

Snow College

Education R411

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

Education Program Description:

The mission of the Education program is to provide future K – 12 teachers with the knowledge, love of learning and commitment to service that will make them outstanding candidates for teacher certification at any university in the country. The program's goals are to introduce future teachers to the historical, philosophical, and cultural foundations of their chosen profession and to give them practical experience observing actual primary and secondary classroom operations. By carefully advising students in their selections of majors, lower division general education requirements, and elective courses, the program seeks to assure their success as they transfer to baccalaureate institutions and go on to enter the teaching profession.

A student who graduates from Snow College ready for a four-year education program will have an understanding of;

- The historical, philosophical, and cultural foundations of American education.
- The general outline of how American schools are governed and financed.
- How the fields of psychology and human development inform the field of education.
- The uses and possible misuses of technology in education.
- Appreciate the high ethical standards expected of teaching professionals.
- Appreciate the commitment to the role of the teacher as a learner.

By producing students that are engaged in the curricula and who understand the foundations of the education system in America, Snow College will continue to transfer students who are well-prepared to excel in four-year education programs. We also believe our mission and these outcomes lend themselves to our being innovative in how we grow and develop our program to provide the best possible opportunities for our students.

There are several certification options for students aimed at becoming a K-12 educator in Utah are: Early Childhood Education, Elementary Education, Secondary Education, Special Education, Special Education (Birth through Age 5) and Communication Disorders.

Getting an Associate Degree is only the first step to becoming an educator in Utah. At Snow, students are able to complete lower division general education requirements as well as many prerequisites in order to seamlessly transfer to one of many in-state 4-year degree programs. Students who are leaning toward a particular transfer institution should contact the department chair for more specific requirements.

Faculty and Staff:

For over 30 years the Education Program has been led and education courses have been taught by well-qualified, generally PhD full-time faculty. However, in fall 2010 this individual accepted a new position at Utah State University. Richard Squire was hired in fall 2011 and remains the only full-time instructor; however, his duties include a half-time teaching load and a half-time program development load. Two adjunct faculty assist with instruction for education specialty courses.

- Richard Squire, full-time faculty, B.A., M Ed., Education. This position is designed for part-time program instruction and part-time program development and recruitment.
- Diane Gardner, adjunct faculty (teaches Diverse Populations, EDUC 2400)
- Aaron Peterson, adjunct faculty (teaches Introduction to Special Education, EDUC 2030)

	2011	2012	2013	2014	2015
Faculty Headcount					
With Doctoral Degrees					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time	1				
With Master's Degrees					
Full-Time Tenured					
Full-Time Non-Tenured	1	1	1	1	1
Part-Time		2	2	2	2
With Bachelor's Degrees					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time					
Other					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time					

Total Headcount Faculty	3	3	2	3	3
Full-Time Tenured					
Full-Time Non-Tenured	1	1	1	1	1
Part-Time	2	2	1	2	2
FTE					
Full Time	.4	.6	.6	.8	.8
Teaching Assistants	NA	NA	NA	NA	NA
Part-Time	.8	.6	.4	.6	.6
Total Faculty FTE	1.2	1.2	1.0	1.4	1.4

Education Student Learning Outcomes and Assessment:

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 stage 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 the recommended Child Care Management curriculum at Snow College will be expected to demonstrate that they

- know and understand young children's developmental needs;
- know and understand the multiple influences on young children's learning and development;
- know about the goals, advantages, and use of assessment in early childhood classrooms;
- use their on knowledge and other resources to plan, execute, and measure meaningful, challenging curriculum that promote comprehensive developmental learning outcomes for all young children;
- use developmental knowledge to create healthy, respectful, supportive and challenging learning environments;
- are educated advocates for sound educational practices and policies;
- believe that lifelong learning is an essential element for success in the early childhood field.

Students who complete an emphasis in teacher education will be expected to demonstrate that they

- know the historical, philosophical and cultural foundations of American education;
- know the general outline of how American schools are governed and financed;
- know how the fields of psychology and human development inform the field of education;
- know the uses and possible misuses of technology in education;
- know the activities and daily routines of practicing professional teachers;
- can write a personal teaching philosophy;
- can successfully complete course work in math, and introduction to education;
- can work with teachers in a classroom settings;
- can demonstrate the traits that predict a future as a successful teaching professional;
- can conduct themselves professionally in transfer and job interviews;
- appreciate the high ethical standards expected of teaching professionals;
- appreciate interest in and concern for the welfare of student;
- appreciate commitment to the role of the teacher as learner.

Graduating Class	2011	2012	2013	2014	2015
Number of Graduates					
Certificates	NA	NA	NA	NA	NA
Associate Degrees	53	80	64	29	45
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	2011	2012	2013	2014	2015
Total Declared Majors	174	53	19	12	22
Total Department FTE	14.1	20.4	23.8	31.5	33.9
Total Department SCH	211.5	306.0	357.0	472.5	508.5
Student FTE/Faculty FTE	11.6	17.0	23.8	22.5	24.2

The majority of education major students transfer to 4-year universities to complete their education. Southern Utah University and Utah State University are among the top choices.

Program Support:

	2011	2012	2013	2014	2015
Cost					
Direct Institutional Expenditures	\$90,000	\$91,130	\$108,085	\$106,115	\$107,721
Cost per Student FTE	\$6,383	\$4,467	\$4,541	\$3,369	\$3,178

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

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 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.*