

PROGRAM REVIEW

February 7, 2011

UNIT Child and Family DEPARTMENT Human Environmental Studies COLLEGE College of Health & Human Se

GRADUATE _____ UNDERGRADUATE X

UNIT CONTACT PERSON _____

CHAIRPERSON SIGNATURE _____

DEAN SIGNATURE _____

EXECUTIVE SUMMARY UNDERGRADUATE

Child & Family (CCFS) is composed of four separate programs with three different degrees: AA in Child Care & Guidance; BS in HES: Child Development Option; BS in HES: Family Studies Option; BS in Family & Consumer Science Education (FACS). A certification program in Applied Behavior Analysis (ABA), one treatment for autism, and a minor in Child Life Services, educational activities for hospitalized children, are also provided. All include CF-prefix courses but not necessarily the same CF courses with the exception of the AA program which duplicates the first two years of the Child Development option. The unit structure is efficient for assessment purposes but is somewhat problematic for program review. Where necessary (different accrediting bodies, certifications, careers, trends, etc.), programs have been discussed individually.

Associated with this unit are three child care centers: Center for Child Studies, University Child Enrichment Center (UCEC), and the Sikeston Child Development Center. The UCEC and Sikeston Centers are primarily self-supporting although some staff is University supported. The Center for Child Studies is part of the University Budget. The three centers have been organized under one director to coordinate and standardize policies and procedures. Also associated with CCFS are several grant- or Medicaid-funded programs including: EDUCARE, Workshop on Wheels, Child Care Resource & Referral, Horizon Daycare Center, Hoover Eldercare Center, and APPLE (paperwork assistance for senior adults). The child-related programs are involved in improving the quality of and access to day care throughout the service region. The Horizon Center is respite care for developmentally disabled adults.

A number of social trends impact the focus of each program in the unit, as well as the careers that are available to graduates. Child development programs are impacted by the growing number of infants requiring child care and the current low number of children age 3 - 5. The influence of these numbers on Head Start, the major federally-funded child care provider in the service region, changes the enrollment in the AA and BS programs as Head Start training requirements change. The aging U.S. population has focused Family Studies on the needs of adults, especially the elderly. DESE reports that the number of FACS graduates is not sufficient to meet the increase in job openings in Missouri and surrounding states. Recognition of the number of underserved autistic individuals in the region has made the ABA program attractive to a variety of students.

Program Review Final University Committee Chair Comments

I. SIZE, SCOPE, AND PRODUCTIVITY OF THE PROGRAM

Briefly describe the depth and breadth of your unit's offerings (Undergraduate).

For the unit as a whole, the number of majors decreased by 7 from 2007 to 2009, while the number of minors increased by 21 over the same period. Child-related programs and family studies decreased in numbers, while the number of FACS majors increased slightly.

The number of unit completers appears to be declining, but this may not be the complete picture for child care programs and hopefully is temporary for family studies.

SCH production is improved on campus for fall and spring 2007 to 2009 but declined in the summer semesters.

The percent of low enrollment sections appears to be much too high.

SIZE and SCOPE DATA UNDERGRADUATE							
Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	140	195	177	166	168		
Child Care & Guidance [AA CC&G/AACC/CCGA]			1	0	0		
Child Care & Guidance [AA CC+G/AACC/CCGA]			7	17	16		
Child Care & Guidance [AAS CC&G/AASCC/CCGA]			1	0	0		
Child Care & Guidance [AAS CC+G/AACC/CCGA]			16	4	3		
Child Care & Guidance [AAS CC+G/AASCC/CCGA]			2	2	2		
Child Care & Guidance(Head St) [AA CC+G/AACC/CCGH]			3	4	7		
Child Care & Guidance(Head St) [AAS CC+G/AASCC/CCGH]			1	0	0		
Family & Consumer Sciences Edu [BSFCSE/BSFCE/FCED]			22	23	18		
Family & Consumer Sciences Edu [PRE EDUC/BSE/FCED]			4	3	13		
Home Economics [BS/BS/HECI]			1	1	1		
Home Economics: Child Devlpmnt [BS/BS/HCDI]			0	0	1		
Human Environ Studies:Child Dv [BS/BS/HESC]			91	83	83		
Human Environ Studies:Fmly Lfe [BS/BS/HESF]			13	7	5		
Human Environ Studies:Fmly Stu [BS/BS/HEFS]			15	22	19		
Minors UNIT Total			75	93	96		
Child Life Services-Opt I Mnr			2	4	3		
Child Life Services-Opt II Mnr			4	2	1		
Child Studies			9	34	31		
Child Studies Minor			18	0	0		
Family Economics & Management			2	3	3		
Family Studies			35	44	54		
Gerontology			5	6	4		
Completers UNIT Total	30	60	36	33	32		

