

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

2020-21 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 2020-21 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	59%	80%	21%
General Education Outcome 4			
Specific Outcomes for AA Child Development	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	59%	80%	21%
Degree Program Outcome 4			

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2020		Fall 2020		Spring 2021	
2020-21	Total Students	13	100%	30	100%	25	100%
	Black	0	0%	2	7%	2	8%
	Indian	5	38%	12	40%	8	32%
	Asian	0	0%	0	0%	0	0%
	Hispanic	2	15%	2	7%	2	8%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	6	47%	14	46%	13	52%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2020	Fall 2020	Spring 2021
2020-21	Male	0	0	0
	Female	13	30	25

Student Feedback on Instruction: The average response scores ranged from 4.4 to 4.7 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. The average response score for the rated-scale questions pertaining to all classes was 4.6.

Graduate Exit Survey: In the statistics related to the overall satisfaction with SSC, 74.9% of students rated the overall educational experience as excellent or above average. The students indicated they would again choose SSC if starting over at 79%. Students listed professors consistently as one of the greatest strengths at SSC. Also, students stated a goal of transferring to a four-year institution at 79%.

ETS Proficiency Profile: Seminole State students scored near national means in all seven subject

areas. For example, SSC students averaged a score of 115.5 on the Natural Sciences test, which is 1.8 higher than the national mean. SSC students scored higher than the national mean in all other areas, except Social Sciences, when compared to their counterparts with 45+ credit hours at other two-year institutions nationwide. SSC had students whose performances placed them above the national total mean of 437. The SSC total mean was 440.8. SSC awarded Certificates of Achievement to students who scored at or above the national mean. Of the 63 tests administered, 34 students or 54% had scores above the national average.

Course-Embedded Assessment Analysis: Analysis of the data at hand focuses on two primary areas for each outcome: the percentage of increase from pre-test to post-test and the magnitude of the post-test percentage. Percentage improvements range from 19% on Outcome 3 to 29% on Outcome 2. All four of the outcomes showed percentage growth at or above 19%. In 2020-2021, two thousand, one hundred twenty-one online students and 3,366 classroom students participated in the assessments to compare online courses to face-to-face courses. For each outcome, the course assessment difference from online and classroom courses were similar ranging from 14% to 31%, a difference of 17%, for online courses and 15% to 25% for classroom courses, a difference of 10%.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2020-21	Summer 2020	13	0
	Fall 2020	30	1
	Spring 2021	25	8

Does the degree program meet the minimum OSRHE standards for productivity this year?

Majors Enrolled (25 per year): Yes

Degree Conferred (5 per year): Yes

Comments/Analysis: This degree program meets the minimum OSRHE standards for productivity.

Low Productivity Justification:

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	20	10	60
CD	1123	Introduction to Early Childhood Education	3	21	7	63
CD	1223	Behavior & Guidance of Young Children	1	13	13	39
CD	2113	Prog. & Curr. Planning for Early Childhood	1	15	15	45
CD	2123	Health, Safety & Nutrition for Children	1	13	13	39
CD	2143	Family & Community Relationships	1	7	7	21
CD	2163	Admin of Early Childhood Programs	1	4	4	12
CD	2333	Field Experience	2	11	6	33
CD	2393	Daily Programming Infants Toddler	1	7	7	21

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
2020-21	162	171

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 do not 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?
2020-21	\$696,191	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
Teresa Martin	Child Development	M.Ed.	East Central University
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
None			
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
None			

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

We are pleased that the Oklahoma State Regents for Higher Education has approved the funding for the return of a Scholars for Excellence in Child Care Coordinator to Seminole State College. The approval was just received.

We are extremely excited to have an individual that will be able to reach out to the childcare facilities in our service area and assist them in reaching their educational goals. We are hopeful this will create an influx of students into our child development program.