/NUTF	\$0	\$0	No data.
	Additional costs (See Glossary)	DIET/NUTF			No data.
	Additional costs/student credit hour	DIET/NUTF	\$0	\$0	No data.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Describe efficiency gains and cuts made by this program in the last four years.

Reduced Director of Dietetics credit load from 3 units to 1 unit. Current faculty continues to purchase supplies, maintain equipment, set up lab activities and prepare classroom for the next course.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Six: Curriculum Analysis

This section asks you to consider your data from last year with a particular focus on your curricular data (the data that was color coded red, yellow and blue). If you need the data resent, please email Maria.

Criteria	Indicators	Current Catalog		Comments (300 word limit for each comment)
	Number of menu and elective units required in the program.	FCS FSM	0	No comments, see questions below.
	Number of menu and elective units offered by the program	FCS FSM	2	
	Menu/Elective Ratio	FCS FSM		
	Number of menu and elective units above required	FCS FSM	2	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	Number of menu and elective units required in the program.	FCS NUHE	0	
	Number of menu and elective units offered by the program	FCS NUHE	2	
	Menu/Elective Ratio	FCS NUHE		
	Number of menu and elective units above required	FCS NUHE	2	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	Number of menu and elective units required in the program.	FCS DIET	0	
	Number of menu and elective units offered by the program	FCS DIET	2	
	Menu/Elective Ratio	FCS DIET		
	Number of menu and elective units above required	FCS DIET	2	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Curriculum Breadth

<p>How can you adjust your curriculum to reduce the size of your menus of courses?</p>	<p>Regarding dietetics, all courses are required to maintain accreditation. Regarding nutrition, there is only one stand-alone course offered to just Foodservice Mgmt. majors (Catering). It is also available for nutrition minors, and any student who has the required prerequisite as an elective. Since food courses with a lab are kept to a maximum of 15 students due to space constraints and safety concerns. This is also the only space on campus that can accommodate our unique program needs. We currently only offer one section for each of our lab courses. However, we do offer 3 sections of Fundamentals of Food per year, and could reduce offerings to 2 sections per year to assure maximum enrollment.</p>
<p>Are there other ways that you can contract the course offerings in your program to reduce the number of low enrollment courses?</p>	<p>We offer 3 sections of FCS 110 per year, and generally one section will have low enrollment. Offering only 2 sections per year might help to build enrollment for those two sections. FCS 110 is required for four programs in the FCS department, is part of the nutrition minor, and available as an elective for all students. Most upper division nutrition courses are taught every other year, however, there are two courses (FCS 365 and FCS 415/417) that are only taught to senior dietetic students. They are capstone courses. Offering them every other year would require scheduling juniors in the classes. Most times juniors have not finished the prerequisites, and it would detract from their readiness to perform well clinically in their internship post-graduation.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

	<p>What GE courses does your department teach? 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)?</p>				<p>Only FCS 315. We are interested in offering a Nutrition 101 course as a GE. We are currently offering FCS 340 (Nutrition in Women's Wellbeing); it is a nutrition course for the Women's Studies Minor. However, students not in the minor take the course due to interest in nutrition. The campus would benefit from offering a nutrition course that does not have a chemistry prerequisite (as FCS 225 does).</p>	
	<p>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?</p>				<p>FCS 150 and 225 is required nursing majors; we currently have 11 nutrition minors taking 8 FCS courses. FCS 340 is required for the Women's Studies minor.</p>	
Unfunded Load	<p>Indicators</p>		<p>2010-11</p>	<p>2011-12</p>	<p>2012-13</p>	<p>Comments (300 word limit for each comment)</p>
	<p>Unfunded Workload Units</p>	<p>DIET/NUTF</p>	<p>8</p>	<p>5</p>	<p>8</p>	
	<p>What curricular changes can your department make to reduce the amount of unfunded load? (e.g. reducing the number of labs/studios/lessons, increasing lab or activity fees to cover the unfunded load, etc.)</p>					<p>Since we have already reduced lab units, and in almost all cases, only offer one section of each lab class once per year or every two years, it is not feasible to reduce number of labs. However, as indicated earlier, we should assess labs fees to help cover costs.</p>
<p>What faculty loading changes can your department make to reduce the amount of unfunded load in your program?</p>					<p>All labs are incorporated into class time, and we have already streamlined our unfunded loads without detracting from student safety and learning outcomes.</p>	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Seven: Impact and Opportunities

