

# Skyline College

## Family & Consumer Sciences

### Program Review

### Executive Summary



### Short Summary of Findings

---

The Family & Consumer Science program offers opportunities for individuals and families to enhance their quality of living by providing resources that support independence and self sufficiency. The program prepares individuals to effectively function and respond to the ever-changing dynamics of family, community and work environments while acquiring training essential to demonstrating skill mastery as well as analytical thinking applicable to other fields.

The educational preparedness and vocational skill levels of our diverse student population challenges the academic success and continues to draw the focus of future Family and Consumer Science curriculum planning and development. While positive trends are being observed, there is a continual need to enhance tutoring resources, fine-tune assessment testing, and respond to students enrolling in FCS classes with basic skills needs. The Family & Consumer Science Program review process has brought renewed clarification for foundational classes to improve life-skill competencies that would serve students across all disciplines in attaining academic success.

### Three Strengths of the Program

---

- The Family & Consumer Sciences program proffers a broad-based curriculum which addresses interdisciplinary diversity while succinctly complementing other programs within the College. The result is a well-rounded education applicable to student career objectives while encouraging and enriching the understanding of human effort, achievement, knowledge, and experience.
- Educational programs can provide work-based learning through such methods as the service learning component included in all FCS classes. In keeping with the Community College mission, these opportunities assist in maintaining course application while fostering a direct "connect" with out community and its needs.
- Curricular currency and a high level of professional competence is maintained by both full-time and adjunct faculty within their disciplines to ensure that students receive the benefit of pertinent, focused and up-to-date course work and daily life application therein.

### Three Suggestions for Improvement

---

- Nursing and some Allied Health fields require Nutrition as part of their core requirements adding to the increased demand of Nutrition 310 sections. On the average, 50 percent of students enrolled in FCS courses have a declared major of Nursing or Practical & Vocational Nursing, additional Nutrition classes are needed. Considering both recent and projected future FCS trends in WSCH (Weekly Student Contact Hours), an additional part-time instructor would be beneficial. A cost affective means of addressing the continuing need for program development and limited faculty resources could be addressed by reassignment of classroom contact hours to coordinator release hours.
- Owing to the burgeoning worldwide obesity epidemic substantiated by health statistic findings which correlate health and disease trends to early dietary patterns, a need for hands-on foods laboratory classes to facilitate translation of theoretical concepts of nutrition to practical application is necessary. A lab experience class that would service the Skyline Children's Center by providing their food service needs on-site would be a logical and experiential benefit to the students and the institution. Expansion of nutrition course offerings including an Advanced Nutrition class, A Life Span Nutrition class and a food safety and sanitation component of Children's Nutrition as well as a certification class for food service workers would enhance the breadth of the program and address the student and community needs.
- Longitudinal development of the program's Service Learning component would give "value added" cohesion to the community college mission and further develop into prospective internship opportunities.

---

*Full-Time Faculty Signatures*

*Claire Muller-Moseley*  
\_\_\_\_\_  
Claire Muller-Moseley

Submitted on: Monday October 2, 2006

**SKYLINE COLLEGE**  
***FAMILY & CONSUMER SCIENCES***  
**PROGRAM REVIEW SELF STUDY**

<b>PART A: Overview of Program</b>
------------------------------------

*1. State the goals/focus of this program and how the program contributes to the mission and priorities of the college and district.*

- The Family & Consumer Science program offers opportunities for individuals and families to enhance their quality of living by providing resources that support independence and self sufficiency.
- The focus of the Family & Consumer Science program is to prepare students for lower division transfer and occupational education.
- The program prepares individuals to effectively function and respond to the ever changing dynamics of family, community, and work environments.
- Individuals are trained to demonstrate skill mastery as well as analytical thinking applicable to other fields. Skill mastery also leads to success in future related coursework as well as a solid foundation for those interested in vocational/occupational education.
- FCS courses provide supplemental education for related programs in Health Sciences, Gerontology, Physical Education, and Early Childhood Education. Curriculum currently is maintained by responsiveness to needs in ancillary fields; for example, adding additional nutrition sections to meet the needs of the allied health classes.
- FCS offers A.S. and certificate programs that contribute to and allow transfer opportunities toward a four-year degree program and career development.
- FCS program courses match the cross cultural content of curriculum to the ethnic diversity of our student population.
- FCS offers community outreach via service learning opportunities in all classes. This assists in maintaining course application while fostering a direct “connect” with our community and its needs.
- The department provides appropriate professional development opportunities for faculty to improve the relevance and quality of instruction which contributes to program pertinence and cost effectiveness.

