

Snow College

Home and Family Studies Program Review

submitted to the State Board of Regents
summer 2017

Reviewed the spring semester 2017 with the rating of recommended.

Reviewers:

- Dr. Chloe Merrill, Associate Dean, Jerry and Vickie Moyes College of Education, and Director, Boyd K. and Donna S. Packer Center for Family and Community Education, Weber State University.
- Jason Springer, Student Success Center Director, Snow College

Home and Family Studies Program Description:

The founders of Snow College clearly understood the importance of obtaining a “domestic” education with classes in foods and clothing being some of the first classes offered here at Snow. The name of the Department was changed from Family Life to Home and Family Studies in the 1990’s to better align ourselves with departmental names within the state and nationwide.

The mission of the Home & Family Studies Department is to aid students in meeting their roles in society, both in their professional and personal life. Emphasis is placed on engagement in theory and practical skills, while encouraging innovation in and out of the classroom.

At a time when the foods and clothing labs were being dropped at many of our sister institutions in the state due to low enrollments and a perceived lack of interest, the labs at Snow have flourished. This is due in part to the willingness of the department to adapt to students wants and scheduling needs. Based on feedback from students, the Child Development Lab went from a morning and afternoon session of preschool to offering day care services and training. Also when enrollments in the practicum class (student teaching in the Child Development Lab) dropped, we adjusted the course scheduling making it possible for more students to be able to fit it into their schedule. This has made it more attractive to not just to Child Care Management majors but to Early Childhood and Elementary Education majors as well.

The Department offered some of Snow’s first EdNet (IVC) and online courses and continues to actively pursue these teaching platforms. We have taught and are currently teaching the Human Development class using hybrid technology.

Programs in the Department of Home and Family Studies are designed to aid students in meeting their roles in society, both in and out of the work force. Emphasis is placed on human interrelationships as well as basic family science and theory and practical skills. All courses are open to both men and women. The program has the following goals:

- Maintain a good working relationship with faculty at sister institutions
- Provide curriculum which allows students a seamless articulation to four-year institutions
- Support faculty in professional development activities
- Provide students an opportunity to gain experience in a quality child-care facility
- Develop a positive relationship with faculty at area high schools
- Help students develop a love of learning

Faculty and Staff:

Faculty members within the Department routinely serve as mentors to students choosing to do an Honors Thesis within the discipline. Regular participation at registration open houses and SnowBlasts and other college-sponsored functions are well-represented by program faculty.

	2011	2012	2013	2014	2015
Faculty Headcount					
With Doctoral Degrees					
Full-Time Tenured	1				
Full-Time Non-Tenured					
Part-Time					
With Master's Degrees					
Full-Time Tenured	4	3	3	3	3
Full-Time Non-Tenured		2	2	2	2
Part-Time	1	2	2	2	2
With Bachelor's Degrees					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time	2	2	3	2	3
Other					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time					
Total Headcount Faculty	8	9	10	9	10
Full-Time Tenured	5	3	3	3	3
Full-Time Non-Tenured		2	2	2	2
Part-Time	3	4	5	4	2
FTE					
Full Time	5.7	4.4	4.8	4.4	5.5

Teaching Assistants					
Part-Time	.73	1.7	1.5	1.5	1.9
Total Faculty FTE	6.59	6.06	6.26	5.93	7.33

Program Support:

Technology

Computers within the department are on about a 5-year replacement cycle. Each full-time faculty member has an iPad for use in the classroom as well.

Equipment

- Sewing Machines (14)
- Kitchen appliances (3 Fridges, 3 dishwashers, 3 microwaves)
- Playground Equipment (replacing this is about \$15,000 a pop)
- Child Development Lab Equipment & Appliances
- Long Arm Quilting Machine

Space

Currently we have two classrooms that are booked throughout the day. We have the foods lab and the clothing lab. The Child Development Lab and a reading room are used as a study hall for students and an observation area for the Child Development lab. It is also used as a formal dining room for the guest meals prepared by students in the foods lab and as a conference/meeting room.