Criteria	Indicators	Response (200 word limit)
Impact	How is this program essential to PLNU?	The mission of Family and Consumer Sciences is to improve the quality of life for individuals, families and communities. Nutrition and dietetic majors are preparing to serve and improve the lives of persons of all ages as well as families. This mission service for the good of others is at the core of the FCS discipline. Additionally, the accredited dietetics major provides a career entry option once graduates pass the credentialing exam.
	How is this program related to the success of other programs at PLNU?	We provide competencies to other majors including nursing, kinesiology, education, journalism, psychology, biology as well as students who choose to minor in an FCS discipline. Any major whose career goal is related to health and wellness of the whole person will find our curriculum will deepen their understanding, broaden their perspective and enhance their marketability.
	What are the benefits to PLNU of keeping this program as it is?	With obesity and type 2 diabetes at epidemic levels both for youth and adults, it is imperative to prepare graduates who can educate the population about healthful food selection and preparation and its relationship to health and well-being. Maintaining our dietetics accreditation so students can progress to an accredited dietetic internship will allow students to serve eventually in clinical, community and foodservice positions.
	What would the benefits be of merging this program with another program either in your department or in another department? With which other program would you partner?	Since our department is already an interdisciplinary program of several majors, we would find little additional advantage to merging others in our department. If we must merge with another area, nursing might be the best fit for dietetics and nutrition/health, but not foodservice management.
	Could this program make use of some courses from another program to create an interdisciplinary major?	Nutrition and dietetics majors already incorporate courses from biology, chemistry and business departments. It is worthwhile to study whether nutrition and either nursing or kinesiology could collaborate on some shared courses or a combined major.
	Aside from additional staff, what would it take to make this program grow and become outstanding?	At the minimum we would need more physical space, especially for lab courses, more lab equipment and supplies, more units to provide external field experience and more coursework to develop deeper and broader competencies. We would also benefit from getting students more involved in research and attending professional conferences and other meetings.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Dietetics/Nutrition & Food

Opportunity	<p>What have you learned about changing trends in your discipline from looking at similar programs at our comparators?</p>	<p>PLNU Comparator List</p>	<p>Comparing ourselves to other programs we feel we are lacking in more advanced foundational course content. It would be advantageous to add a second semester of Medical Nutrition Therapy, a second semester of Community Nutrition for field work, and an Advanced Foods for Nutrition/Health and Foodservice Management majors. In addition, sustainability needs to be woven into all of our food courses. Other programs are providing more clinical assessment simulations, and coursework in informatics (science and practice of information technology in healthcare settings). Other schools require Biochemistry as a core class, however, we do not have the units available or students to take all the prerequisites that must be completed to get to Biochemistry here. Could science offer a combined General Chemistry, Organic Chemistry and Biochemistry course for health science majors that is more in-depth than Chemistry 103?</p>
	<p>Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?</p>	<p>Data indicate higher order learning such as simulation, field experience, and hands-on laboratory activities.</p>	
	<p>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?</p>	<p>As food and nutrition science becomes more complex, students need astute critical thinking skills to interpret data from new discoveries in emerging technologies, including nutrition genomics, genetically modified organisms and phytochemicals. We have been advancing the curriculum to add more experiences to help them evaluate proper resources for evidenced based practice.</p>	
	<p>What additional cost savings could you recommend for your unit? What could you give up to help the university trim costs?</p>	<p>We have already reduced the assignment load for the Director of Dietetics from 3 units to 1 unit. However, we recommend assigning lab fees to all our food lab courses. Additionally, we could try offering only 2 sections of FCS 110 per year, instead of 3. We would be willing to eliminate FCS 340 (Nutrition in Women's Well-being), a course currently offered for the Women's Studies minor and required of Nutrition-Health majors, due to low enrollment, and instead, provide a basic Nutrition 101 course with no chemistry prerequisite and open to all majors. We have noted that many students choosing FCS 340 for an elective come from widely varying majors, but all were seeking an evidence-based nutrition science course for their personal interest.</p>	

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Section One: History of the Program and Consistency with University Mission

Criteria	Indicators	Response (200 word limit)
History of the Program	Describe why and when the program was established. How and why has the program evolved over the years?	FCS began in 1948 as the Department of Home Economics, and since then, has undergone multiple program revisions. The mission of Family and Consumer Sciences is to improve the quality of life for individuals, families and communities. After the most recent Program Review in 2008, the current major called Fashion & Interiors was revised with two concentrations in fashion merchandising and interior design. One full-time faculty member and two adjuncts teach this program's specific courses. Fashion & Interiors majors are preparing to work in a wide-range of employment opportunities that service individuals, families and communities in areas related to apparel and interior environments affecting physical and emotional well-being.
Consistency with Mission and Strategic Direction	Describe how the program supports the PLNU mission and strategic direction.	Like that of the University, the Department's mission centers on preparing students to be engaged, active, compassionate servant-leaders who act to promote the well-being of their communities. From its inception the FCS profession's mission has been to apply scientific knowledge to improve the quality of life. The Fashion and Interiors majors apply scientific knowledge to improve the quality of their environments and apparel.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Section Two: External and Internal Demand for the Program

