

# **Skyline College**

## *Family and Consumer Sciences*

### **Program Review**

### **Executive Summary**



### **Short Summary of Findings**

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The Family and Consumer Science program prepares individuals to effectively function and respond to the ever changing dynamics of family, community, and work environments. Moreover, individuals are trained to demonstrate skill mastery as well as analytical thinking applicable to other fields.

The program currently focuses on nutrition courses and the enrollments have remained strong in this area because of the need for many students to take these classes across many disciplines in the college. The quality of the courses offered in the program are excellent and do meet student needs, however, there is opportunity for improvement in our courses through addressing classroom equipment needs and building stronger networks within the college to increase visibility of the program offerings.

### **Three Strengths of the Program**

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- Family and Consumer Sciences degree program offers a broad-based, interdisciplinary curriculum for its majors from many departments in 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.
- The Nutrition classes offered by Family and Consumer Sciences have been a tremendous success in meeting student's needs in many program areas, including science and health fields. Health promotion and its connection with a healthy diet are critical for students majoring in these fields beyond FCS. With the crises in obesity and the ramifications of long-term health care in the US, student's knowledge of nutrition is more critical than ever in our society today.
- The FCS program has a strong link with community service in its current curriculum. Students are involved in service learning projects that give them opportunity to gain hands on experience and develop employment networking contacts both in the non-profit and for-profit business fields.

### **Three Suggestions for Improvement**

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- Improvement in course offerings including creation of internships for students in FCS courses and programs, exploring cross-listing nutrition classes with health sciences, and explore need for offering additional nutrition courses at the college that may be needed for students in wellness, allied health, kinesiology, early childhood education programs, along with serving community needs.
- Implement plan in short-term for creation of a small kitchen demonstration area in Portable 3C to increase student learning and success in Nutrition courses in the program.
- Development of an in-house marketing strategy plan that would bring higher visibility to Family and Consumer Sciences course offerings which would benefit students in wellness, allied health, kinesiology, and the early childhood education programs.

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*Full-Time Faculty Signature*

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**Submitted on: 03/27/12**

# SKYLINE COLLEGE

## PROGRAM REVIEW SELF STUDY

### PART A: Mission Effectiveness

#### Overview

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.
- According to the catalog, the FCS program offers Children's Nutrition (FCS 311), a cross-disciplinary course with the Early Childhood Education Program (ECE 311). However, the ECE program elected to create an expanded 3 unit course ECE 314 Health, Safety and Nutrition of the Young Child which has replaced the 1 unit FCS/ECE 311 class.
- 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.
- According to the catalog, Fashion Merchandising courses are cross-listed under FCS because they are transferable and can be used as electives. However, in the past several years, the Business Division has not scheduled the courses as a cross-list option, and has only offered them under the FASH prefix.

3. *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 AS degree and certificate requires 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.

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. 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 9 percent between 2008 and 2018 and is considered a significant growth area by the U.S. Department of Labor, Bureau of Labor Statistics. 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 patterns of society. The current downturn in the economy since 2008 has had a serious effect on many families and family assistance program funding, including nutrition programs. For example, Skyline College's Sparkpoint Center offers many programs to struggling families including a food bank. 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.

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

The Family and Consumer Sciences program has continued to offer successful courses in Nutrition, FCS 310 meeting the needs of students in various degree programs across the college. FCS 310 continues to remain a core class in the FCS AS degree along with, transfer, health and physical education programs at Skyline College

The FCS program continues to offer a degree and certificate option for students interested in this interdisciplinary field.

The faculty in FCS has continued to remain current in their field through professional development opportunities through the college. The full-time faculty member in FCS continues to attend conferences and workshop annually including the Food Educators Learning Community Conference in 2011, the BRAIN conference in San Francisco in 2010, and American Dietetics Association Conference in 2009.

The FCS program continues to meet the goals and support the mission and priorities of the division, college, and district.

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 in the ECE/FCS 214 Child Parent Relations Course.
- 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. Also 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.
- FCS maintains an active Advisory Committee to maintain program 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 student 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 needs 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: Student Learning Programs and Services**

### **Overview**

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

The FCS Advisory Committee meets annually, usually in the spring semester, with the most recent meeting in February 2012. The FCS Advisory Board members are representative of the Family and Consumer Sciences discipline primarily being in the nutrition/food service field. The representative FCS Advisory Board members include: secondary school FCS instructors as well as local government and non-profit agencies and business representatives. The FCS Program Advisory Committee members interaction with faculty serves as an important link in connecting education to employment opportunities, and degree transfer options. The advice from the committee enhances our program's credibility and relationship with future employers.