**2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.***

- The requirements of the FCS Certificate and A.S. Degree with a major in Family & Consumer Sciences include courses from other departments in business as well as other school divisions. Some of the program's courses meet the general education requirements in Area C (Arts, Literature, Philosophy and Languages) and Area E (Life-long understanding and self development) which serves the cross cultural population of our college.
- The FCS program offers Children's Nutrition (FCS 311), a cross-disciplinary course with the Early Childhood Education Department (ECE 311).
- Nutrition (FCS 310) is a required core class for the nursing program and is transferable to the CSU and UC systems. Nutrition (FCS 310) is a required core course in the Physical Education Associate in Arts major as well as a core course for the FCS major.
- FCS students are encouraged to choose from several elective courses focusing on interpersonal relationships, small business management, and health and safety.
- Fashion Merchandising courses are cross listed under FCS because they are transferable and can be used as electives.

**3. *If the program utilizes advisory boards and/or professional organizations, describe their roles.***

The FCS Advisory Committee meets once annually, usually in the spring semester, with the most recent meeting in May 2006.

The FCS Advisory Board members are representative of the four core areas of the Family and Consumer Sciences discipline. These four areas include food and nutrition/food service, clothing and textiles, family relations, and design and housing. The representative FCS Advisory Board members include: post secondary professors emeritus and secondary school FCS instructors as well as local government agencies and business representatives.

I also participate in Skyline College's ECE Advisory meetings which are held in conjunction with Cañada College's ECE Department.

Since a service learning component has been incorporated in all FCS classes in the past four years, new advisory board members from the San Francisco Food Bank and The Homeless Help Center in South San Francisco have become community service agency "stakeholders", enhancing our service learning experience. These agencies provide essential feedback and insights regarding student learning as well as the currency and appropriateness of curricular offerings as they affect the community's work environment requirements. Several members have served multiple years affording continuity and essential commentary on the progress and affect the FCS program and classes have in the community.

4. *Explain how this program meets the needs of our diverse community.*

Family and Consumer Sciences is a discipline that draws from the biological, physical and social sciences as well as the humanities. The discipline content assists people in solving problems related to food, clothing, shelter and relationships as well as the development of understanding the skills and attitudes essential to the improvement of individuals, families and community groups. Notably, FCS enables families to function in their own strength. The FCS program is designed to meet the needs of those who desire to work in a wide variety of human service areas.

Skyline College serves a growing number of San Francisco and San Mateo residents and therefore is reflective of an even more diverse populace. As we continue to build an inclusive community where all are enriched by diversity and multi-cultural understanding, the FCS department strives to create a responsive environment in which student needs are met in a friendly, caring and timely manner; where everyone is valued and the climate is supportive and productive. Cross cultural approaches to nutrition, parenting, family structure, and community resources have been incorporated in all classes. The program itself is diverse in relevance by taking an over-arching approach to the family in terms of health needs, stress, childcare, and employment opportunities.

The FCS program provides a diversity of courses that seek to meet the needs of our pluralistic community while increasing awareness of special needs populations and enhancing the opportunities for individuals to improve their quality of life. We strive to prepare individuals for advanced study in traditional and non-traditional fields in order to interface with a global economy.

As educators committed to lifelong educational opportunities, we continue to reach out to all ethnic populations and economic segments of our service area, expand sites to better serve geographic areas of our community as well as diversify and improve programs and services for the community. Building partnerships with public, private and community-based agencies is essential for crafting a better response to the educational and economic societal needs at large.

The high degree of variability in educational preparedness and vocational skills of our student population indicates the necessity for finer "tuning" in assessment testing and placement. Writing and communication skills are often remedial and more thorough screening and support is necessary to ensure classroom success. To increase the retention and success rate of ECE students, a concurrent ECE/ESL course would be extremely beneficial, as would an ESL basic math class. Currently, selected ECE courses are taught in Spanish to aid in completion of state permit requirements and ECE faculty are working with math faculty to create an ECE content based general education math course to increase success for ECE students working toward an ECE degree.