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
External Demand	FTF App Conversion Rate (Completed Apps/Inquiries)	FASH PLNU*	88.9% 19.2%	49.2% 26.4%	28.6% 24.0%	29.5% 23.4%	29.3% 21.4%	36.6% 20.5%	<p>What does this collection of data say about the external demand for your Program?</p> <p>The FTF App Conversion rate is higher than the PLNU median by a minimum of 4.6% and a maximum of 69.7%. The FTF Yield is higher than the PLNU median by a minimum of 1.4% and a maximum of 48.5%. The FTF Admission Rate is not as favorable with only Fall 2008 higher than the PLNU median with 4% higher and the other Fall semesters range from 9.3% - 22.4% lower than the PLNU median. Apparel is a basic human need as well as an expression of self and group identity and part of culture and civilization everywhere. Jobs are available but the path to those jobs is not in lock step with one path and one place in the country. Many of the fashion merchandising students now want to serve the underserved by providing clothing to the homeless and starting stores that use their income to provide new clothing to those who can't afford it both locally and throughout the world. In Interior Design research is coming out of Child Development that shows an increased demand for creation of functional spaces to better serve sufferers from Autism and other special needs. The blind center in San Diego is an excellent example of students designing special needs facilities.</p>
	FTF Admission Rate (Admits/Completed Apps)	FASH PLNU*	87.5% 83.5%	76.7% 87.0%	50.0% 72.4%	58.5% 68.2%	58.5% 67.8%	57.8% 69.1%	
	FTF Yield (Enrolled/Admits)	FASH PLNU*	85.7% 37.2%	43.5% 27.5%	31.3% 29.4%	45.8% 26.5%	37.5% 29.2%	40.5% 31.6%	
	Noel-Levitz High School Market Demand Share	Above PLNU Median						1.5%	
	Noel-Levitz PLNU Share of Regional Deg Awd	Below PLNU Median						0.8%	
	Share of PLNU Undergrad Headcount	FASH	0.6%	1.5%	1.6%	1.6%	1.6%	1.7%	What does this data say about the internal demand for your program?
	Indicators		2010-11		2011-12		2012-13		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

	Share of PLNU UG Units Taught	FASH	0.3%	0.4%	0.4%	
Internal Demand						Since 2009 the Fashion and Interiors undergrad headcount more than doubled and then held steady.
	Based on some of PLNU's academic initiatives (e.g. expanding number of traditional undergraduate students, programs for new types of learners, expanding and creating new graduate programs, etc.), what new demands do you expect to be placed on your program?					The Fashion & Interiors program will focus on student engagement techniques that meet the changing millennium learner. This will include taking advantage of workshops offered and research on best practices to meet the needs of diverse learners. The coaching of practical application will remain key to addressing these demands.
Professional Trends for Graduates	Look at the provided resources about fast growing areas of employment in the next decade. Which of these professions could be occupied by students majoring in your program?					Fashion & Interiors are both professions that provide entry via many job pathways. Increased flexibility in course offerings and style of delivery would allow more opportunities for students. FASHION MERCHANDISING employments are expected to grow around 21% - 35% through the next decade. This rate is above average as compared to the employment rate produced in other fashion fields. Excellent income opportunities are likely to be generated in the fashion marketing, advertising, and sales field. According to the Bureau of Labor Statistics, there are 77,000 fashion merchandiser professionals working in various companies. INTERIOR DESIGN opportunities for graduates include green design solutions, kitchen and bath environments, healthcare interiors and universal design.
	What changes could you make in your program that would better prepare your graduates for these professions?					There is consistent interest in having a minor in fashion merchandising. This is especially expressed by business students. Adding a minor may increase enrollment in classes in the program.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Three: Quality of Program Inputs

