

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

**2014-15 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	25%	40%	15%
General Education Outcome 2	25%	40%	15%
General Education Outcome 3	50%	82%	32%
General Education Outcome 4			
Specific Outcomes for AA Child Development	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	40%	72%	33%
Degree Program Outcome 4	25%	40%	15%

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

Academic Year	Ethnicity	Summer 2014		Fall 2014		Spring 2015	
2014-15	Total Students	13	100%	55	100%	42	100%
	Black	3	23%	6	11%	9	21%
	Indian	5	38%	19	35%	9	21%
	Asian	0	0%	0	0%	0	0%
	Hispanic	1	8%	0	0%	1	2%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	4	31%	30	55%	23	55%
	Undeclared	0	0%	0	0%	0	0%

### Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2014	Fall 2014	Spring 2015
2014-15	Male	0	0	0
	Female	13	55	42

Student Feedback on Instruction: Instructors had a mean score of 4.65 out of 5 in questions concerning instructor engagement, caring, and engagement.

Graduate Exit Survey: When asked to assess their overall experience at SSC, 84.4 of the students rated the educational experience as excellent or above average. Over 88% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors as one of the greatest strength at SSC while also referring to small class sizes and caring personnel. "Quality of teaching in your major field of study" scored highest overall with 83.8% of students choosing excellent or above average

Collegiate Assessment of Academic Proficiency (CAAP) Test: Seminole State students scored near national means in all five subject areas. For example SSC students averaged a score of 61.9 on the writing skills test, which is 0.6 higher than the national mean. In math, SSC students

performed slightly above the national mean with a score of 56.4 compared to the national mean of 56.0. In critical thinking, SSC students scored slightly above the national mean of 60.6 with a score of 60.7. SSC students scored above the national mean in reading by 0.6 with a score of 60.7 and slightly below the national mean in science with a score 0.8 below their counterparts with 45+ credit hours at other two-year institutions nationwide.

Community College Survey of Student Engagement: SSC student responses placed the College at or near the 2015 national cohort averages in all five benchmarked categories. The College was above the 2015 national cohort in Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners. SSC students were slightly below the national cohort for Active and Collaborative Learning.

### 3. Minimum Productivity Indicators

#### Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2014-15	Summer 2014	13	0
	Fall 2014	55	1
	Spring 2015	42	1

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

Majors Enrolled (25 per year): Yes/No

Degree Conferred (5 per year): Yes/No

Comments/Analysis:

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	48	24	72
CD	1123	Introduction to Early Childhood Education	3	53	18	54
CD	1223	Behavior & Guidance of Young Children	3	43	14	42
CD	2101	Developmentally Appropriate Practice (not offered this period)				
CD	2113	Prog. & Curr. Planning for Early Childhood	3	24	8	24
CD	2123	Health, Safety & Nutrition for Children	1	17	17	51
CD	2143	Family & Community Relationships	1	26	26	78
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	2423	Health, Safety, Nutrition for Children (not offered this period)	2	36	18	54
PSY	1103	Child Psychology (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
2014-15	168	207

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?
2014-15	\$8000	SS

\*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
Doris Bohuslavicky	Child Development	M. Ed	University of Central Oklahoma
<b>Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
<b>Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
Angela Porter	Child Development	M. CD	University of Central Oklahoma

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

Increase the number of Certificate of Mastery students

- Encourage those with CDA's to complete an Associate of Arts in Child Development
- Experimenting with different course delivery days/times and with offering classes at off sites in particular at child care centers, like one in Morris and with the Kickapoo tribe,
- Offering the Field Experience class once a year in the spring, so that majors who are not working in childcare can secure the necessary experience by completing the course.
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Several students received field experience credit along with credit for getting their CDA.