Since a service learning component has been incorporated in all FCS classes in the past ten years; 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.

The FCS faculty and the division dean are going to propose expanding the advisory team next year to include the Fashion Merchandising Program, since that program does not have an Advisory Committee currently and the field was previously under FCS. The FCS faculty will work with Fashion Merchandising faculty and the dean to explore that opportunity.

## 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, family relations, nutrition and 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.

## FAMILY & CONSUMER SCIENCES CERTIFICATE

Required Courses	Units
FASH/FCS 113 Textiles .....	3
FASH/FCS 117 Creating a Personal Image .....	3
FASH/FCS 119 Clothing, Culture & Society .....	3
ECE/FCS 212 Child, Family & Community .....	3
FCS 213 Child-Parent Relations.....	3
ECE 214 Child-Parent Relations .....	3
FCS 310 Nutrition .....	3
INTD 110 Environmental Design .....	3

### Plus a selection of 6 units from the following:

ART/MUS. 115 Music, Art & Ideas .....	3
BUS. 101 Human Relations at Work .....	3
BUS. 150 Small Business Management.....	3
COOP 670 Vocational Co-Op Ed .....	1-4
ECE/FCS 311 Children's Nutrition.....	1
FASH 151 Fashion Merchandising .....	3
FASH 153 Apparel & Home Fashion Analysis.....	3
FCS 313 Holistic Perspective in Nutrition .....	1
HSCI 100 General Health Education .....	3

MUS. 100 Fundamentals of Music.....	3
PSYC 100 General Psychology .....	3
PSYC/SOCI 110 Courtship, Marriage, & Family .....	3
PSYC 210 Child Development.....	3
PSYC 301 Psychology of Personal Development .....	3
TOTAL REQUIRED .....	27

## **ASSOCIATE IN SCIENCE DEGREE WITH A MAJOR IN FAMILY & CONSUMER SCIENCES**

<b>Required Courses</b>	<b>Units</b>
FASH/FCS 113 Textiles .....	3
FASH/FCS 117 Creating a Personal Image .....	3
FASH/FCS 119 Clothing, Culture & Society .....	3
ECE/FCS 212 Child, Family & Community .....	3
ECE 214 Child-Parent Relations or .....	3
FCS 213 Child-Parent Relations .....	3
FCS 310 Nutrition .....	3
INTD 110 Environmental Design .....	3

### **Plus a selection of 6 units from the following:**

ART/MUS. 115 Music, Art & Ideas .....	3
BUS. 101 Human Relations at Work .....	3
BUS. 150 Small Business Management.....	3
COOP 670 Vocational Co-Op Ed .....	1-4
ECE./FCS 311 Children's Nutrition.....	1
FASH 151 Fashion Merchandising .....	3
FASH 153 Apparel & Home Fashion Analysis.....	3
FCS 313 Holistic Perspective in Nutrition .....	1
HSCI 100 General Health Education .....	3
INTD 120 Designing Interiors for Multicultural Populations.....	3
MUS. 100 Fundamentals of Music.....	3
PSYC 100 General Psychology .....	3
PSYC/SOCI 110 Courtship, Marriage, & Family .....	3
PSYC 210 Child Development.....	3
PSYC 301 Psychology of Personal Development .....	3
TOTAL REQUIRED UNITS IN MAJOR AREA.....	27

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

Service Learning opportunities are available in all FCS classes in order to maintain a community “connect” for students with an “eye” to future employment. Work in this area has been tremendously successful.

The Faculty in the program has remained current in their field by taking advantage of professional development opportunities every year.

The nutrition course curriculum has remained very current by the faculty meeting the needs of students in a variety of programs that take these courses.

The program faculty has worked on SLO's and results of assessments to gather information to improve the courses currently offered in the program.

Advisory Committee recommendations are reviewed by the faculty to make improvements in instruction.

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 for currency and modified every six years. If this has not occurred, please list the courses and explain.*

All courses have been reviewed and modified as necessary. It is important to note that in the past six years, the division has mainly offered the FSC 310, Nutrition course due to the high demand for this class. The faculty and Division Dean plan to review the other FCS course offerings and the certificate and degree program over the next year for their viability and to look for more current opportunities for the program.