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)		
Incoming Student Data (First-Time Freshmen)	Average SAT Composite Score	FASH PLNU*	sm 1140	1044 1125	sm 1147	1119 1150	1183 1168	1117 1161	What does this data say about the quality of the students entering your program? The SAT and HS GPA scores of Fashion & Interiors students are similar to the PLNU scores although the scores for the major are less consistent over the years shown. Standardized tests are only one indicator of academic and professional success. The dean's list from Fall 2013 has 23 F&I students listed which is 53.5% of the majors in the Fashion and Interiors program.	
	Average SAT Reading Score	FASH PLNU*	sm 565	529 561	sm 573	576 572	591 583	564 582		
	Average SAT Math Score	FASH PLNU*	sm 575	516 564	sm 574	543 578	591 585	553 578		
	Average High School GPA	FASH PLNU*	3.74 3.73	3.53 3.70	4.22 3.74	3.64 3.77	3.90 3.81	3.89 3.82		
	Percent of full-time faculty with a terminal degree					Total FCS Dept		25.0%		We have one full-time faculty member with a Ph.D. in Fashion & Interiors. The department chair is in the process of completing a Ph.D. in Early Childhood Education from Walden University. One of our part-time faculty members has an Ed.D.
	Summarize the most recent scholarly and creative activities of the faculty in this program. If desired, include information about peer reviewed scholarship.									Dr. Murray has had three juried presentations accepted for CA-AFCS state meeting in March 2014, 2012 one juried presentation at CA-AFCS state meeting, 2011 one juried presentation at AAFCS national meeting.
Summarize the grants received by the faculty.								Dr. Murray: 2008-2009 PLNU Alumni Association Faculty Grant for \$2,000 to fund proposal entitled Development of Three Courses in Fashion & Interiors: Lighting, Fashion Buying and Designing Residential Interiors. 2006-2009 received \$1,000 yearly grant from the California Association of Family and Consumer Sciences to fund events to promote the Development of Family and Consumer Sciences Professionals for the Future.		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Faculty

Describe how the scholarly and creative activities of the faculty impact the program.

The floor plans and presentation boards created by Interior Design students visually communicate design ideas to clients. On campus these students have created design solutions for the Wellness Center, Media Services and are currently working on the studio for the Communications Department. They have designed numerous home environments as well and are currently working on redesigning the first floor of a faculty home to accommodate a disabled parent. Our Visual Presentation and Display course trains students to create visual projects that communicate and sell products. Many F&I courses require digital project presentations to increase student functioning in the fashion & interiors professions. Our students design better visuals to accompany projects than many seen at conferences by professionals. This is a direct benefit from Dr. Murray's conference presentations on technology in the classroom. All scholarly and creative activities of the faculty allows them to bring more perspective to the classroom and keeps content and materials up-to-date while providing students a broader and deeper understanding of content areas.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

What are the faculty in the program doing to learn about and use the best teaching practices in their discipline?

Faculty members maintain active membership in state and national professional organizations such as AAFCS, The Fashion Group International, and American Society of Interior Designers. Attending professional conferences and participating as well as presenting for the Center for Teaching and Learning on campus. Dr. Murray has made presentations for CTL on clickers, student use of video and the 21st century syllabi. In addition she was a participant in the first TILE class in 2010. Faculty stay abreast of current research and best practices, attend conferences and training workshops and focus on current methods of engaging learners.

Program Support

Describe the current quality of the holdings/facilities/equipment needed to execute this program.

More equipment for creating presentation boards and space to work would increase our impact on clients and partners in internships especially in Interior Design.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Four: Quality of Program Outcomes

Criteria	Indicators	F07 Coh	F08 Coh	F09 Coh	F10 Coh	F11 Coh	F12 Coh	Comments (200 word limit for each comment)	
Student Data	One-Year Retention	FASH	sm	81.8%	77.8%	80.0%	92.3%	88.9%	What does this student data say about the quality of your program? One year retention rate is generally similar to the PLNU figures. The six-year graduation rate is not applicable until the F07 Coh when the major rate is 100%, higher than the 74.5% rate for PLNU.
		PLNU*	84.8%	86.1%	86.3%	84.9%	85.8%	90.8%	
	Indicators		F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	
	Six-Year Graduation Rate	FASH	--	--	--	sm	sm	100.0%	
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%	
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
	Number of Bachelor's Degrees Awarded	FASH	--	2	4	11	9	11	
	Share of PLNU Bachelor's Degrees Awarded	FASH	--	0.3%	0.8%	2.0%	1.6%	2.0%	
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
	% of enrl UG who are race/ethnically diverse	FASH	14.3%	18.2%	13.9%	19.4%	29.7%	31.0%	
PLNU*		20.1%	21.8%	24.0%	29.0%	32.3%	34.2%		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Four: Quality of Program Outcomes (continued)

It is not expected that departments will be able to answer all of the following questions. Answer those that apply.