Child Care & Guidance [AA CC+G/AACC/CCGA]			3	3	4		
Child Care & Guidance [AAS CC+G/AACC/CCGA]			2	0	0		
Child Care & Guidance [AAS CC+G/AASCC/CCGA]			1	0	0		
Family & Consumer Sciences Edu [BSFCSE/BSFCE/FCED]			3	7	4		
Human Environ Studies:Child Dv [BS/BS/HESC]			20	17	16		
Human Environ Studies:Fmly Lfe [BS/BS/HESF]			6	2	1		
Human Environ Studies:Fmly Stu [BS/BS/HEFS]			1	4	7		
% Completion Rate 6 YR	50	100	67	40	56		
Unit - % Retention FS YR 1 -- F YR 2	50	100	42	73	50		
Unit - % Retention FS YR 3 -- F YR 4	50	100	71	73	67		
UNIV - % Retention FS YR 1 -- F YR 2			65	86	50		
UNIV - % Retention FS YR 3 -- F YR 4			82	82	82		
SCH On Campus FS			2,698	3,007	3,663		
SCH Off Campus FS			739	568	1,148		
SCH Total FS			3,437	3,575	4,811		
SCH Summer On and Off Campus			384	344	231		
SCHR (SCH ratios) On Campus Fall/Spring	199	234	225	254	289		
SCHR (SCH ratios) Off Campus Fall/Spring	187	234	141	191	245		
SCHR (SCH ratios) Total	199	234	199	242	277		
Delaware SCHR			274	275			
% of Sections with Enrollment < 10 (GR < 8)	10	5	29	15	53		

Area of Concern for Size and Scope Data (Undergraduate)

Although the decline in number of majors in Child Development and Family Studies is a concern, the decline is more than offset by the number of students declaring minors, especially those majoring in psychology and communication disorders. Courses from both majors are required for the Early Childhood Education program which impacts SCH production.

The number of AA degree students depends on the educational plan and budget of Head Start. Currently Head Start requires a BS degree of employees, not the AA degree, so the number of majors is low. This program qualifies for A+ funding and has attracted a small number of students. The AA degree is one of the most difficult to administer because of the influence of federal funding on the number of interested individuals.

The number of completers in the AA and Family Studies programs is low. However, students in the AA degree do not always graduate. They do complete the program, but then just continue into the BS in Child Development since the requirements for the first two years are the same. Family Studies is a new program replacing the previous Family Life Option. The older program is phasing out, while the newer program does not have students ready to graduate yet.

The number of majors in FACS, although it has grown, is still too low to meet state and regional demand.

Current scheduling parameters make the number of low-enrollment sections in the unit appear to be much too high.

TEACHING PERSONNEL DATA UNDERGRADUATE							
	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Full Time Faculty Number	9.00	10.00	11.00	12.00	13.00		

Unit Full Time Faculty Adjusted for Release	8.00	10.00	5.25	6.25	7.25		
Unit Full Time Faculty UG FTE			11.86	11.40	14.09		
Unit Regional Campus Faculty Number					0.00		
Other Teaching Personnel UG Number	2.00	3.00	10.00	11.00	10.00		
Other Teaching Personnel UG PTFTE	0.50	0.75	5.36	3.40	3.27		

Area of Concern for Teaching Personnel Data (Undergraduate)

While the number of teaching faculty in CCFS is adequate, one position in the Center for Child Studies was lost to budget cuts earlier this academic year when the faculty member resigned. The Center can operate efficiently with 3 classrooms, but it cannot increase revenue without another classroom.

COMPARISONS UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV
% Completion Rate 6 YR	50.95	50.77	46.44	50.82	44.05	47.04				
Unit - % Retention FS YR 1 -- F YR 2	58.24	62.68	58.20	63.69	59.56	66.03				
Unit - % Retention FS YR 3 -- F YR 4	75.94	82.78	75.68	83.34	78.35	82.34				
UNIV - % Retention FS YR 1 -- F YR 2	67.28	62.81	67.43	63.69	69.37	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	82.27	83.02	83.46	83.73	83.33	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	250.00	262.00	253.00	261.00	226.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	263.00	227.00	161.00	290.00	143.00	213.00				
SCHR (SCH ratios) Total	251.00	242.00	257.00	265.00	214.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	24.28	17.54	23.88	17.42	35.59	22.70				

SIZE and SCOPE DATA SUMMARY UNDERGRADUATE				
Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	170.3	Needs Improvement	87.34	Irregular
Child Care & Guidance [AA CC&G/AACC/CCGA]	0.3			Irregular
Child Care & Guidance [AA CC+G/AACC/CCGA]	13.3			Irregular
Child Care & Guidance [AAS CC&G/AASCC/CCGA]	0.3			Irregular
Child Care & Guidance [AAS CC+G/AACC/CCGA]	7.7			Declining
Child Care & Guidance [AAS CC+G/AASCC/CCGA]	2.0			Static
Child Care & Guidance(Head St) [AA CC+G/AACC/CCGH]	4.7			Improving
Child Care & Guidance(Head St) [AAS CC+G/AASCC/CCGH]	0.3			Irregular
Family & Consumer Sciences Edu [BSFCSE/BSFCE/FCED]	21.0			Irregular
Family & Consumer Sciences Edu [PRE EDUC/BSE/FCED]	6.7			Irregular
Home Economics [BS/BS/HECI]	1.0			Static
Home Economics: Child Devlpmnt [BS/BS/HCDI]	0.3			Improving