Teaching evening classes for over three consecutive decades, it has been observed that there are major differentials in education skill levels and both motivation and communication abilities when comparing/contrasting day and evening students. The evening students, while generally older and more "mature," seem better prepared to meet the challenges and demands of academic rigor. Day students, representing a younger demography, require a broader scope of life skills (organizational skills, study habits, etc.) which would lend to their success

ratio. A Life Management course, under the auspices of FCS, would be one way to teach or provide these skills.

The Learning Center services, which include orientation, tutoring, writing skill workshop referrals, etc., are a routine component of student advising in FCS classes.

As the Allied Health fields continue to expand to meet the needs of baby-boomers, collaborative course offerings across disciplines are necessary. Integrating gerontological concerns addressing managed elder care, intergenerational care, gerontological nutrition and food practices are but a few examples.

The percentage of older adults is rising dramatically in the 65+ population. By the year 2030, this group will represent 20 percent of the total population.<sup>1</sup> Community programs and services are urgently needed to address issues such as retirement planning, housing, health care, companionship, recreation, nutrition, home management, in-home services, consumer protection and elder abuse. In response to this increasing older adult population, more courses and educational programs in gerontology are necessary.

Future trends and occupational projections indicate that individuals with education and training in Nutrition and/or Foods and Culinary arts will have a wide range of career opportunities.

Employment in the area of nutrition and dietetics is expected to grow 19.1 percent between 1998 and 2008 and is considered a high growth area by the U.S. Department of Labor.<sup>2</sup> Health, nutrition and fitness have become a way of life. Eating right for a healthier lifestyle and learning about good nutrition are top priorities. These changes indicate increased opportunities in the field of nutrition. Increasing rates of obesity and related health problems coupled with increasing mean population age will continue to stimulate growth in this employment area.

The need for family support systems continues to grow with changing societal patterns. The increase in the diversity of the population in California and the Bay area will require educators and programs to address the needs of multi-lingual and multi-ethnic families. Infants and children with disabilities and other special needs, as well as their families, will continue to require services. These services will necessitate the educational preparation of a wide range of qualified specialists. Numerous factors impact the needs of today's families, including: single parenthood, divorce, multiple marriages, gay/lesbian and bisexual families, blended families, teen pregnancy, postponed parenthood, "boomerang" children, "sandwich" generation, dual career families, eldercare, family violence and increased geographic mobility.

---

<sup>1</sup> Preparing for the Future, 1999.

<sup>2</sup> Occupational Projections and Training Data, U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 2521, May 2000.

5. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

The FCS program completed a previous self-study in 2002. Since my hiring in 1999, my responsibilities and efforts were largely directed towards helping develop the ECE program in the absence of a full-time ECE coordinator. In the interim, an ECE Certificate was drafted and approved in 2000, and student recruitment through a grant-fund dispersal, was initiated and administered by me.

Due to this shift in priority and direction away from the FCS program's ongoing goals, new program development was stalled due to time constraints. With the hiring of a full-time ECE coordinator in the spring of 2002, I was hopeful to begin redirecting my focus toward the other core areas of the Family & Consumer Sciences program. In 2003, with the advent of a nursing shortfall, it was acknowledged that an increase in nutrition class sections was necessary in order to facilitate the matriculation of allied health nursing students requiring this core course. All nutrition classes garner a fill rate of 100 percent.