Curricular Information	Describe the significant changes that you have made to this program based on assessment of student learning outcomes data, program reviews, etc.	2008 Program Review redesigned how fashion merchandising and interior design were constructed and made them concentrations of the same major sharing several FCS courses in their curriculum. Development of signature assignments and grading rubrics have been established for each course. LiveText portfolios have been added via the core 101 and 497 courses and signature assignments for all major courses will be posted on eportfolio in the future.
	Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your majors participate in these opportunities.	Eight formal internships with college credit were completed by F&I students from Spring 09- Spring 13. Many more internships were completed by F&I students for noncredit. In F&I many opportunities exist for freshmen through seniors. Program review will recommend all majors being eligible to apply for non-paid internships. Internship is an effective pathway to an interior design job upon graduation. Formal internship programs are run by many retail chain stores such as Nordstrom during the summer. When our students participate in these programs, it often leads to management jobs upon graduation.
	Describe any public scholarship of your undergraduate students (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these activities?	Spring 2014 Fashion Merchandising senior will present her LiveText eportfolio at the CA-AFCS State conference in San Francisco.
	Describe your undergraduate student success rate for passing licensure or credentialing exams.	Fashion Merchandising does not have such credentialing. Interior Design alumni are successfully working as designers. Certification is available, but is no longer required to work in the field.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

<p>Describe any study abroad opportunities 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 program (Annualize the number)?</p>	<p>The FCS Department does not currently have an organized study abroad opportunity offered to students. Typically 4 FCS Department students study abroad each semester with an average of 8 a year. Study abroad options are available in London and Paris for Fashion Merchandising students.</p>
<p>What are the distinctives of your program?</p>	<p>As the only four year BA degree in Fashion Merchandising in San Diego and the only Christian University program in the field in California, we offer a unique opportunity to students. All majors are required to take Ethics to support our view of business. This year we upgraded to 2014 AutoCAD to upgrade our digital drafting use by Interior Design students. All F&I students are urged to complete an internship. We have access to professionals in both Fashion & Interiors including active designers in both fields as well as internationally known Zandra Rhodes. All F&I students complete a LinkedIn profile, Mock Interviews and Senior ePortfolio. The F&I program includes FCS core classes that provide a richness and more holistic lens in life cycle, finances, and personal, family and community health.</p>
<p>Describe your success with student acceptance into post-baccalaureate education.</p>	<p>Post-baccalaureate education is not common in this major. Two Fashion & Interiors students have completed PLNU MBA degrees. As a result of completing the FCS core courses two F&I graduates are working on masters in family therapy.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Post-Baccalaureate Information	<p>Describe your success with students acquiring jobs in their discipline.</p>	<p>Our Fashion student grads since 2008 have been successful locally and with several national chains including a Forever 21 buyer, Neiman-Marcus asst. buyer, quality jewelry sales rep in Europe, and multiple store managers. One of our fashion merchandising graduates is now in charge of the thrift stores for The Rock church designing protocols and organizing the thrift stores planned to open in 2014-15 in San Diego County. Recent success stories include one student working as an asst. interior designer for a commercial design firm specializing in office design, one in NYC as a sales rep for a furniture company and several who have opened their own design firms.</p>
	<p>Describe the findings from any alumni surveys that you have conducted for your program.</p>	<p>FCS alumni surveys have shown 70% of alumni reported a deep commitment to service to others in their career and personal life; realizing Christian faith through service. When asked how their major is helpful in their current occupation, 60% reported it was helpful in application of theories and skills acquired. Our program review will suggest doing separate Alumni Surveys for each program in the department to make it easier to parse the data. Informal Facebook feedback from alumni has increased information dramatically and provided a method to our graduates to share in a way they are familiar with and use easily.</p>

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Five: Scope, Productivity and Costs of the Program

Criteria	Indicators	F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	Comments (300 word limit for each comment)	
Student Data	Six-Year Graduation Rate	FASH	--	--	--	sm	sm	100.0%	When considered collectively what does this student data say about the productivity of your program? At the end of 2012-13 we have graduated 37 students in F&I after opening program in 2008-09. Except for Fall 2010 semester, the FTF APP Enrollment Rate is higher than the PLNU median by a minimum of 1.6% and a maximum of 43.9%. Small numbers are volatile as only a few students can change the results dramatically.
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%	
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
	Number of Bachelor's Degrees Awarded	FASH	--	2	4	11	9	11	
	Share of PLNU Bachelor's Degrees Awarded	FASH	--	0.3%	0.8%	2.0%	1.6%	2.0%	
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
FTF App Enrollment Rate (Enrolled/Completed Apps)	FASH	75.0%	33.3%	15.6%	26.8%	22.0%	23.4%		
	PLNU*	31.1%	23.9%	21.3%	18.1%	19.8%	21.8%		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Five: Scope, Productivity and Costs of the Program (continued)