Human Environ Studies:Child Dv [BS/BS/HESC]	85.7			Irregular
Human Environ Studies:Fmly Lfe [BS/BS/HESF]	8.3			Declining
Human Environ Studies:Fmly Stu [BS/BS/HEFS]	18.7			Irregular
Minors UNIT Total	88.0			Improving
Child Life Services-Opt I Mnr	3.0			Irregular
Child Life Services-Opt II Mnr	2.3			Declining
Child Studies	24.7			Irregular
Child Studies Minor	6.0			Irregular
Family Economics & Management	2.7			Irregular
Family Studies	44.3			Improving
Gerontology	5.0			Irregular
Completers UNIT Total	33.7	Needs Improvement	56.1	Declining
Child Care & Guidance [AA CC+G/AACC/CCGA]	3.3			Improving
Child Care & Guidance [AAS CC+G/AACC/CCGA]	0.7			Irregular
Child Care & Guidance [AAS CC+G/AASCC/CCGA]	0.3			Irregular
Family & Consumer Sciences Edu [BSFCSE/BSFCE/FCED]	4.7			Irregular
Human Environ Studies:Child Dv [BS/BS/HESC]	17.7			Declining
Human Environ Studies:Fmly Lfe [BS/BS/HESF]	3.0			Declining
Human Environ Studies:Fmly Stu [BS/BS/HEFS]	4.0			Improving
% Completion Rate 6 YR	54.3	Needs Improvement	54.33	Irregular
Unit - % Retention FS YR 1 -- F YR 2	55.0	Needs Improvement	55	Irregular
Unit - % Retention FS YR 3 -- F YR 4	70.3	Needs Improvement	70.33	Irregular
UNIV - % Retention FS YR 1 -- F YR 2	67.0			Irregular
UNIV - % Retention FS YR 3 -- F YR 4	82.0			Static
SCH On Campus FS	3,122.7			Improving
SCH Off Campus FS	818.3			Irregular
SCH Total FS	3,941.0			Improving
SCH Summer On and Off Campus	319.7			Declining
SCHR (SCH ratios) On Campus Fall/Spring	256.0	Aspiration	109.4	Improving
SCHR (SCH ratios) Off Campus Fall/Spring	192.3	Needs Improvement	82.19	Improving
SCHR (SCH ratios) Total	239.3	Aspiration	102.27	Improving
% of Sections with Enrollment < 10 (GR < 8)	32.3	Aspiration	646.6	Irregular

UNDERGRADUATE

Brief Conclusion from Data

The Child and Family Unit is an extremely complex entity impacted by a variety of demographic and economic trends. The AA program particularly has been subject to fairly extreme ups and downs depending on federal funding for Head Start. At present it is down, despite some interest from A+-eligible students.

Funding for various parts of the unit comes from fees, fees-for service, grant funding, Medicaid, and University budgeted monies. In spite of the variety of influences, the unit remains stable although the student enrollment has shifted somewhat from majors to minors.

As the only provider of child care training and assistance with accreditation for centers, the programs in Child and Family have a very important role in the service area.

Additional Data or Comments

Completion rates: Students, especially those that are not strong academically, use the AA program to test the possibility of a college degree. If that proves successful they proceed to the BS in HES: Child Development. They may or may not graduate with the AA.

Low enrollment sections: Courses that include an experiential component in the Center for Child Studies or other centers currently have multiple lab sections attached. These include CF290/291, CF316/317, CF450/004 and CF501/002. Each lab section represents one weekday morning or afternoon spent in one of 3 classrooms, usually about 26 sections. The ratio of adults to children in each room is carefully controlled by Department of Health Licensure; typically 4 to 5 students is the maximum. What looks like 26 low enrollment sections per semester is really more like the various site enrollments listed for ITV courses that have to be summed to give an accurate enrollment for a class. The department is pursuing some different ways to address lab enrollment with the help of IT and the Registrar since concern about these sections has been a recurring issue.

Plan to Address

To increase enrollment, some new programs have been created and others are anticipated. The ABA program was developed and has currently enrolled the second cohort group. This provides an additional skill for students who would like to work with autistic children or adults.

A state teaching certificate directed toward children birth to 3 years has been proposed to DESE by Head Start because they are experiencing difficulty in finding qualified teachers to staff infant/toddler classrooms. Child and Family has the curriculum and expertise to develop the certificate program.

As indicated above, the department is working with IT to enroll students in labs without using the current section procedure that shows so many apparently low-enrollment sections.

Brief Follow Up on Outcomes of Plans to Address from Last Review

As outlined in the last program review, the Child and Family Unit has:

- Hired replacement faculty (Sara Starbuck, Victor Wilburn)
- Conducted a survey of graduates
- Completed the ABA certificate program
- Planned, staffed and opened the Sikeston Child Care Center

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II. REVENUE AND OTHER RESOURCES GENERATED BY THE PROGRAM

REVENUE DATA UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	535,810.40	651,411.94	852,440.34		
Off Campus FS	122,957.42	99,769.80	195,646.02		
Summer On and Off Campus	68,370.18	67,779.18	47,645.70		
Subtotal Revenue SCH	727,138.00	818,960.92	1,095,732.06		
All Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
All Courses - Total SCH and Fees	727,138.00	818,960.92	1,095,732.06		
Univ Studies Crses - SCH Revenue					
On Campus FS	182,339.76	260,481.24	402,402.96		
Off Campus FS	48,863.46	42,557.46	102,761.76		
Summer On and Off Campus	31,307.52	30,619.86	12,725.70		
Subtotal Revenue SCH	262,510.74	333,658.56	517,890.42		
Univ Studies Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Univ Studies - Total SCH and Fees	262,510.74	333,658.56	517,890.42		
SER/BC/ROM Crses - SCH Revenue					
On Campus FS	110,926.53	118,540.08	129,277.44		
Off Campus FS	13,924.26	8,539.56	18,325.32		
Summer On and Off Campus	5,947.38	10,116.82	9,898.56		
Subtotal Revenue SCH	130,798.17	137,196.46	157,501.32		
SER/BC/ROM Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue Fees	0.00	0.00	0.00		
SER/BC/ROM - Total SCH and Fees	130,798.17	137,196.46	157,501.32		
Major Courses - SCH Revenue					