	2011	2012	2013	2014	2015
Cost					
Direct Institutional Expenditures	\$510,910	\$451,472	\$465,672	\$487,091	\$461,069
Cost per Student FTE	\$2,936	\$2,720	\$2,334	\$2,374	\$2,097
Funding:					
Appropriated Fund	NA	NA	NA	NA	NA
Other:					
Special Legislative Appropriation	NA	NA	NA	NA	NA
Grants of Contracts	NA	NA	NA	NA	NA
Special Fees/Differential Tuition	NA	NA	NA	NA	NA

Home and Family Studies Student Learning Outcomes and Assessment:

Within the Home & Family Studies Program there are three areas of emphasis: Family and Consumer Science, Child Development/Early Childhood Education and Child Care Management. The Program also offers a one-year Certificate of Completion in any of these specialties which gives students who are interested in the field, but not seeking a specific degree exposure to the curriculum.

Students who complete an emphasis in *Child Development/Early Childhood Education* will be expected to demonstrate that they

- know the major theories of human growth and development;
- understand typical behaviors for the differing stages of development;
- understand the normal patterns of physical, emotional, social, moral and cognitive development;
- know what constitutes developmentally appropriate practice;
- know strategies for positive discipline;
- understand the characteristics of effective care givers;
- recognize the influence of cultural and historical trends on development across the life span;
- can apply theories to real life situations;
- can observe, record, and interpret children's behavior using their knowledge of human development as a foundation;
- can respond effectively to situations that require adult intervention in the child development lab.

Students who complete an emphasis in *Family and Consumer Science* at Snow College will be expected to demonstrate that they

- know the basic principles underlying nutritional choices and the potential consequences of those choices;
- know the fundamental principles of food preparation and meal management;
- understand the principles and elements of design;
- understand the significance of apparel as a form of non-verbal communication;
- understand the major theories of human development;
- understand the normal patterns of physical, emotional, social, moral, and cognitive development;
- understand developmentally-appropriate practice and strategies for positive discipline;
- understand the skills necessary to make and maintain a healthy, vibrant marriage;
- can plan and prepare nutritious meals;
- can apply the principles and elements of design to choices in their own surroundings;
- can operate a home sewing machine, select fabrics and notions to complete textile projects;
- can apply individuality to clothing choices and plan appropriate dress for various occasions;
- can observe, record, and interpret children's behavior in the context of developmental theories;
- can intervene effectively when volunteering in the Child Development Lab;
- can make healthy, fulfilling, and effective personal choices;
- can use management theory to optimize the use of resources;
- can set and accomplish goals;
- appreciate the value and benefit that well- designed surroundings can have on their lives;
- appreciate the intrinsic value of personally- designed clothing and textiles and the skill it takes to make them;
- appreciate the way cultural, historical, biological, and environmental factors contribute to the development of the whole child;
- appreciate the benefits of healthy lifestyle choices;
- appreciate how a strong marriage can improve the quality of one's life.

Students

Headcounts in home and family studies classes has remained steady, if not grown in some classes, over the past five years due to the need for students to find courses to fill General Education requirements. This accounts for approximately 70% of departmental headcount. Students also look for elective classes that are interesting and fulfill their personal life goals. Finally, students enjoy our faculty, who share a reputation for

being fair, fun, and flexible according to student learning needs and course scheduling. Our faculty members are committed to doing what is needed to help students succeed.

Certain courses have limited student enrollment simply due to space and accreditation regulations. For example, the Practicum and Seminar classes have limited enrollments because the Child Development Lab can only support a 10 student maximum. The Principles of Food Management class (HFST 1240) has only three cooking units, which limits student participation.

	2011	2012	2013	2014	2015
Number of Graduates					
Certificates					1
Associate Degrees	18	10	10	10	15
Bachelor's Degrees	NA	NA	NA	NA	NA
Master's Degrees	NA	NA	NA	NA	NA
Doctoral Degrees	NA	NA	NA	NA	NA
Number of Students					
Total Declared Majors	14	16	12	9	11
Total Department FTE	174	166	199.5	205.2	219.9
Total Department SCH	2610	2490	2992.5	3078	3295.5
Student FTE/Faculty FTE	26.4	27.4	31.9	34.9	30.0

Program Assessment:

In accordance with Utah State Board of Regents' policy R411 on the periodic review of educational programs, an on-site visit of Snow College's Home and Family Studies and Education program was conducted in February 2017. This visit was followed careful reading of the self-study document and included a comprehensive tour of educational facilities, conversations with students, class visits, and faculty interviews.