Criteria	Indicators	Fall 2010	Fall 2011	Comments (300 word limit for each comment)		
Cost and Revenues (From the Delaware Study)	Student credit units taught (UG fall only)	FASH ----- % of PLNU*	100.0 ----- 0.3%	117.0 ----- 0.3%	When considered collectively, what does the data above say about the productivity and efficiency of your program?	
	% of credit units taught by full-time faculty	FASH ----- PLNU*	53.0% ----- 75.5%	81.2% ----- 75.7%		
	Student credit units per faculty FTE	FASH ----- PLNU*	60.6 ----- 197.0	64.3 ----- 198.8		
	Student/Faculty Ratio (Student FTE/Faculty FTE)	FASH ----- PLNU*	3.79 ----- 12.32	4.02 ----- 12.42		
	Indicators		2010-11	2011-12		New data for 2012-13 indicates current costs as \$602 cost per credit hour reflecting an increase in enrollment. Expensive program at present. Interiors is more expensive than fashion which has larger class sizes and is growing. This year's preview days have shown great interest in fashion merchandising. Retirement of full professor as the only full-time faculty in F&I and replaced by an Asst. Prof or adjuncts would lower costs.
	Student credit units taught (UG & Grad - full year)	FASH	231.0	281.0		
	Cost per Student Credit Unit	FASH ----- DE Bchmrk	\$667 ----- \$228 (rscrh inst)	\$640 ----- \$330 (rscrh inst)		
	Indicators		Unfilled Capacity			
	Unfilled Course Capacity		Total FCS Dept ----- PLNU Median	11.7 ----- 14.1		
		When considered collectively, what does the data above say about the aspects of your program that need further study?			The Delaware study implies that enrollment of Fashion and Interiors students need to increase. An increase of students will make the program less expensive. A focus of the FCS department will be to recruit more students interested in serving through Fashion and Interiors.	
	Indicators		2010-11	2011-12		
	Extra revenue generated (lab fees, activity fees, etc.)	FASH			Introduce lab fees that come directly to the department to pay for the costs of lab courses.	
	Extra revenue/student credit unit	FASH	\$0	\$0		
	Additional costs (See Glossary)	FASH				
	Additional costs/student credit hour	FASH	\$0	\$0		

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Describe efficiency gains and cuts made by this program in the last four years.

TOTAL REDUCTION IN LOAD IS 8 UNITS: FCS115, FCS200, FCS405, FCS410 and FCS430 all had 1 unit of load (intended to cover teaching the lab) removed for 2013-14. In addition, FCS105 was reduced to being offered once a year rather than twice a year.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Six: Curriculum Analysis

This section asks you to consider your data from last year with a particular focus on your curricular data (the data that was color coded red, yellow and blue). If you need the data resent, please email Maria.

Criteria	Indicators	Current Catalog		Comments (300 word limit for each comment)
	Number of menu and elective units required in the program.	FCS FIFM	0	No Comments, see questions below.
	Number of menu and elective units offered by the program	FCS FIFM	0	
	Menu/Elective Ratio	FCS FIFM		
	Number of menu and elective units above required	FCS FIFM	0	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	Number of menu and elective units required in the program.	FCS IDES	0	
	Number of menu and elective units offered by the program	FCS IDES	0	
	Menu/Elective Ratio	FCS IDES		
	Number of menu and elective units above required	FCS IDES	0	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	0 to 5	
	How can you adjust your curriculum to reduce the size of your menus of courses?			Fashion & Interiors has no menu offerings. It depends heavily on alternate year courses.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Curriculum Breadth	Are there other ways that you can contract the course offerings in your program to reduce the number of low enrollment courses?					<p>One fashion merchandising course FCS105 has mostly red and yellow enrollments from Fall 2006-Spring 2011. This will be improved by offering the course once a year instead of twice a year which has been implemented. No other fashion merchandising courses show red enrollments and only six sections show yellow enrollments in the 6-10 enrolled range. Of these yellow enrollments only three have taken place in Spring 2011-Spring 2012.</p> <p>Four interiors courses have red enrollments of only one to accommodate independent/directed studies for students to graduate.</p> <p>All other red enrollments in F&I courses are in interior design courses. Six out of the eight currently taught interiors courses show red enrollments from Fall 2006-Spring 2011.</p>
	What GE courses does your department teach? 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)?					None in Fashion & Interiors
	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?					None in Fashion & Interiors
Unfunded Load	Indicators		2010-11	2011-12	2012-13	Comments (300 word limit for each comment)
	Unfunded Workload Units	FASH	8	7	8	According to department records, unfunded workload units were only 7 in 2012-13 not 8 because FCS105 only taught one semester in 2012-13
	What curricular changes can your department make to reduce the amount of unfunded load? (e.g. reducing the number of labs/studios/lessons, increasing lab or activity fees to cover the unfunded load, etc.)					Remove interior design concentration deleting 3 unfunded workload units and 22 funded workload units

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

<p>What faculty loading changes can your department make to reduce the amount of unfunded load in your program?</p>	<p>Changes have already taken place removing five units previously allotted faculty for preparing labs and teaching lab hours for those four courses. In addition FCS105 has been reduced to once a year removing one more unfunded load unit to a total of six units.</p>
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Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