On Campus FS	242,544.11	272,390.62	320,759.94		
Off Campus FS	60,169.70	48,672.78	74,558.94		
Summer On and Off Campus	31,115.28	27,042.50	25,021.44		
Subtotal Revenue SCH	333,829.09	348,105.90	420,340.32		
Major Courses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Major Courses - Total SCH and Fees	333,829.09	348,105.90	420,340.32		
Unit Revenue External Grants	686,970.00	1,578,025.00	688,012.00		

SUMMARY UNDERGRADUATE

Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	679,887.56	Improving
Off Campus FS	139,457.75	Irregular
Summer On and Off Campus	61,265.02	Declining
Subtotal Revenue SCH	880,610.33	Improving
All Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
All Courses - Total SCH and Fees	880,610.33	Improving
Univ Studies Crses - SCH Revenue		
On Campus FS	281,741.32	Improving
Off Campus FS	64,727.56	Irregular
Summer On and Off Campus	24,884.36	Declining
Subtotal Revenue SCH	371,353.24	Improving
Univ Studies Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Univ Studies - Total SCH and Fees	371,353.24	Improving
SER/BC/ROM Crses - SCH Revenue		
On Campus FS	119,581.35	Improving

Off Campus FS	13,596.38	Irregular
Summer On and Off Campus	8,654.25	Irregular
Subtotal Revenue SCH	141,831.98	Improving
SER/BC/ROM Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue Fees	0.00	Static
SER/BC/ROM - Total SCH and Fees	141,831.98	Improving
Major Courses - SCH Revenue		
On Campus FS	278,564.89	Improving
Off Campus FS	61,133.81	Irregular
Summer On and Off Campus	27,726.41	Declining
Subtotal Revenue SCH	367,425.10	Improving
Major Courses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Major Courses - Total SCH and Fees	367,425.10	Improving
Unit Revenue External Grants	984,335.67	Irregular

UNDERGRADUATE

Brief Conclusion from Data

Student Credit Hour and fee based revenue increased from 2007 to 2009

Summer revenue declined over the same period of time; however a new course rotation is now in place for courses serving the Early Childhood Program which should help. The current (2010) summer schedule includes more course offerings including CF102, a University Studies selection.

Grant funding is irregular and likely to remain so given the federal, state and local economic picture.

Additional Data or Comments

Costs for the unit overall are declining. Part of the decline reflects the improved financial status of the UCEC and Sikeston centers. Both were essentially new business startups that have taken a little time to become self-supporting.

The committee requested information about Center for Child Studies budget with thoughts of making it a self-supporting auxiliary. A copy of the budget report for May 11 has been provided to the committee chair. It lists: salaries & student labor, \$261,139 (summer staffing included); operations, \$28,194; revenue from fees for

child care, anticipated as \$72,856. None of the fee revenue is applied to Center expenses other than in emergencies (one year the industrial gas range broke down); monies go to the general fund.

Fees charged are kept in line with those of local centers. They can be, and are occasionally, increased, but can't be increased to the amount necessary to support the payroll without losing customers. Because the CCS is a training center for education, faculty with at least a master's degree are required to work with University students. The other Centers in the unit that don't have the same training requirement can hire staff with 2year or 4year degrees at a lower cost. The operations budget is quite modest and the amount budgeted for student labor always has to be augmented by the HES department because it is too small.

While the current model for Center programming, extended-day and half-day care, is not profitable, discussions are in progress about different educational classroom models that might be implemented for higher fees. For instance, a model autism classroom might be one option. This year the center has experimented with Spanish language classes for additional fees.

Some grant monies have been secured for nature-based outdoor classrooms at both Sikeston and the Center for Child Studies.

Plan to Address

For the past two years, our focus has been on making the UCEC and Sikeston Centers more profitable. This effort has been successful, so now the focus will be turned to the Center for Child Studies to improve its financial picture while maintaining the training function it was created for.

University Studies offerings will be expanded as need allows.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

