

Dixie State College of Utah

Program Review: Family and Consumer Sciences and Early Childhood Development

Date Reviewed: Academic Year 2006-2007

Reviewers:

Internal Reviewers:

- Edwin Reber, Associate Professor of English
- Shari Gowers, Advisor, School of Business

External Reviewers:

- Kim Cragun, Associate Professor, Home and Family Studies, Snow College
- Dale Smith, Professor, Family and Human Studies, Salt Lake Community College

Other Reviewers:

- Dixie State College Curriculum Committee and Academic Council, comprised of faculty representatives and administrators
- Dixie State College Board of Trustees

Program Description:

The Family and Consumer Sciences and Early Childhood Education Programs are located in the School of Arts and Letters. They serve DSC students by offering general education courses required for graduation, and, beginning in 2008, by offering the following degrees: Associate of Science in Early Childhood Education; Associate of Arts in Early Childhood Education; and Associate of Applied Science in Early Childhood Education. Students will use the degrees for entry level employment as teachers in Head Start Programs or other early childhood settings. Additionally, the coursework in the AS/AA degree in ECE is designed to correlate with requirements in the Elementary Education Program at DSC, so a graduate of the ECE program will have completed all prerequisite requirements for the education program. Besides the education track, there are two other tracks within the associate's degree; one is geared toward Head Start, one is geared towards becoming an Early Intervention Specialist.

The Family and Consumer Science area provides a variety of courses that motivate critical thinking and competency in the development of life skills, encourage improvement in the quality of individual and family life, as well as prepare students for employment in related occupations. Students interested in family and consumer science curriculum are advised to consult with a department faculty member to plan an efficient sequence of courses. Emphasis options to companion the associate degree include; child development, interior design and textiles or nutrition, foods and wellness.

The Nutrition and Food Science classes are based on the concept of developing wellness through appropriate nutrition, food and lifestyle choices and provides preparation for transfer to a university program. Possible professional outcomes include registered dietitian, county extension agent and a variety of health occupation opportunities including consultant in various health institutions and organizations as well as other community, national and international health applications.

Faculty & Staff:

Faculty Headcount	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees			1
Number of faculty with Master's degrees	2		6
Number of faculty with Bachelor's degrees			4
Other Faculty			1
Total	2		12

Staff Headcount	Full-Time	Part-Time
Administrative	1	
Secretarial/Clerical		1
Laboratory Aides/Instructors		
Advisors	NA	
Teaching/Graduate Assistants	NA	
Other Staff	NA	
Total	1	1

Students

AY	# of Majors	Student FTE	# of Faculty (full time)	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
02-03	NA	157.36	3	18.47	NA	NA
03-04	NA	154.24	3	16.73	NA	NA
04-05	NA	154.74	2	23.81	NA	NA
05-06	NA	153.76	2	24.92	NA	NA
06-07	NA	160.04	2	20.92	NA	NA

Financial Analysis

Financial Analysis Form						
	03-04	04-05	05-06	06-07	07-08	
Expense						
Instructional Costs	219,930	228,141	157,432	194,505	227,993	
Support Costs	149,881	146,631	87,438	104,102	140,591	
Other Expenses						
Total Expense	\$369,811	\$374,772	\$244,869	\$298,607	\$368,584	
Revenue						
Legislative Appropriation	254,163	252,326	169,848	206,206	257,482	
Grants						
Reallocation						
Tuition to Program	115,648	122,446	75,021	92,402	111,102	
Fees						
Total Revenue	\$269,811	\$374,772	\$244,869	\$298,608	\$368,584	
Difference						
Revenue-Expense	\$0	\$0	\$0	\$1	\$0	

*The financial analysis is provided by the DSC Business Services office, and it combines composition and literature, including the English baccalaureates programs.

Program Assessment

Assessment in the FCS Department follows standard procedures in academic assessment, in general. A concerted effort is made in each class to directly link legitimate and valid assessment with stated course objectives. Among the more predictable forms of assessment are quizzes, multiple choice tests, essay

tests, True/False tests, short answer tests, fill-in-the-blank tests, and major exams using a combination of the above measures.