The following goals have been accomplished through continuing updates in course content, materials, and expanded class sections:

- Guidance in the development of life management skills to enhance the quality of life.
- Curricular offerings that assist in managing economic, human, and environmental resources from both a theoretical and practical aspect.
- Understanding the effect of accountability and individual decisions upon a global ecology and economy.
- Educational opportunities in the field of Family & Consumer Sciences for career/employment, professional development, and lifelong learning.
- A partnership opportunity between the Family & Consumer Science Program and the business community to provide programs through service learning which will remain flexible to meeting the changing community needs and the current job market and provide an educational component for the allied health field (nursing, wellness, gerontology, elder care, sports medicine) and other programs such as child development and life management.
- Advisory committee participation at the Jefferson Union High School District to assist in making compliance changes in the school lunch program to meet the CSFSA (California School Food Service Association) recommended nutrition standards.
- Participation in the Oxford Round Table; presentation of research trends in the FCS and ECE fields for integration into and updating curricular currency.
- Communication is the key to successful articulation. The FCS program has been represented at local and regional meetings of IMPAC, (Inter-segmental Major Preparation Articulated Curriculum). An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. Identified articulation guidelines should be utilized to develop closer links with other educational systems in the area. Through continued effort of all faculty to work collaboratively with those from other educational

institutions and systems articulation can be developed, expanded, and made to benefit the students in their progress toward an educational goal.

- In-service training and professional development opportunities are critical in allowing faculty to learn strategies which complement individual student success in learning. Educational programs can provide work-based learning through such methods as cooperative work experience, internships, field work placement, community service, volunteering, and mentoring. Faculty also need to have the opportunity to experience work-based learning through grants which allow their return to a worksite for a limited period of time.

## **PART B: Curriculum**

- 1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

Educational systems/programs must ensure that students are prepared with the skills and knowledge that allow them to enter a career.

Students may obtain an FCS certificate or A.S. degree with a major in FCS by completing 24 units of required core course instruction and 3 units of electives, for a total of 27 units.

In the two Family & Consumer Science program offerings, core courses support a foundation for paid employment in many entry level jobs in the area of clothing and textiles, child development and family relations, food and nutrition/food services, and design and housing. Elective courses assist in expanding the opportunities to acquire more depth of subject matter as well as improving interpersonal skills.

All FCS courses now have a Service Learning component where there is an integration of work and school-based learning as well as connecting activities that are in place.

<b>Family &amp; Consumer Sciences Certificate</b>		<b>Associate in Science Degree with a Major in Family &amp; Consumer Sciences</b>	
<b>Required Courses</b>	<b>Units</b>	<b>Required Courses</b>	<b>Units</b>
FASH/FCS 113 Textiles .....	3	FASH/FCS 113 Textiles .....	3
FASH/FCS 117 Creating a Personal Image .....	3	FASH/FCS 117 Creating a Personal Image .....	3
FASH/FCS 119 Clothing, Culture & Society .....	3	FASH/FCS 119 Clothing, Culture & Society .....	3
ECE/FCS 212 Child, Family & Community .....	3	ECE/FCS 212 Child, Family & Community .....	3
FCS 213 Child-Parent Relations .....	3	ECE 214 Child-Parent Relations <b>or</b> .....	3
ECE 214 Child-Parent Relations .....	3	FCS 213 Child-Parent Relations .....	3
FCS 310 Nutrition.....	3	FCS 310 Nutrition.....	3
INTD 110 Environmental Design.....	3	INTD 110 Environmental Design.....	3
<b>Plus a selection 6 units from the following:</b>		<b>Plus a selection 6 units from the following:</b>	
ART/MUS. 115 Music, Art & Ideas.....	3	ART/MUS. 115 Music, Art & Ideas.....	3
BUS. 101 Human Relations at Work.....	3	BUS. 101 Human Relations at Work.....	3
BUS. 150 Small Business Management .....	3	BUS. 150 Small Business Management .....	3
COOP 670 Vocational Co-Op Ed.....	1-4	COOP 670 Vocational Co-Op Ed.....	1-4
ECE./FCS 311 Children's Nutrition .....	1	ECE./FCS 311 Children's Nutrition .....	1
FASH 151 Fashion Merchandising.....	3	FASH 151 Fashion Merchandising.....	3
FASH 153 Apparel & Home Fashion Analysis .....	3	FASH 153 Apparel & Home Fashion Analysis .....	3
FCS 313 Holistic Perspective in Nutrition.....	1	FCS 313 Holistic Perspective in Nutrition.....	1
HSCI 100 General Health Education.....	3	HSCI 100 General Health Education.....	3
MUS. 100 Fundamentals of Music .....	3	INTD 120 Designing Interiors for Multicultural Populations .....	3
PSYC 100 General Psychology .....	3	MUS. 100 Fundamentals of Music .....	3
PSYC/SOCI 110 Courtship, Marriage, & Family.....	3	PSYC 100 General Psychology .....	3
PSYC 210 Child Development .....	3	PSYC/SOCI 110 Courtship, Marriage, & Family.....	3
PSYC 301 Psychology of Personal Development .....	3	PSYC 210 Child Development .....	3
		PSYC 301 Psychology of Personal Development .....	3
<b>Total Required Units</b>	<b>27</b>	<b>Total Required Units in Major Area</b>	<b>27</b>