III. COSTS AND OTHER EXPENSES ASSOCIATED WITH THE PROGRAM

COSTS DATA UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	7,789.00	3,752.00	2,689.00		
Unit Costs per Major SCH - On campus FS	607.00	294.00	212.00		
Unit Costs per Major SCH - Off campus FS	878.00	447.00	211.00		
Unit Costs per Major SCH - Summer	1,040.00	557.00	155.00		
Unit Costs per Major SCH - Overall	692.00	335.00	208.00		
Unit Costs for Major Crses - On campus FS	892,102.00	426,491.00	352,024.00		
Unit Costs for Major Crses - Off campus FS	310,313.00	114,443.00	79,713.00		
Unit Costs for Major Crses - Summer	176,222.00	81,989.00	20,051.00		
Unit Costs for Major Crses - Overall	1,378,637.00	622,831.00	451,788.00		
Unit Costs per Univ Studies SCH - On campus FS	306.00	136.00	91.00		
Unit Costs per Univ Studies SCH - Off campus FS	598.00	229.00	92.00		
Unit Costs per Univ Studies SCH - Summer	544.00	186.00	69.00		
Unit Costs per Univ Studies SCH - Overall	405.00	157.00	91.00		
Unit Costs for Univ Studies Crses - On campus FS	278,779.00	162,788.00	157,220.00		
Unit Costs for Univ Studies Crses - Off campus FS	202,630.00	65,308.00	65,469.00		
Unit Costs for Univ Studies Crses - Summer	99,636.00	28,976.00	5,618.00		
Unit Costs for Univ Studies Crses - Overall	581,045.00	257,073.00	228,308.00		
Unit Costs per SER/BC/ROM SCH - On campus FS	879.00	452.00	324.00		
Unit Costs per SER/BC/ROM SCH - Off campus FS	1,571.00	948.00	293.00		
Unit Costs per SER/BC/ROM SCH - Summer	2,048.00	600.00	216.00		
Unit Costs per SER/BC/ROM SCH - Overall	1,046.00	507.00	313.00		
Unit Costs for SER/BC/ROM Crses - On campus FS	247,085.00	124,162.00	90,422.00		
Unit Costs for SER/BC/ROM Crses - Off campus FS	73,028.00	25,607.00	17,159.00		
Unit Costs for SER/BC/ROM Crses - Summer	46,079.00	18,895.00	4,532.00		
Unit Costs for SER/BC/ROM Crses - Overall	366,192.00	168,664.00	112,113.00		
Unit Costs per All SCH - On campus FS	522.00	245.00	164.00		
Unit Costs per All SCH - Off campus FS	793.00	362.00	141.00		
Unit Costs per All SCH - Summer	859.00	388.00	131.00		
Unit Costs per All SCH - Overall	607.00	275.00	157.00		
Unit Costs for All Crses - On campus FS	1,417,965.00	716,032.00	599,666.00		
Unit Costs for All Crses - Off campus FS	585,971.00	205,461.00	162,341.00		
Unit Costs for All Crses - Summer	321,938.00	129,769.00	30,202.00		
Unit Costs for All Crses - Overall	2,325,874.00	1,051,261.00	792,209.00		

COSTS COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	2,909.00	2,641.00	2,280.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Delaware Study Cost/SCH Unit	186.00	181.00	0.00		
College Cost per Major SCHR	210.00	205.00	245.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	186.00	104.00	90.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	308.00	177.00	166.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	186.00	168.00	186.00		
University Cost per all SCHR	153.00	155.00	161.00		

SUMMARY UNDERGRADUATE		
	Mean	Trend
Cost Per Major	4,743.33	Declining
Unit Costs per Major SCH - On campus FS	371.00	Declining
Unit Costs per Major SCH - Off campus FS	512.00	Declining
Unit Costs per Major SCH - Summer	584.00	Declining
Unit Costs per Major SCH - Overall	411.66	Declining
Unit Costs for Major Crses - On campus FS	556,872.33	Declining
Unit Costs for Major Crses - Off campus FS	168,156.33	Declining
Unit Costs for Major Crses - Summer	92,754.00	Declining
Unit Costs for Major Crses - Overall	817,752.00	Declining
Unit Costs per Univ Studies SCH - On campus FS	177.66	Declining
Unit Costs per Univ Studies SCH - Off campus FS	306.33	Declining
Unit Costs per Univ Studies SCH - Summer	266.33	Declining
Unit Costs per Univ Studies SCH - Overall	217.66	Declining
Unit Costs for Univ Studies Crses - On campus FS	199,595.66	Declining
Unit Costs for Univ Studies Crses - Off campus FS	111,135.66	Irregular
Unit Costs for Univ Studies Crses - Summer	44,743.33	Declining
Unit Costs for Univ Studies Crses - Overall	355,475.33	Declining
Unit Costs per SER/BC/ROM SCH - On campus FS	551.66	Declining
Unit Costs per SER/BC/ROM SCH - Off campus FS	937.33	Declining
Unit Costs per SER/BC/ROM SCH - Summer	954.66	Declining
Unit Costs per SER/BC/ROM SCH - Overall	622.00	Declining
Unit Costs for SER/BC/ROM Crses - On campus FS	153,889.66	Declining

Unit Costs for SER/BC/ROM Crses - Off campus FS	38,598.00	Declining
Unit Costs for SER/BC/ROM Crses - Summer	23,168.66	Declining
Unit Costs for SER/BC/ROM Crses - Overall	215,656.33	Declining
Unit Costs per All SCH - On campus FS	310.33	Declining
Unit Costs per All SCH - Off campus FS	432.00	Declining
Unit Costs per All SCH - Summer	459.33	Declining
Unit Costs per All SCH - Overall	346.33	Declining
Unit Costs for All Crses - On campus FS	911,221.00	Declining
Unit Costs for All Crses - Off campus FS	317,924.33	Declining
Unit Costs for All Crses - Summer	160,636.33	Declining
Unit Costs for All Crses - Overall	1,389,781.33	Declining

UNDERGRADUATE

Brief Conclusion from Data

Costs for the unit overall are declining. Part of the decline reflects the improved financial status of the UCEC and Sikeston centers. Both were essentially new business startups that have taken a little time to become self-supporting.