Seven: Impact and Opportunities

Criteria	Indicators	Response (200 word limit)
Impact	How is this program essential to PLNU?	The mission of FCS is to improve the quality of individuals, families and communities. The Fashion and Interiors students are being trained to apply the highest ethical standard in their business environments. These graduates view their vocation as a way to serve. These graduates dream of clothing and housing the homeless and making the environment sustainable. These are important voices that need to be heard and nurtured to change a broken world. Entering the mission field where they are to support women's small businesses to feed their families not for a day but for a lifetime. Because F&I students are subject-matter oriented more than theory oriented they see how to use their skill set to improve the quality of life for the individuals they meet. They become inspired to further that ideal both at home and abroad.
	How is this program related to the success of other programs at PLNU?	Fashion courses are taken by other majors especially Business. The addition of a minor should increase this enrollment and help other majors add fashion knowledge to their skill sets.
	What are the benefits to PLNU of keeping this program as it is?	It is the only 4 year BA fashion merchandising program in San Diego. SDSU has Interior Design BA but as it is impacted they do not accept transfers and only 60 freshmen each year. In addition, over a lifetime, graduates benefit from having their F&I subject matter supported by the Christian liberal arts training received at PLNU which broadens their employment opportunities.
	What would the benefits be of merging this program with another program either in your department or in another department? With which other program would you partner?	Since our department is already an interdisciplinary program of several majors, we would find little additional advantage to merging others in our department. If we must merge with another area, business might be the best fit for Fashion Merchandising, but not Interior Design. F&I subject matter is tied closely to the core courses in FCS and to subject matter knowledge such as textile science. In particular, FCS150 Human Development as students apply both the physical and cognitive aspects of human development to the sizing, comfort and functionality of clothing and furniture.
	Could this program make use of some courses from another program to create an interdisciplinary major?	F&I already uses 3 courses from School of Business and encourage students to complete 12 more units in business to complete a business minor.
	Aside from additional staff, what would it take to make this program grow and become outstanding?	Making F&I both as a program and as the individual concentrations of fashion merchandising and interior design more obvious on the PLNU website.

Academic Prioritization Curricular Metrics - Undergraduate Programs

Fashion & Interiors

	<p>What have you learned about changing trends in your discipline from looking at similar programs at our comparators?</p>	<p>PLNU Comparator List</p>	<p>In reviewing comparator F&I programs, some of the larger programs have concentrations such as Retail Merchandising, Product Development and Global Sourcing. These concentrations suggest new direction for the F&I program that will be addressed through program review. In addition, most programs have required practicums and internships in retail or related businesses in multiple semesters.</p>
Opportunity	<p>Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?</p>	<p>The most common new development is to require students in F&I to complete an internship. This has been identified as the easiest, most available step to employment after graduation.</p>	
	<p>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?</p>	<p>Program review will recommend that more application of skills is needed. Current trends support one or more required internships.</p>	
	<p>What additional cost savings could you recommend for your unit? What could you give up to help the university trim costs?</p>	<p>PROPOSAL: Remove interior design and retain fashion merchandising only. Change major to Fashion Merchandising from Fashion & Interiors. RATIONAL: Overall our lowest enrollment courses are in Interior Design concentration. Suggest removing concentration from offerings and changing the major to Fashion Merchandising. It is showing growth and currently accounts for 68 % of the current majors in Fashion & Interiors. Fashion merchandising programs require less specialized equipment than interior design and in addition the job market search has been more successful for fashion merchandising grads. Adding lab fees to support the four courses that require that support would trim more costs.</p>	



POINT LOMA
NAZARENE UNIVERSITY

Office of the Provost

To: Family and Consumer Sciences
From: Kerry Fulcher
Date: 4-29-14
Re: Prioritization Decisions Related to FCS

With the prioritization process complete, visits to departments impacted by prioritization decisions are taking place in advance of any detailed public announcements. The Cabinet recognizes that these types of decisions are both difficult to make and difficult to accept. While we believe that these decisions are in the best interest of the University moving forward, we recognize that some faculty may disagree. However, with these decisions made, we are asking all members of the community to exhibit great care for the wellbeing of our students. It will be particularly important to assist students in impacted programs with a specific plan to complete their degree, transition to a modified program or transfer to another program that will prepare them for their desired occupational path. Since our system uses faculty advisers, your interactions with your student advisees will be key in enabling them to successfully navigate the ramifications of any prioritization decisions while continuing to have a positive educational experience at PLNU.

Guiding Principles for Prioritization:

Recognizing the rapid changes across American higher education, and working from PLNU's position of vitality and strength, we have engaged in review and prioritization of our present programs and practices in order to set a strong future course for the university. Decisions of prioritization have been made to:

- I. Exercise responsible stewardship in order to ensure a sustainable future for PLNU.
- II. Provide a mission-centered, high quality student learning experience.
- III. Care for the people in our community through this process.