**2. State how the program has remained current in the discipline(s).**

- A series of short courses were created to address current topics in the discipline: Eating Disorders, Nutrition and Weight Control, Nutrition & Pregnancy, Nutrition & Aging, Foods & World Culture, Nutrition and HIV/AIDS and Nutrition & Sports Training.
- Additional short courses/workshops will continue to be developed to address current student and community needs.
- Large time block investments were spent marketing previous short courses, but with limited faculty resources, they often did not fill. Additional marketing strategies and support are necessary.
- Service Learning opportunities are available in all FCS classes in order to maintain a community “connect” for students with an “eye” to future employment.

**3. If the student population has changed, state how the program is addressing these changes.**

No significant changes have been noted.

- 4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.**

All courses have been reviewed and modified as necessary.

- 5. If external accreditation or certification is required, please state the certifying agency and status of the program.**

Not applicable.

- 6. Discuss plans for future review and program modification.**

Half of today's food dollar is spent away from home. Californians are eating fewer meals at home and fewer still are preparing home-cooked meals. On a typical day in 2002, almost 50 percent of adults purchased food from a restaurant. Consumers spend \$39.6 billion eating away from home in California and 52 percent of all restaurant meals were either takeout or delivery (fast foods).

Controlling nutrients, calories and costs still falls within the purview of home prepared meals. There is a resurgence of interest in learning how to shop, prepare, and serve nutritious meals primarily owing to the awareness of the obesity crisis in the United States today.

In California, 30 percent of children are at risk or already overweight; in some school districts, 40 to 50 percent of children are overweight. Poor nutrition and inactivity are responsible for 28 percent of deaths in the U.S. (second only to tobacco). Obesity results in \$15 billion in economic costs in California every year, including at least \$1.3 billion in MediCal costs. If left unchecked, the long-term impact of this epidemic on California's working and low-income families, on California's economy and on cardiovascular disease, cancer and diabetes death rates will be staggering.

The best selling book *Fast Food Nation*, and the popularized film "Supersize Me" have focused on the American societal problems associated with the heavy consumption of fast foods. It is not however, recognized that the obesity trends in the U.S. have "global tentacles" with the number of overweight children worldwide increasing significantly in the next decade. Nearly half of the children in North and South America will be overweight by 2010; an increase of 30 percent. In the European Union, about 38 percent of all children will be overweight in the next decade if present trends continue. By the year 2010 one in five children in China will be overweight, where obesity is virtually unseen today. The global obesity epidemic stems from hierarchical cultural "norms" via economics. Our global neighbors view our intrinsic "success" and want to emulate us ensconcing McDonalds near the Spanish Step in Rome or within a "pomme-fritz" fling of the Eiffel tower.

At the time of my hiring in 1999, an expanded nutrition curriculum via a hands-on foods lab learning experience was endorsed by the administration. Twenty-five years ago, I taught a demonstrations-only foods class using a Pullman wall kitchen and portable demonstration table/mirror which drew an enthusiastic community audience. However, the limitations of the

equipment rendered the learning experience wholly insufficient owing to the lack of hands-on student experience.

A FCS survey administered to FCS/ECE course participants in fall of 2001 indicated a strong interest in a laboratory component of Nutrition 310. General interest was enthusiastically expressed also by ECE students for a foods-lab component to Children's Nutrition. Demonstrations that include healthy snack foods and home packed school lunches are prepared in class utilizing portable appliances and a demonstration table and mirror in a make-shift fashion. In the recent past the Pacific Heights School was discussed as a "logical" site for possible future foods classes, as a full kitchen facility already exists. Kitchen facilities are needed to implement and reinforce the classroom learning component. The opportunity to link the ECE and FCS programs could extend to lab experience classes that would service the Skyline Children's Center by providing their food service needs on site.