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

No program accreditation or certification is required for this area.

### Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

<b>Emergents</b>	<b>Novices</b>	<b>Practitioners</b>	<b>Mentors</b>
<ul style="list-style-type: none"> <li>• Learning and discovering</li> <li>• Gathering information</li> <li>• Attending workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning a dialogue</li> <li>• Drafting SLOs</li> <li>• Drafting assessment plans</li> <li>• Taking inventory of assessments</li> <li>• Creating instruments for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in widespread dialogue</li> <li>• Implementing assessment plans</li> <li>• Refining SLOs</li> <li>• Reviewing outcome data and discussing implications</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating discussions and generating new dialogue</li> <li>• Conducting workshops</li> <li>• Lending assistance</li> </ul>

Mark an X on the continuum and briefly comment.



2. *Highlight any major findings and resulting course or program modifications.*

The SLO's for FCS 310 are listed as follows:

**Upon completion of this course, students will be able to:**

1. Understand the role of nutrients in the maintenance of life processes and the utilization of food by the body using basic concepts of nutrition and nutrient selection and the principles of nutrition as a unifying theme.
2. Analyze daily nutrition and cross-cultural food practices by emphasizing scientific data and its application to a variety of diet plans.
3. Demonstrate a broad based cross-cultural approach to nutrition and illustrate how the pursuit of knowledge concerning nutrition and health is an ongoing issue.
4. Interpret and analyze current diet myths and factors that hinder improvement of nutritional status using scientific information.

The criteria benchmark for the pretest and posttest was met for all three sections of FCS. 310. Of the 30 question instrument, the instructor selected ten questions to analyze SLO 1, eight questions to analyze SLO 2, six questions to analyze SLO 3 and eight questions to analyze SLO 4. Of the three nutrition class sections, two were day scheduled and one was evening scheduled. The average increase in percentage of questions selected for SLO's #1, #2 and #3 was 86%. Therefore, the criteria of 70% or higher in correct answers for SLO 1, 2 and 3 was met. There was no improvement in the percentages for SLO #4. SLO #4 showed negligible negative results (-1/10 of 1 percent) indicating no improvement in the pretest and posttest questions. Questions should be more thoroughly scrutinized for ease of understanding especially for the pre-test testing.

3. *What additional resources are needed to implement the plan?*

We do not need any additional resources based on the SLO's and their outcomes at this time.

**PART C: Resources**

**Faculty and Staff**

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, Claire Muller-Moseley and one adjunct instructor, Shawna Whitney. In regards to the full-time faculty, Claire Muller Moseley was hired as a Family & Consumer Science instructor in 1999. Prior to that, she was an adjunct faculty member for 26 years. The following professional development activities are inclusive of the last six years (2006-2012) for the full-time faculty member.

## CONFERENCES ATTENDED: 2006- 2011

- Family Forum: School, Family and Community Partnership, Burlingame, California, October 2006.
- Service Learning Workshop, San Mateo, California, December 2006.
- California Working Families Policy Summit/Conference, Sacramento, California, January 2007.
- Hospice Death and Dying Workshop, San Mateo, California, April 2007.
- Support for Families of Children with Disabilities Info and Resource Conference, San Francisco, California April 2007.
- Autumn Series on Aging, San Francisco, California, October 2007.
- Mission Hospice: Caring for the Dying Compassionate Practices Part II, San Mateo, California, October 2007.
- Family Forum: Child Care Coordinating Council: Children with Special Needs: Approaches for Inclusion, Redwood Shores, California, October 2007.
- \*SLO Assessment Workshop, San Mateo, California, February 2008.
- Support for Families of Children with Disabilities Workshop, San Francisco, California, April 2008.
- Service Learning and Civil Engagement at Community Colleges, Cupertino, California, April 2008.
- San Francisco Fort Mason Slow Food Conference, San Francisco, California, August 2008.
- American Dietetic Association Food and Nutrition Conference and Expo, Chicago, Illinois, October 25-28 2008.
- Museum of Tolerance Diversity Training, Los Angeles, California, November 2-4 2008.
- Learning and the Brain Conference, San Francisco, California February 18-21 2009.
- \*Assessment Workshop, San Mateo, California, March 2009.
- “Current Trends and Challenges for the Hospitality Industry—2010” Conference Professional Development Symposium, San Jose, California, May 2010.
- \*Assessment Work, San Mateo, California, January 2010, February 2010, March 2010.
- \*SLOAC: Assessment Workshop, San Bruno, California, March 2011.
- Fatherhood Collaborative Conference: Impact of Incarceration on Families, San Mateo, California, March 2011.
- Food/ Nutrition Educational Learning Community Summit/ Conference, Charleston, South Carolina, April 7-9 2011.
- California Community College Student Entrepreneur Workshop, Santa Clara, California, November 2011.