The committee requested information about Center for Child Studies budget with thoughts of making it a self-supporting auxiliary. A copy of the budget report for May 11, 2010, has been provided to the committee chair. It lists: salaries & student labor, \$261,139 (summer staffing included); operations, \$28,194; revenue from fees for child care, anticipated as \$72,856. None of the fee revenue is applied to Center expenses other than in emergencies (one year the industrial gas range broke down); monies go to the general fund.

Fees charged are kept in line with those of local centers. They can be, and are occasionally increased, but can't be increased to the amount necessary to support the payroll without losing customers. Because the CCS is a training center for education, faculty with at least a master's degree are required to work with University students. The other Centers in the unit that don't have the same training requirement can hire staff with 2year or 4year degrees at lower cost. The operations budget is quite modest and the amount budgeted for student labor always has to be augmented by the HES department.

While the current model for Center programming, extended-day and half-day child care, is not profitable, discussions are in progress about different educational classroom models that might be implemented for higher fees. For instance, a model autism classroom might be one option. This year the center has experimented with Spanish language classes for additional fees.

Some grant monies have been secured for nature-based outdoor classrooms at both Sikeston and the Center for Child Studies.

Additional Data or Comments

The Center for Child Studies lost three long-time teachers during this time period (07-09) due to retirement. The bond between children and their preschool teachers is very close, so some enrollment in the Center was lost. Enrollment is beginning to increase again.

Fees earned by the Center are not applied to the Center budget. They could be, and it would make the Center's finances look better and perhaps provide more operations money, but since they are currently applied to the general fund (destination unknown) it would only make a deficit somewhere else.

Plan to Address

The finances of the Center for Child Studies will be a department focus in FY11. Alternative classroom models will be considered with the goal of increasing revenue. Making the Center self-supporting is a stretch, but we are going to try.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

IV. CONTRIBUTION TO UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS

UNIT SCH FROM UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS					
	AY07	AY08	AY09	Year 4	Year 5
University Studies: On Campus FS	912	1,197	1,722		
University Studies: Off Campus FS	339	285	711		
University Studies: Summer	183	156	81		
University Studies: Total	1,434	1,638	2,514		
Services: On Campus FS	0	0	0		
Services: Off Campus FS	0	0	0		
Services: Summer	0	0	0		
Services: Total	0	0	0		
ROM: On Campus FS	561	549	558		
ROM: Off Campus FS	93	54	117		
ROM: Summer	45	63	42		
ROM: Total	699	666	717		
Business Core: On Campus FS	0	0	0		
Business Core: Off Campus FS	0	0	0		
Business Core: Summer	0	0	0		
Business Core: Total	0	0	0		

UNIT SCH SUMMARY		
Measure	Mean	Trend
University Studies: On Campus FS	1,277.0	Improving
University Studies: Off Campus FS	445.0	Irregular
University Studies: Summer	140.0	Declining
University Studies: Total	1,862.0	Improving
Services: On Campus FS	0.0	Static
Services: Off Campus FS	0.0	Static
Services: Summer	0.0	Static
Services: Total	0.0	Static
ROM: On Campus FS	556.0	Irregular
ROM: Off Campus FS	88.0	Irregular
ROM: Summer	50.0	Irregular
ROM: Total	694.0	Irregular
Business Core: On Campus FS	0.0	Static
Business Core: Off Campus FS	0.0	Static

Business Core: Summer	0.0	Static
Business Core: Total	0.0	Static

UNDERGRADUATE

Brief Conclusion from Data

The Child & Family contribution to University Studies almost doubled from 07 to 09 with the addition of CF102 Relationships in the 21st Century. Student response to the class has been very positive so faculty members plan to offer more sections as needed.

ROM course enrollments increased somewhat in 2009. Faculty members work closely with faculty from Early Childhood Education to offer enough appropriately scheduled sections of CF courses they require. In 2009, a section of CF300 Working With Parents was offered specifically for ECE.

Additional Data or Comments

N/A

Plan to Address

Continue to offer CF120 The Child and CF102 Relationships in the 21st Century, both University Studies options.

Continue to work with ECE for scheduling purposes.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

V. EXTERNAL DEMAND

EXTERNAL DEMAND DATA UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
ACT DATA										
	N	ACT	N	ACT	N	ACT	N	ACT	N	ACT
No. Identifying Planned Major										
UNIT Totals			219	18.60						
CHILD DEV CARE GUIDANCE [781]			52	17.80						
CHILDCAREAIDE/ASSISTING [782]			17	16.60						
FAMILY/CONS RESOURCE MGMT [784]			4	15.30						
HUMAN FAM/CONS SCI EDUC [597]			6	20.80						
HUMAN FAM/CONS SCI GEN [780]			131	19.00						
INDIVIDUAL&FAMILYDEVEL [789]			9	21.10						
No. of ACT Scores to Southeast										
UNIT Totals			29	19.29						
CHILD DEV CARE GUIDANCE [781]			7	18.70						
CHILDCAREAIDE/ASSISTING [782]			3	14.70						
FAMILY/CONS RESOURCE MGMT [784]			0	0.00						
HUMAN FAM/CONS SCI EDUC [597]			0	0.00						
HUMAN FAM/CONS SCI GEN [780]			18	20.30						
INDIVIDUAL&FAMILYDEVEL [789]			1	19.00						
Yield: No. Enrolled at Southeast										
UNIT Totals			7	21.43						
CHILD DEV CARE GUIDANCE [781]			2	24.50						
CHILDCAREAIDE/ASSISTING [782]			0	0.00						
FAMILY/CONS RESOURCE MGMT [784]			0	0.00						
HUMAN FAM/CONS SCI EDUC [597]			0	0.00						
HUMAN FAM/CONS SCI GEN [780]			4	20.50						
INDIVIDUAL&FAMILYDEVEL [789]			1	19.00						