In addition to basic assessments of knowledge, understanding and recall are multiple measures designed to give students a variety of experiences in which to apply, analyze, create, and evaluate their learning in the respective classes. FCS classes tend to be strong in applied experiences, such as lab exposure, hands-on activities in which concepts are put into practice, and exercises in which new skills are explored. Among these more applied multiple measures would be the case studies, the lesson planning, the practicum experiences, collaborative projects, demonstrations, oral presentations, academic papers, structured exercises, service learning opportunities, and personal growth projects. All multiple measures are designed to provide opportunities to engage course concepts in a more active, applied way.

Faculty members in FCS are encouraged to be reflective about their academic practices, to self-evaluate in terms of appropriate instruction and effective measurement. There have been supervisor evaluations completed for all adjuncts within the past year, acknowledging strengths and offering feedback as needed. These are on file in the division dean's office.

Strengths Identified by Evaluators

Program:

- New associate degrees fill a real need in the area.
- Shows an obvious effort to provide appropriate tracks to dovetail with other programs and with students' aims.

Faculty:

- Faculty are experienced with adequate degrees.
- Adjunct faculty information is adequate. It is clear from this long list that a fair amount of time is required to coordinate such a large number of adjuncts. This could be a challenge.

Students:

- Faculty-student ratios are acceptable;
- Great faculty to student ratios;

Assessment:

- The indicators for student achievement in each class are fairly clear.
- Experiential learning seems especially appropriate.
- The variety of goals and assessments is essential for FCS.

Facilities:

- This is an area that may be changing significantly within the next few years. It will need to be monitored carefully.

Challenges Identified by Evaluators:*

Program:

- The program requirements need to be clarified.

Faculty:

- It seems like there are too many students per faculty. Faculty's teaching load is too high.
- Support staff seems inadequate with three new degrees.
- Given the number of adjuncts teaching, costs seem fairly low.

Students:

- More than half the students are taught by adjuncts; that is a high percentage.

Assessment:

- Examples of goals and measurements appear to be weak areas in the program review. While much information is given about indicators of students' success in individual courses, there was not much information about "closing the assessment loop."
- Some objectives were not worded correctly as objectives; need to use illustrative verbs.
- In some cases, "concepts" are referred to without being identified—too vague.
- Some objectives were not expressed in such a way as to be measurable.

Facilities:

- It appears that the department is technologically below par and also needs more laboratory settings to facilitate new degree offerings.
- No clear indication of connection to the library or other resources.

Specific Recommendations:

- The degrees may require some promoting in the community and may require some flexibility in the times classes are offered to meet the needs of those already working.
- Students will need timely information on degree programs. Training sessions for faculty and staff may be needed to keep them informed about available options for students in new degree programs.
- Generate clearer tables describing course offerings.
- More tenure-track faculty will be needed to facilitate all the new programs.
- As the degrees go forward, the program should seek to find indicators of student success on the job, on licensure requirements, and other appropriate measures.
- Continue to develop and refine assessment strategies program-wide.
- As the new degrees are implemented, a careful monitoring of staff needs—as well as physical facilities—will be needed.
- *It should be noted that a number of the challenges identified by evaluators have been addressed in the intervening time period.

External Reviewers' Recommendations:

- The Department has stated that they plan to reactive the FCS 2600 hundred class and the FCS 2620 class. This is essential to keep DSC in line with the other state institutions.
- It is clear that the loss of the full time tenure track position has hurt the department to some extent. The department chair has done an excellent job with the use of adjunct professors to maintain the number of sections offered, however it appears that additional sections of Family Relations, Nutrition and Human Development could be offered and this along with the need for the two classes mentioned above (FCS 2600 & FCS 2620) would easily justify another tenure track position.
- With the addition of the three new degrees, the change to four-year status and the potential of a University of Utah affiliation, the Family and Consumer Science Department must maintain its identity. The department and College both are experiencing some growing pains it appears and the importance of maintaining department curriculum and department identity is essential.
- Continuity in the preschool lab is paramount to a successful program. It is nearly impossible to do this as long as the director's position is totally funded from preschool tuition dollars. You simply cannot generate enough money to cover the costs especially if benefits are included. The institution must make the funding of the preschool director's position a priority. Whether the position is funned as a full-time professional staff position or some sort of faculty/staff combination

isn't as important as how the position is funded. Some "hard" money must be dedicated to the position if it is to maintain its' professional training status.

Institution's Response