\*Assessment data/workshops are included as the FCS full-time faculty is a single person “program”.

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. The full-time faculty member has mentored the part-time faculty on curriculum and student issues getting them more oriented to the classroom. 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.*

Not Applicable, since all current class offerings are covered by faculty and we do not anticipate the need to hire new faculty, unless there is further program development. If new faculty are needed, the program will work closely with the division dean's office and human resources to develop a recruiting and hiring plan that will be fully inclusive and work to recruit a broader diversity of faculty.

### **Facilities, Equipment, Materials and Maintenance**

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, have been housed in Portable 3-C for over a decade. The classroom had updated technological capacity when initially installed; however, they are now in need of additional updating. The classroom multimedia projector, DVD, VCR are dated and should be replaced with the latest technology. In addition, the classroom needs new carpet or flooring, since the current carpeting is worn and soiled.

Air conditioning and heating systems are improved in Portable 3-C, and the instructor has the ability to adjust the thermostat when needed. 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.

The nutrition classes need a small, demonstration kitchen area in the classroom for a laboratory and demonstration component of the curriculum. This will help improve the quality of the course offerings. This would include a stove, sink (one is currently in room), refrigerator, counter space and cabinets, garbage disposal, microwave, and dishwasher.

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

The 3C portable is shared with the Fashion Merchandising Program for its visual merchandising component, which includes display cases and storage closets. It would benefit both programs if the division and college would review moving the display cases to an area where they are visible (such as in Building 8) and the storage could be in a more accessible area for the Fashion Merchandising students who have classes primarily in Building 8.

2. *List projected needs.*

- Multimedia projector, DVD/VCR, media screen, and speakers.
- Carpet replacement for nutrition classroom in 3C.

- Project any additional faculty needs for future course offerings in FCS and build this into a work plan with the division dean's office.

- Install a small, demonstration kitchen in 3C (including cabinets, counter space, replacement sink, refrigerator, range, microwave, dishwasher, and garbage disposal). When the laboratory component for the nutrition class and/or hands on foods laboratory class becomes a reality, the following instructional equipment will be needed:

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

- Form a committee with the Division Dean, FCS faculty and Fashion Merchandising adjunct faculty to explore the concept of moving the Fashion Merchandising program courses and materials to Building 8.

- Collaborate with the Fashion Merchandising program and the Interior Design course offerings and explore the possibility of a joint advisory team and other program initiatives. FCS has a full-time faculty member, and has established processes with outcomes assessment and an advisory team. We can support the Fashion Merchandising and Interior Design adjunct faculty (these programs have no full-time faculty) in developing their programs more successfully to meet institution and student needs. All these programs were at one time under FCS and are currently in the same division at the college.

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

The 3C portable classroom's technology has aged and needs to be replaced. A portable kitchen would allow us to do demonstrations in nutrition classes meeting instructional needs.

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 financial support from industry. Advisory Committee members provide their time to advise us on curriculum needs. If the college could install a kitchen area, support may be sought throughout the community to furnish supplies and small equipment needs for that area.

### **Budget Request**

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

Resources needed to optimize the program are as follows:

- Updated multimedia technology in Room 3C (projector, computer, screen, speakers, DVD/VCR)
- Portable 3C; demonstration kitchen unit (cooktop, refrigerator, oven, small counter space)

- Additional adjunct faculty resources to offer other courses in the FCS program not currently offered.
- Replacement of full-time faculty member if there is a retirement over the next six years in FCS.
- Carpeting in 3C to replace very soiled and worn floor covering.

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.
- Resources for marketing, advertising, recruitment
- Supplies including specialized laboratory equipment and discipline specific reference materials and software.