SUMMARY UNDERGRADUATE		
	Mean	Trend
Yield: No. Enrolled at Southeast		
UNIT Totals	21.4	
CHILD DEV CARE GUIDANCE [781]	24.5	
CHILDCAREAIDE/ASSISTING [782]	0.0	

FAMILY/CONS RESOURCE MGMT [784]	0.0	
HUMAN FAM/CONS SCI EDUC [597]	0.0	
HUMAN FAM/CONS SCI GEN [780]	20.5	
INDIVIDUAL&FAMILYDEVEL [789]	19.0	

Additional Data Available at http://www.missourieconomy.org/occupations/occ_proj.stm

UNDERGRADUATE

Brief Conclusion from Data

Additional Data or Comments

Plan to Address

Brief Follow Up on Outcomes of Plans to Address from Last Review

Program Review Final University Committee Chair Comments

VI. QUALITY OF PROGRAM INPUTS

UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
ACT	20.88	20.86	21.53		
Selected Merit Scholarships	0.00	1.00	4.00		
High School GPA	3.23	3.45	3.48		
CBASE Composite	0.00	0.00	0.00		
CBASE English	0.00	0.00	0.00		
CBASE Math	0.00	0.00	0.00		
CBASE Science	0.00	0.00	0.00		
CBASE Social Studies	0.00	0.00	0.00		
CBASE Writing	0.00	0.00	0.00		

COMPARISONS UNDERGRADUATE															
	AY07			AY08			AY09			Year 4			Year 5		
	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT
ACT	21.47	22.24	21.10	21.63	22.38	21.20	21.85	22.59	21.10						
High School GPA	3.31	3.31		3.27	3.29		3.35	3.40							
CBASE Composite	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE English	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Math	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Science	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Social Studies	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Writing	0.00	0.00		0.00	0.00		0.00	0.00							

SUMMARY UNDERGRADUATE		
Measure	Mean	Trend
ACT	21.05	Irregular
High School GPA	3.30	Improving
CBASE Composite	0.00	Static

UNDERGRADUATE

Brief Conclusion from Data

Students: ACT scores of new majors show a slight increase; high school GPAs are improving. The quality of unit students is showing slight improvement

Faculty: Newly hired faculty members in the unit have increased the diversity, breadth of research and breadth of knowledge. Six of the faculty have the terminal degree; all Center for Child Studies teachers have a master's degree. Family Studies faculty all received the Certified Family Life Educator credential. Courses are all taught by full-time faculty with the exception of ABA classes (5) which require certification in that field, and one Child Life Services course that requires a specialist.

Curriculum: The Family Studies program was recently re-designed to meet the standards of the Family Life Educator credential. The Child Development curriculum is under revision at present. The AA program is being brought into alignment with standards for two-year programs required by the National Association for the Education of Young Children (NAEYC) certification.

Facilities: The Center for Child Studies is an older facility that is updated as regularly as funds allow. The kitchen is up-to-date and the monitor room for parent and student use is in good working order. Security monitoring for all classrooms is in place.

Additional Data or Comments

Plan to Address

No plans at this time.

Brief Follow Up on Outcomes of Plans to Address from Last Review

Hiring plans from the previous review were completed.

Program Review Final University Committee Chair Comments

VII. QUALITY OF PROGRAM OUTPUTS

WP003 UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	N	%	N	%	N	%	N	%	N	%
>= 9.5 (superior)	4	10.52	3	8.82	2	8.33				
8.0 - 9.0 (proficiency)	23	60.52	22	64.70	15	62.50				
7.0 - 7.5 (marginal pass)	10	26.31	8	23.52	5	20.83				
< 7.0 (fail)	1	2.63	1	2.94	2	8.33				
Unit First Time Pass Rate	36	94.73	32	94.11	23	95.83				
Unit Mean	38	8.15	34	8.17	24	8.04				

WP003 COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Mean	8.21	8.35	8.20		
College Pass Rate	97.15	97.61	99.06		
University Mean	8.25	8.34	8.35		
University Pass Rate	97.99	98.74	98.23		

DISCIPLINE SPECIFIC UNDERGRADUATE						
		AY07	AY08	AY09	Year 4	Year 5
Praxis Tests (Majors Only)						
PX18: PRX Famly/Consmr 120-Total	Southeast	673.33	632.00	0.00		
	Comparison					
PX81: PRX FamilyCons Sci 121-Total	Southeast	0.00	0.00	170.00		
	Comparison					
Praxis Tests (All Majors)						
PX18: PRX Famly/Consmr 120-Total	Southeast	677.50	633.91	0.00		
	Comparison					
PX81: PRX FamilyCons Sci 121-Total	Southeast	0.00	0.00	170.00		
	Comparison					