Program Strengths:

Home and Family Studies Program:

Based on our review of the self-study materials and site visit, the team commends the program for its commitment to high-quality teaching and student engagement. Students commented on the value of the field experiences and service learning activities that they have had and how these have enriched and built on what they have learned in the classroom. The hands-on experiences in clothing and food labs, the child care lab, or in the interior design course were all things that engaged students in their education and promoted deeper learning.

The team also commends the program on the quality and commitment of its faculty. This is evidenced by their desire to maintain small classes despite large enrollments in the HFST courses. The students commented on how they enjoyed the class sizes, and the faculty stated that they wanted to maintain that

so they can get to know students individually. Students also commented on how available faculty are in the HFST program, and how willing they are to help. The review team observed that the faculty are enthusiastic about teaching and concerned about student success, even observing students dropping in to talk to faculty in their offices while were touring the building. Despite heavy teaching loads and limited resources, the faculty were upbeat and positive in our discussions with them. There is good morale in the HFST program.

Program Recommendations:

1. **Lack of Assessment Data:** No assessment data was provided in the self-study and nothing regarding assessment of program learning outcome was provided during the visit. It is recommended that the department take assessment of program learning outcomes seriously and take advantage of division and college activities that support the collection of program learning outcomes data/evidence.

***Institutional Response:** Snow College faculty and administrators are always working to better assess what we do. We are currently in a transition period with a new form of assessment introduced in May of this year. We sincerely apologize to the review team for apparent confusion and disconnect between what is happening within the Department of Education and how it is currently being assessed. We are in agreement with the concerns and suggestions brought forth by the review team. Information provided in the Social and Behavioral Science Division Program Review did not reflect the work that has been done recently to align the Department with the new Program Outcome Assessment tool currently being used at Snow College. We are in full agreement that a Program Review should be repeated before the next standard review cycle. Following are steps to fully utilize the new assessment tools we have been given.*

- *With the new assessment program that has been introduced, assessments are being collected that reflect the program outcomes.*
 - *These assessments will be reviewed and changes in instruction made where needed in order to meet outcome goals.*
 - *Communication with Adjunct professors about the outcomes and assessments will increase so that all understand the role they play in assessing the program.*
 - *Changes in the Academic Catalogue will be made to identify program outcomes.*
 - *A more consistent effort will be made to evaluate the program and ensure outcomes are being met.*
 - *Conduct another self-study before the next review.*
2. **Small Department and Isolation (Education):** The department appears small and isolated compared to other social science and academic departments. In addition, the program relies heavily on adjunct faculty members.

Institutional Response: Snow College prides itself on a High touch faculty to student relationship in providing students with the knowledge and expertise needed to be as successful as possible while at Snow College, and beyond. A concerted effort will be made to continue this high touch culture, while maintaining focus on program outcomes and assessment. In order to reduce the isolation of the Education department it is working more closely with the Home and Family Studies department where the Early Childhood program is housed as this seems a natural pairing. This also allows for more contact with full-time faculty as well as providing support.

- 3. EDUC 1010 and 1015 Combined:** It is recommended that the program consider combining EDUC 1010 and 1015 into one comprehensive course offered for three credits. To accomplish this, the department should consider reducing the lab hour requirement for EDUC 1015 to 15 to 20 hours per semester. Consideration should also be given to offer EDUC 1010 as a concurrent enrollment course to high school students.

Institutional Response: This is a consideration being made at this time. Considerations also include adding another classroom day to the curriculum and reducing the number of hours required for the lab portion. The concurrent enrollment offering is being considered; however, there are concerns with limitations as to the teaching load of the full-time faculty member (instructional load is half-time).

- 4. Full-time Faculty:** It is recommended that current adjunct loads be reviewed in consideration of creating another full-time faculty position.

Institutional Response: The Education Department is fully aware of its reliance on adjunct faculty. Budgets are always an issue with more demand than money. This will definitely continue to be a topic of conversation as the Department continues to grow.