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

- The FCS program has an opportunity to work with several program areas to improve service to the community and the students:
- Explore cross listing the Nutrition classes with the Health Science program at Skyline College.
- Explore collaboration with the Fashion Merchandising Program and the Interior Design area at Skyline College in including: a shared advisory board, SLO's, PSLOs, and ISLOs (outcomes assessment) process, speakers, events, program promotion, and faculty resources.
- Explore collaboration with the Kinesiology program and Massage Therapy programs on curriculum regarding nutrition, stress management, and wellness.
- Look into adding a cultural diversity component in nutrition classes and working with other programs in the college to make this successful.
- Strengthen collaboration between the Early Childhood Education Program and the Child Development Center at Skyline College on programing around child nutrition.
- Strengthen collaboration activities with the Sparkpoint Center Food bank at Skyline College.

#### **PART D: Leadership and Governance**

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Claire Muller-Moseley is a member of the Professional Development Committee for Skyline College.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

The faculty members serve on college committees, and they occasionally attend Business Division, Academic Senate, Budget, and AFT meetings.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

Claire Muller-Moseley keeps well informed through professional development activities as previously outlined in this report. She is a member of the Society for Nutrition Education and the Food Educators Learning Community. Claire serves on the Family Consumers Science Advisory Committee for Jefferson Union High School District, and also serves on the Career and Technical Education Advisory Committee for that district. The faculty (along with students in the program) has worked with the Sparkpoint Food Pantry and Second Harvest, to develop information brochures on nutrition for clients.

## **PART E: Action Plan**

1. *Describe the program's plan for addressing areas of improvement.*

1. Work with Fashion Merchandising and Interior Design faculty to discuss collaboration opportunities between the programs. This exploration affords sharing resources, classes, joint advisory committees, and outcomes assessment (SLO) processes.
2. Work with appropriate Science, Math and Technology Division Faculty to explore cross listing of courses and other collaboration opportunities.
3. Discuss opportunities and needs with division dean regarding expansion of courses in FCS. Build any expansion proposals into the division workplan and budget planning.
4. Work with division dean on obtaining resources needed for current course offerings in the FCS program identified above so that these items are built into the division workplan and the budget for equipment and supplies.
5. Continue working with division office and SLOAC Committee to refine the SLO process and develop a PSLO (program level assessment).
6. Explore further collaboration opportunities with the following programs: Massage Therapy, Kinesiology, Early Childhood Education, and Sparkpoint Center.
7. Review curriculum in nutrition course to explore further development of a cultural diversity component.

**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.

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<b>Year</b>	2009	2010	2011
WSCH	1080	1476	989

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

Program enrollment increased until 2010-2011. Nutrition course sections were cut in 2010-11 due to budget cuts. With Measure G funding, the sections have been added back since the spring of 2011 and this should meet enrollment demand. The main reason for declines in WSCH is due to the fact that cross-listed courses in Early Childhood Education and Fashion Design ended going into the 2010-2011 year. The 2011 data primarily reflected enrollments in Nutrition classes.

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

Report the previous 3 **Fall** semesters with the most recent on the right

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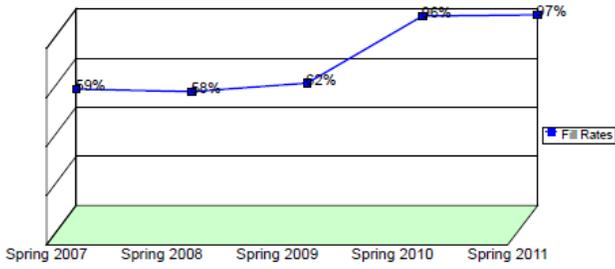
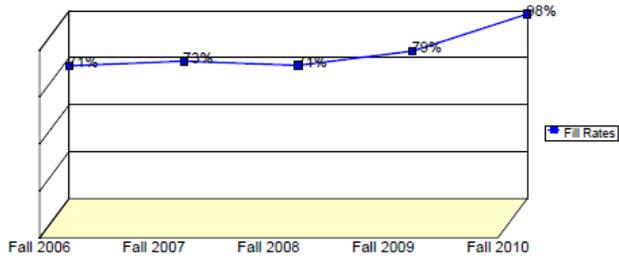
<b>Year</b>	2009	2010	2011
FTE	2.53	2.53	1.60
WSCH/FTE	426	583	618