WP003 SUMMARY UNDERGRADUATE

Method	Mean	Trend
WP003 Mean	8.14	Irregular

DISCIPLINE SPECIFIC SUMMARY UNDERGRADUATE

Method	Mean	Trend
Praxis Tests (Majors Only)		
PX18: PRX Family/Consmr 120-Total	641.54	Declining
PX81: PRX FamilyCons Sci 121-Total	170.00	Improving
Praxis Tests (All Majors)		
PX18: PRX Family/Consmr 120-Total	648.86	Declining
PX81: PRX FamilyCons Sci 121-Total	170.00	Improving

UNDERGRADUATE

Brief Conclusion from Data

Results of the WP003 Writing Exam indicate that Child & Family majors have a unit first time pass rate of about 95%, a slightly increased percentage. The mean score for students is 8, in the Proficiency range on the exam. Most students score in the Proficient range; the number in the Superior range declined slightly and there were a few more failures. In general this groups scored lower than the College and University means.

FACS students take the Praxis test for the subject area. The Praxis for FACS has changed with the first scores from the new exam published in 2009. Scores on the previous test were declining but it will take time for the new test scores to be evaluated in any meaningful way.

Child and Family unit graduates are employable. FACS students are often hired during their student teaching experience; the department received fourteen phone calls from school district superintendents from Missouri, Illinois and Kansas searching for teachers.

Family Studies students also find jobs easily. Many are employed with state agencies and non-profit agencies devoted to families. U.S. News & World Report lists marriage and family therapist as one of its best careers for 2010 (<http://www.usnews.com/money/careers>).

Child development graduates find jobs, but as the department survey in 2005 found, most are not high paying jobs. Development of the ABA and Child Life Services programs have been efforts to help students find higher-paying jobs.

Additional Data or Comments

Low WP003 Exam scores have been an ongoing problem with students in the Child and Family Unit. Faculty have increased the number of short written assignments in CF classes to give students more practice. The department invited a consultant to help faculty with the process of teaching writing skills in major classes in 2006.

Plan to Address

Continue to work with students to improve writing skills.

Encourage FACS students to enroll in state-sponsored classes to improve Praxis scores.

Continue to pursue other certificate programs to help students increase their job potential.

Brief Follow Up on Outcomes of Plans to Address from Last Review

N/A

Program Review Final University Committee Chair Comments

VIII. CURRENCY OF CURRICULUM

UNDERGRADUATE

What steps have you taken to ensure that your programs and courses are up-to-date and effective?

The family studies curriculum was re-designed and approved to meet the Family Life Educators certification requirements.

The AA program is in the revision process to align it with NAEYC standards for 2-year programs.

The development curriculum is currently under revision in cooperation with the Early Childhood Education program.

The FACS program must meet the Missouri state certification standards. One additional methods class will be added this year to meet those standards.

Program Review Final University Committee Chair Comments

IX. IMPACT, JUSTIFICATION, AND OVERALL ESSENTIALITY TO THE SOUTHEAST MISSION

UNDERGRADUATE

Graduates of the programs in Child and Family unit have an impact on the quality of life of a large number of families in the University service region through training for professionals or direct services to individuals. The AA program and child development option with their associated child care centers and funded programs provide training for early childhood education students, owners of child care facilities, and Head Start staff. Both programs have been offered both on-campus and off-campus to the south of Cape Girardeau. To my knowledge, no other institution offers the two-year program in child care in its entirety. Individuals receiving certification in the new ABA program will provide assistance for children with Autism Spectrum Disorders, extending the services of the newly built Autism Center to an underserved population.

Family Studies trains individuals to work in social services or in grant-funded programs that supplement the state and federal offerings. The Hoover Eldercare Center and the Horizon Daycare Center for the developmentally disabled assist families in the region. There are very few similar programs.

FACS students in the secondary and middle schools train students in life skills and financial literacy.

Program Review Final University Committee Chair Comments

X. PLANNING FOR THE FUTURE

Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years? What components would be phased out? What components would be reduced in size? What components will have grown? What new components will have been developed? What other units might be involved in the new components?

UNDERGRADUATE

There are only two faculty members in the unit that are nearing retirement age, but they will probably not retire in the next five years. The family studies program appears to have the best growth potential; that one may need additional faculty. The child development/child care piece seems to be decreasing somewhat although a new certification in education of infants to 3-yr olds may change that. The AA program has probably reached the limit of its usefulness, although eliminating it changes nothing: it duplicates the first two years of child development.

The trend in FACS Education has been a decreasing number of programs statewide with interested students shifting to the programs in remaining institutions. Our program has grown slightly, Missouri State has a strong program, NW Missouri State has a stable program as does Fontbonne. The University of Missouri-Columbia has a very small program. We could benefit by being the one of the last programs standing, or, if enrollment declines, we could phase it out and shift the .5FTE faculty assigned to it to family studies.

The largest growth area is likely to be in the ABA certification program. It has value as an addition to the child development programs, and as a graduate certification option.

Program Review Final University Committee Chair Comments

DEANS' COMMENTS

Final University Committee Chair Comments on Entire Document

Provost's Decision