A future proposed curricular offering, Life Span Nutrition, which would focus on nutrient needs of the individual throughout the life cycle, would assist students in understanding changing nutrient needs at critical life stages. As the course would include a section on aging (as well as bridging the "gap" between pregnancy and mid-life) it would ideally serve the Gerontology program. The short course, Nutrition and Aging (FCS 665), would also serve the Gerontology program.

In addition, the Children's Nutrition class should be expanded to two units (it currently is only one) to include a food safety and sanitation and record keeping component required both for ECE Child Care providers as well as school food service workers requiring an annual Certification.

The value and importance of California community colleges in providing trained workers to help meet critical short-fall future needs is well documented. Difficulties encountered by employers with new hires who lack essential work ethic behaviors and interpersonal skills stressed the significance of the need for Life Management courses for all students. Life Management course content encompasses an understanding of changing conditions in society which influence the way we manage life including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The course approach includes values clarification, the decision making process and systems theory. Ethics, time and energy management, work simplification, resource identification, and allocation are integral parts of this course work and would prepare students for careers, future course work and successful "life skills".

Nutrition courses, in particular, are increasingly more challenging to the under-prepared student resulting in previously high withdrawal rates (2001), whereas in recent years (2002-2005), we have seen a steady increase in retention rates among FCS students. On the average 50 percent of students enrolled in FCS courses have a declared major of Nursing or Practical & Vocational Nursing. The concept of an Advanced Nutrition class needs to be explored to more fully service those students majoring in science fields.

Nursing and some Allied Health fields require Nutrition as part of their core requirements adding to the increased demand of Nutrition 310 sections. As a future consideration, a statistical analysis of specific major and course taking patterns should be reviewed in order to determine future class needs and support services. Noting recent and projected future trends

in WSCH (Weekly Student Contact Hours) an additional part-time instructor would be beneficial and should be considered. Release time for program development is needed.

An alternative option and learning tool for students interested especially in an introductory nutrition course could be a distance learning nutrition course (tele-course) titled "Nutrition Pathways". Distance learning, on-line instruction, and other delivery systems need further exploration and expansion.

Through utilizing the web design and marketing courses on campus, a website could be designed allowing for community access to an "on-line hotline" for nutrition questions and answers. This community outreach project could increase our program "visibility". In addition to the Service Learning component in FCS classes now in place, an expanded curricular offering could include internship opportunities, further strengthening community service agencies and the college community. A brochure is also needed for marketing and greater program development.

Food classes of all kinds are very popular "draws" in the county Parks and Recreation as well as in community education course offerings. We "lose" a great many prospective students to the aforementioned programs as well as to City College of San Francisco's Culinary Arts & Hospitality Studies foods courses that are open to the general public. Development of a hands-on food class curriculum here at Skyline College would increase job opportunities for our student population as well as foster industry partnerships, possible internships and eventually a certificate.

As the FCS and ECE programs continue to expand, it becomes vital that a much stronger "link" be created to dietary considerations of every individual in our community. The aforementioned modifications in the FCS program would be greatly beneficial in meeting this objective as well as allowing for validation that positive nutritional adaptations and changes can promote a healthy lifestyle.

## **PART C:**

- 1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.***

The Family & Consumer Science program currently has one full-time instructor. Prior to being hired as a full-time Family & Consumer Science instructor in 1999, I was an adjunct faculty member for 26 years. The following professional development activities are inclusive of the last six years (2000-2006). Because the previous program review was completed in 2002, four years ago, (not within the six year cycle) the following updated professional development activities have been included.

### **CONFERENCES ATTENDED: 2000-2006**

- Regional Vocational Education Meeting, DeAnza College, March 2000.
- Vocational Education Leadership Seminar, Newport Beach, California, April 2000.
- The Family Forum Conference: *Family & Work, The Balancing Act*, Belmont, California, November 2000.