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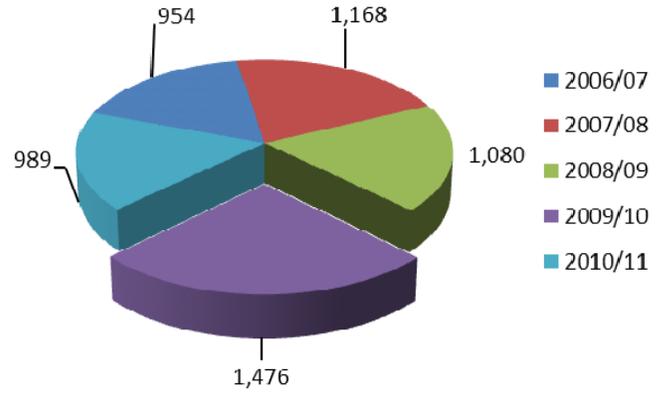
**Please comment on the comparison of this program to College trends.**

Load has increased due to some efficiencies in scheduling and continued demand for Nutrition courses. Cross-listed courses with other program areas such as ECE and FASH primarily ended. The Nutrition classes have generally had high enrollments of 30-40 students in most sections, and this would attribute to a higher load and an increase in department classroom fill rates. Nursing and many Allied Health Programs within the district and college campus require Nutrition courses in their curriculum. This has helped with enrollments and also justifying increasing sections to five per term and offering two sections in the summer. An additional adjunct faculty member has been hired since the last program review to assist the full-time faculty member in meeting the teaching demands of the program.

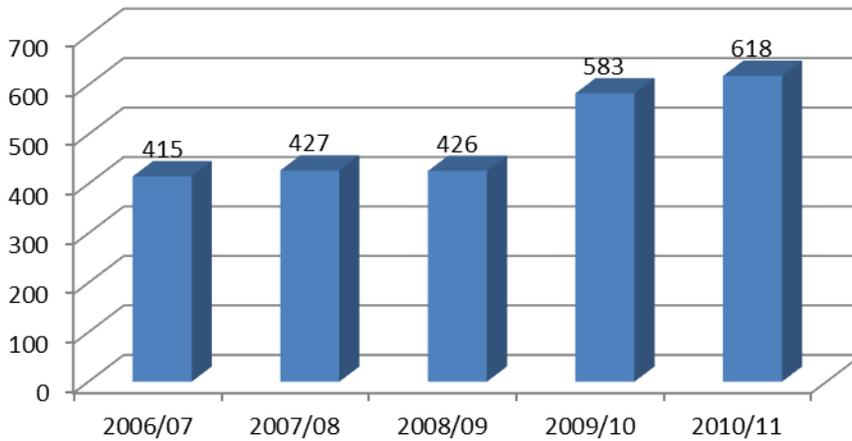
### Department Fill Rates by Term



### FCS WSCH - Five Year Analysis



### FCS Load - Five Year Comparison



## **Retention and Success**

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

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<b>Year</b>	2009	2010	2011
Retention	80%	81%	79%
Success	63%	64%	65%

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*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 2006, the three-year average FCS retention rate is 80 percent compared to the college-wide average of 84 percent. The three-year average FCS student success rates are at 64 percent compared to the college wide average at 69%. The FCS faculty have been reviewing these numbers and they are encouraging students needing further assistance to work with them during office hours and frequently refer students to the Skyline College Learning Center. The faculty continue to review these numbers along with SLO measures to see how these success rates can be more closely in-line with the college averages. In addition, student engagement opportunities can help increase course success and retention in classes. Continued expansion of the Service Learning component in the Nutrition courses should help increase retention and success along with the acquisition of a module kitchen unit in 3C so that students can have an interactive lab experience typical of nutrition courses in colleges today.



## Program Review Course Outline & Prerequisite Checklist

Discipline: Family Consumer Science

Semester: Spring 2012

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.

## COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			C S U	UC & CSU							
FCS 113/FASH 113	Textiles	03/12		✓	✓	Eligibility for ENGL 836.	✓	Yes	Pending	Pending	Pending
FCS 117/FASH 117	Creating a Personal Image	03/12	✓				✓	Yes	Pending	Pending	Pending
FCS 119/FASH 119	Clothing, Culture and Society	03/12	✓			Eligibility for ENGL 836.	✓	Yes	Pending	Pending	Pending
FCS 212/ECE 212	Child, Family and Community	03/12		✓		Eligibility for ENGL 836.	✓	Yes	Pending	Pending	Pending
FCS 213/ECE 214	Child-Parent Relations	03/12	✓		✓	Eligibility for ENGL 836.	✓	Yes	Pending	Pending	Pending
FCS 310	Nutrition	03/12			✓	Eligibility for ENGL 836.	✓	Yes	Yes	Yes	03/11
FCS 311/ECE 311	Children's Nutrition	03/12	✓			Eligibility for ENGL 836.	✓	Yes	Pending	Pending	Pending
FCS 313	Holistic Perspective In Nutrition <b>(plan to bank this course)</b>	03/12	✓			Eligibility for ENGL 836.	✓	No	No	No	No
FCS 665	Selected Topics in Family and Consumer Sciences	03/12	✓				✓	Yes	No	No	No

