SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN CHILD DEVELOPMENT (228)

2015-16 Degree Program Evaluation

The information required to complete this annual evaluation process mirrors the information required by OSRHE Policy on Academic Program Review. Specifically, it covers the following Vitality of the Program items: (1) Program Objectives and Goals, (2) Quality Indicators, (3) Minimum Productivity Indicators, and (4) Other Quantitative Measures (for additional information see OSRHE Policy 3.7.5.B.1-4).

1. Program Objectives and Goals

Associate in Arts in Child Development Degree Program Outcomes

Outcomes for Transfer Degree Programs

Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state and professional institutions of higher learning granting professional and baccalaureate degrees in Oklahoma.

Outcome 2: Demonstrate successful academic achievement by Seminole State College transfer degree students at primary receiving state baccalaureate institutions of higher learning in Oklahoma. Successful academic achievement is defined as the maintenance of satisfactory academic progress toward degree completion as determined by the receiving institution.

Outcomes Specific to Associate in Arts in Child Development

Outcome 3: Demonstrate problem-solving skills and critical thinking in the areas of child development, parent and community involvement, and professional ethics within an artful and research-based practice of early child care and education.

2. Quality Indicators

**Combined Course Embedded Assessment Results For Fall 2014 and Spring 2015
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1			
General Education Outcome 2			
General Education Outcome 3	50%	72%	22%
General Education Outcome 4			
Specific Outcomes for AA Child Development	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	20%	29%	9%
Degree Program Outcome 4			

Other Data Indicating Quality Relevant to Degree Program Major Field
Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2015		Fall 2015		Spring 2016	
2015-16	Total Students	9	100%	44	100%	39	100%
	Black	0	0%	7	16%	5	13%
	Indian	4	44%	8	18%	5	13%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	3	7%	4	10%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	5	56%	26	59%	25	64%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2015	Fall 2015	Spring 2016
2015-16	Male	0	0	0
	Female	9	44	39

Student Feedback on Instruction:
The average response scores from the Student Feedback on Instruction ranged from 4.50 to 4.78 for the rated scale questions. Therefore, all of the averaged responses fell between "usually applies" and "almost always applies" with those responses describing desired attributes or behaviors.

Graduate Exit Survey:
Overall, students rated their academic experience favorably with 84% of the students rating "quality of teaching in your major field of study" as excellent or above average. More than 82% of students rated "faculty concern for student well-being" and "faculty commitment to student success and learning" as excellent or above average.

 Collegiate Assessment of Academic Proficiency (CAAP) Test:
The Science portion of the CAAP test was 0.1 of a point below the national mean. The Mathematics

portion of the CAAP test was 0.5 of a point below the national mean for the current year.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2015-16	Summer 2015	9	0
	Fall 2015	39	4
	Spring 2016	44	4

<u>Does the degree program meet the minimum OSRHE standards for productivity this year?</u>
Majors Enrolled (25 per year): Yes
Degree Conferred (5 per year): Yes

Comments/Analysis: The degree program's 19% graduation rate (eight graduates from a degree program that averaged 41.5 declared majors) is lower than the Seminole State average graduation rate of 27%.

4. Other Quantitative Measures

Number of Sections Taught and Enrollment for Each Course in Major Field of Degree Program

Prefix	Number	Major Field Course Title	Number of Sections	Total Students	Ave. Class Size	Total Credit Hours Generated
CD	1103	Child Development	2	50	25	150
CD	1123	Introduction to Early Childhood Education	3	52	18	156
CD	1223	Behavior & Guidance of Young Children	2	24	12	72
PSY	1103	Child Psychology (not offered this period)				
CD	2101	Developmentally Appropriate Practice (not offered this period)				
CD	2113	Prog. & Curr. Planning for Early Childhood	3	34	11	102
CD	2123	Health, Safety & Nutrition for Children	1	15	15	45
CD	2143	Family & Community Relationships	1	11	11	33
CD	2163	Administration of Early Childhood Programs (not offered this period)				
CD	2333	Field Experience (not offered this period)				
CD	2393	Daily Programming for Infants and Toddlers (not offered this period)				
CD	2163	Administration of Early Childhood Programs (not offered this period)				

Credit Hours Generated in Major Field Courses of Degree Program By Level (from table above)

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2015-16	378	180

Note: Credit Hours Generated columns represent the student credit hours generated by all the major field courses of the degree program for the given academic year. The hours <u>do not</u> represent the number of student credit hours generated only by those students declaring this major.

Direct Instructional Costs

Academic Year	Instructional Costs*	Costs Shown By Division or Program?
2015-16	$276,810	Division

*When cost data are not available by degree program, use total division budget for instructional costs for each degree program.

Credit Hours Generated by Courses in Major Field That Are Part of General Education Requirements in Other Degree Programs			
Major Field Course Information			
Prefix	**Number**	**Title**	**Credit Hours Generated**
na	na	na	na

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
n/a	n/a	n/a	n/a
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			
Current Adjunct Faculty Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			
Cossey, Jaycie	Child Development	MED	East Central University
Porter, Angela	Child Development	MS	University of Central Oklahoma
Wilson, Vicki	Child Development	MED	East Central University

5. Recommendations and Other Relevant Items: Describe recommendations, new developments or initiatives pertaining to degree program.

This year a statewide budget crisis affected the Child Development degree program when the position of Scholars coordinator for Seminole State College was eliminated as a cost saving measure. This is likely to have a negative impact on both enrollment and retention numbers within the Child Development degree program.
In anticipation of lower enrollment in major courses in the degree program, a class scheduling rotation has been set up. Instead of offering all or most Child Development courses each semester, each class will be offered only every other semester.

It is recommended that the degree program mentor visit Freshman Seminar and Pass classes early each fall to explain to prospective majors the benefits and requirements of the degree program. Additionally, it is recommended that the degree program mentor educate faculty mentors about the benefits and requirements of the degree program during August in-service. A final recommendation is to begin the process of getting a Child Development online course through the Quality Matters program.