- American Association of Family & Consumer Sciences State Conference, Sacramento, California, March 2001.
- “Feeding the Hungry Heart” Symposium, Burlingame, California, April 2001.
- The Family Forum Conference: *Play, Imagine, Create*, Redwood City, California, November 2001.
- California Working Families Policy Summit, Sacramento, California, January 2002.
- Family & Consumer Sciences Regional Meeting, Burlingame, California, April 2002.
- Online Teaching Strategies for Family & Consumer Sciences, April 2002.
- Schwab Learning Conferences, South San Francisco, California, May 2002.
- Western Food Service & Hospitality Expo, San Francisco, California, August 2002.
- Schwab Learning Conference/Workshop: Social Implication of Learning Differences, Millbrae, California, October 2002.
- Jeollabuk-do Motherland Visit Program to South Korea: Cross-Cultural Adoption, Seoul, South Korea, October-November 2002.
- Schwab Learning Conference/Workshop: Teaching Friendship Skills to Children, South San Francisco, California, January 2003.
- Schwab Learning Conference/Workshop: Behavior Management Strategies for the Child with Learning Disabilities, South San Francisco, California, April 2003.
- Western Food Service & Hospitality Expo, San Francisco, California, August 2003.
- Schwab Learning Workshop Series: Learning Resilience & Self Esteem Strategies for the Child with Learning Difficulties, Redwood City, California, October 2003.
- Family Forum: Fitness, Nutrition, and Confidence: Raising Healthy Kids, South San Francisco, November 2003.
- Support for Families of Children with Disabilities: Information & Resource Conference, San Francisco, California, March 2004.
- California Working Family Policy Summit/Conference, Sacramento, California, January 2005.
- Support for Families of Children with Disabilities, Resource & Referral Conference, San Francisco, California, March 2005.
- Oxford University Round Table: Early Childhood Education Research Presentations, Oxford, England, July 25-29 2005.
- Family Forum: Social and Emotional Health of Children, Redwood City, California, September 2005.
- Support for Family of Children with Disabilities Resource and Referral Conference, San Francisco, California, March 2006.

**2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).**

Orientation is provided to all new faculty members at the Skyline/District Orientation. Work study students who perform office administration tasks are provided with a Task/Competency Requirements list, campus orientation and hands-on training.

**3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.***

Future plans may require recruitment. Due to WSCH and load increases, a part-time instructor may be needed. In light of the multiplicity of subject areas encompassing the FCS discipline and because most FCS majors concentrate on a single subject area, it may require a more lengthy search to find one candidate fitting all curricular needs.

<b>PART D: Facilities, Equipment, Materials, and Maintenance</b>
--

**1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.***

The nutrition classes, requiring many teaching aids, are housed in Portable 3-C which was constructed on campus six years ago. The classroom had updated technological capacity when initially installed, however, is now in need of additional updating.

Air conditioning and heating systems regulation are improved in portable 3-C, however, hot and cold temperatures are still variable, making the physical facility sometimes uncomfortable. The mirrored demonstration table that was formerly in classroom 8310 before Portable 3-C became our new “residence” for nutrition classes, was retrieved from storage so that it could serve the intended classroom demonstration purposes.

FCS students need access to computers and although availability does not appear to be problematic (students can easily use computers widely available across campus), some students do not know how to use them. Students requiring individual help with computer skills are assisted in the Learning Center.

**2. *List projected needs.***

To effectively update the technology equipment and physical facilities in Portable 3-C, the following instructional equipment is needed:

- DVD player
- Replacement VCR
- New projector and screen
- Updated computer/monitor
- Carpet replacement

If a laboratory component for the nutrition class and/or hands on foods laboratory class became a future reality, the following instructional equipment would be needed:

- Kitchen cookware
- Small kitchen appliances (hand mixers, Cuisinarts, blenders, etc.)
- Dinnerware, eating utensils
- Cooking utensils, cutlery, et al.

- Equivalent multi-media technology in Portable 3-C would be required in the foods lab/classroom teaching facility.
- Resources for marketing, advertising, recruitment
- Supplies including specialized laboratory equipment and discipline specific reference materials and software.

**3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.**

Please see question #1 above. Properly equipped classrooms are essential for effective FCS instruction, and not all Skyline classrooms have up-to-date technology. FCS classes suffer when they are held in classrooms without the necessary technology.

**4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

The program currently receives no support from industry.