# Skyline College FCS Program Review Certification of Course Outline & Prerequisite Review

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## *Faculty Signatures*

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

**Date Submitted:** *March 27, 2012*

**Division Dean:** \_\_\_\_\_

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



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## Program Review - Resource Needs Summary Table

### Program: Family and Consumer Sciences

<b>Personnel</b>	<b>Needs</b>	<b>Notes</b>
<b>Personnel</b>	<ol style="list-style-type: none"> <li>1. Maintain full-time and part-time instruction to meet current demands of Nutrition courses.</li> <li>2. Expansion of Part-time faculty hours to offer additional nutrition classes not currently offered in class schedule.</li> </ol>	
<b>Equipment</b>	<ol style="list-style-type: none"> <li>1. Updated AV equipment for 3C classroom (projector, DVD/VCR, speakers, and media screen.</li> <li>2. Basic culinary equipment: Cookware, utensils, cutlery, small kitchen appliances.</li> <li>3. Demonstration Kitchen equipment such as a range, refrigerator, dishwasher, microwave, garbage disposal.</li> </ol>	
<b>Facilities</b>	<ol style="list-style-type: none"> <li>1. Demonstration Kitchen in Portable 3C to include remodel of sink area to include cabinets and counter space, and installation of following equipment: range, refrigerator, dishwasher, microwave, and garbage disposal.</li> <li>2. New Carpeting in 3C.</li> <li>3. Removal and reinstall Fashion Merchandising Cabinets to Building 8.</li> <li>4. Move storage of Fashion Merchandising Program to Building 8.</li> <li>5. Paint wall surfaces as needed.</li> </ol>	

**Skyline College**  
**Family Consumer Sciences**  
**Evaluation of the Program Review Process**

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

**Estimate the total number of hours to complete your Program Review:** 80 hours

- 1. Was the time frame for completion of Program Review adequate? If not, explain.**

Yes.

- 2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.**

Yes.

- 3. Were the questions relevant? If not, please explain and offer suggestions.**

Yes, however, there is redundancy in questions and in forms asking for the same thing.

- 4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.**

Yes, we are able to update some curriculum items and we outlined our goals of our needs for the next 2-5 years.

- 5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?**

Yes data was complete, and we didn't need any additional data.

**6. Please offer any comments that could improve and/or streamline Program Review.**

There is a redundancy in questions. For example, there are at least three areas that ask for equipment needs. Asking this question once would be adequate and would be less confusing for readers along with it being more concise. In addition, the need for the resource summary table is redundant as all these points are covered clearly in the self study.

The need for a formal presentation of the Program Review to the Curriculum Committee and the college should be evaluated. This process takes additional time to prepare and deliver the presentation in addition to the significant time it takes to write the Program Review documents. I would respectfully encourage the Curriculum Committee to consider whether the Program Review presentation process is a necessary added value by surveying faculty and deans.

**Skyline College**  
**Family and Consumer Sciences Program**  
**Program Review Completion Check off Sheet**

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

		<b>Checked if Completed</b>
1.	Executive Summary	X
2.	Program Review Self-Study	X
3.	Data Report Sheets: Worksheet for Enrollment, Performance, and WSCH/FTE	X
4.	Course Outline, Prerequisite and Student Learning Outcomes Checklist	X
5.	Mapping Instructional or Course Level SLOs with Institutional SLOs	This will be addressed at the presentation.
6.	Needs Summary Form	X
7.	Evaluation of the Program Review Process	X
8.	Response Sheet	X

**SKYLINE COLLEGE**

**INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW**

**RESPONSE SHEET**

**Discipline: FAMILY AND CONSUMER SCIENCES**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

**College President**

*Comments:*

\_\_\_\_\_  
*Signature*

**Separate boxes for each**

**College Vice Presidents**

*Comments:*

\_\_\_\_\_  
*Signature*

**Curriculum Committee**

*Comments:*

\_\_\_\_\_  
*Signature*

Original to remain with self-study  
Copies to Planning/Budget Committee & Program Review preparer