Data used to inform these decisions were pulled from the most up-to-date information from Institutional Research and from what was provided in the self-study reports. With this in mind, the following decisions have been made that impact programs within the FCS department:

1. Eliminate FCS as a major

Rationale: The FCS major has a low enrollment (5-year average for degrees awarded at 1/year), and the prioritization metrics show a low external demand and a high internal capacity (small class sizes). Most universities of our type have eliminated this program over the years and while one could argue that keeping ours offers a unique niche, enrollments have not born this out.

Ramifications: Faculty advisors within the department will assist the students currently enrolled as FCS majors in the completion of their degree or the transition to another degree of their choice. We will continue to offer a full curriculum for 2 years and then evaluate each course on a case by case basis to determine if regular courses or directed study options would be most prudent for each course. Freshmen and sophomores should be encouraged to consider

other major opportunities but should they feel that the FCS major is still most desirable for them, advisors will continue to work with students until they complete their program. To the degree a completion plan can eliminate the range of electives and focus on a more prescribed path, the department is encouraged to focus on the teach out of the FCS major accordingly.

2. Eliminate the Fashion and Interiors major and associated concentrations

Rationale: While the enrollments in this major are reasonably strong with a 3-year average for degrees awarded at 10/year, the significant issue with this major is the cost. The Delaware data indicates that this major is at the 99th percentile for cost per student credit hour, well above the values for our comparator institutions. The prioritization metrics for this program indicate it is a high cost, high capacity (small class sizes) and low demand program (Noel-Levitz marketing data). The student faculty ratio for this program is 4.02 compared to the PLNU average of 12.4. In the face of these data and given the early retirement of the full-time professor associated with this program, the most logical decision is to discontinue this major moving forward.

Ramifications: Faculty advisors within the department will assist the students currently enrolled as Fashion and Interior majors in the completion of their degree or the transition to another degree of their choice. We will continue to offer a full curriculum for 2 years and then evaluate each course on a case by case basis to determine if regular courses or directed study options would be most prudent for each course. Freshmen and sophomores should be encouraged to consider other major opportunities but should they feel that the Fashion and Interiors major is still most desirable for them, advisors will continue to work with students until they complete their program. To the degree a completion plan can eliminate the range of electives and focus on a more prescribed path, the department is encouraged to focus the teach out of the Fashion and Interiors major accordingly.

3. Eliminate the FCS Department (after 2-year phase period) and move remaining majors to new academic homes

Rationale: While this is the only current departmental restructure that has been identified to date, it is important to note that other restructuring will occur within academic affairs to achieve 8-10 academic units instead of our current 17. With the elimination of the FCS and the Fashion and Interiors majors, the previous philosophical coherence for the department disappears. The remaining majors have sufficient disciplinary overlap with other existing academic units to allow the faculty and students in these majors to be moved into these new homes. While this shift will not occur until the after the 2-year phased teach-out of the other majors occurs, identification of new academic homes now will allow adequate planning for this transition.

Ramifications: The Dietetics and Food and Nutrition faculty and students will need to be merged into a new academic home. Current possible homes could be the Kinesiology department or the School of Nursing, as each carries a strong emphasis in allied health and wellbeing. These current programs will need to undergo curricular reviews to remove any connections to FCS curriculum that no longer makes sense. This review will also allow the faculty to modify or add to existing curriculum in light of their new academic home. The Child and Adolescent Development faculty and students will be merged into the School of Education, broadening the SoE emphasis from just preparation of teachers for K-12 to include preparing students for working with pre-school age children as in both education and non-education ways.. Similar evaluation of the curriculum for this major will need to occur in order to determine if changes should be made given the new academic home.

Staffing Implications: All full time faculty positions are protected in this plan either through early retirement or moves to new academic homes. The department assistant position will go away after 2 years, which gives opportunity for the current assistant to pursue other options within PLNU if desired.

4. Evaluate and modify the ECLC program and business model through the use of external consultants

Rationale: Currently, PLNU operates the ECLC at a net loss of about \$105,000 annually. From its inception, the program has been housed within an academic program, serving the academic needs of PLNU students as a lab school but without significant attention given to the business model. Given the annual cash losses represented by this approach, a full scale analysis of the program and business model needs to occur to determine if this is a sustainable PLNU enterprise.

Ramifications: PLNU will hire expert external consultants to do a complete evaluation of our program and business model to make recommendations for how to turn this into a revenue generating enterprise that can still meet the needs of our PLNU students. This analysis and report will help to determine whether the ECLC should be run as a separate, sustainable business that allows our academic programs to interface with it as appropriate or as an embedded part of a PLNU academic unit.