<b>PART E: Budget Request</b>
-------------------------------

**1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?**

Food classes are within the scope of the FCS program and development of these classes would require curriculum expansion and administrative assistance. One to two part-time instructors are needed for proper program development and coordination.

**2. If appropriate, discuss methods the program could share resources with other programs in the College and District.**

The growth of FCS/ECE related nutrition classes provide benefits to numerous programs within the college and district. Requirements for ECE day care providers, certification for school food service workers and on-site food preparations for Skyline's Childcare Center, can be fulfilled with the food safety and sanitation component of the Children's Nutrition class. A food course tailored to home-health care providers working with the elderly can be valuable to students in the Gerontology program. This can aid their work on the specialized dietary requirements of the elderly. A lab component would serve the Sports Medicine students within the Physical Education program well and students who are enrolled in the Spa Technology program who need training in nutrition, stress management, and wellness. Allied health fields and Nursing program students will gain valuable knowledge to support their patients with dietary modifications and counseling for improved health care.

## Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

### *Weekly Student Contact Hours – WSCH*

Report the 3 previous fall semesters with the most recent on the right.

Year	2003	2004	2005
WSCH	341	322	427

**Please comment on program enrollment and expected trends.**

Since 2001 the Fall WSCH has increase by 86% and the number of sections has tripled and the FTES number has doubled. Re-institution of a 3<sup>rd</sup> section of Nutrition in 2003, accounts for this increase. Every Nutrition 310 class offered has a fill rate of 100%. Overall FCS classes have a fill rate of 90% compared to the overall average Fall College fill rate of 82%.

### *FTE and WSCH/FTE (LOAD)*

Report the previous three (3) fall semesters with the most recent on the right.

	2003	2004	2005
FTES	11.36	10.73	14.24
WSCH/FTE	379	345	414

**Please comment on the comparison of this program to College trends.**

With additional sections offered, there has been an increase in WSCH and an improved load. Annual FTES numbers have nearly doubled from 17.0 to 30.2. When comparing the fall 2004 load numbers with fall 2005, we see an increase from 345 to 438. Every Nutrition 310 class that is offered fills to capacity. Nursing and some Allied Health Fields require Nutrition as part of their program cores. Due to this increased demand for Nutrition 310 and considering recent and future trends in WSCH, a part time instructor would be beneficial and should be considered.

***Retention and Success***

Report data on program retention and success rate with the most recent on the right.

	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Retention</b>	81%	83%	82%
<b>Success</b>	75%	72%	73%

**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

---

Since 2001, the five-year average FCS fall retention rate is 81 percent compared to the college wide average of 84 percent, while the five-year average FCS fall and college-wide success rates are at a par at 70 percent. FCS courses have documented a steady increase in retention. On the average, 50 percent of students enrolled in Nutrition 310 have a declared major of Nursing or Practical & Vocational Nursing. These nursing and allied health students are generally better prepared for the academic rigors of the course owing to their science-based backgrounds.



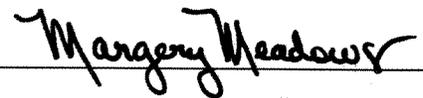
**Program Review  
Certification of Course Outline & Prerequisite Review**

COURSE OUTLINE & PREREQUISITE CHECKLIST							
1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CSU	UC & CSU			
FCS 310	Nutrition	09/02		✓	✓	Eligibility for ENGL 836/READ 836 or ENG/READ 846	✓
FCS 311	Children's Nutrition	09/02	✓			Eligibility for ENGL 836/READ 836 or ENG/READ 846	✓
FCS 313	Holistic Perspectives in Nutrition	09/02	✓		✓	Eligibility for English 836	Inactive
FCS 320	Food & Fitness	09/02	✓		✓	Eligibility for English 836 and Math 110	Inactive
FCS 392	The Life Cycle	09/02	✓		✓	Eligibility for ENGL 836/READ 836 or ENG/READ 846	✓
FCS 665	Selected Topics in Family & Consumer Sciences	09/02	✓			N/A	✓

**Faculty Signatures**

  
 Claire Muller-Moseley

Date Submitted: September 29, 2006

Division Dean: 

(Additional faculty signature lines may be added to this form as needed.)