

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

Program Review Summary

October 1, 2017

Description of the program's connection to the institutional mission and goals:

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-three degree/certificate programs, including the Associate in Arts in Child Development. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Business and Education Division presents here the results of its self-review of the Associate in Arts in Child Development.

Assessment of this transfer degree program employed a number of direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to a number of relevant Higher Learning Commission Criteria and Components, the Seminole State 2016-17 Academic Plan and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

3.7.5 Process (Internal/External Review): Self-review by academic division

Previous Reviews and Actions from those reviews: In the previous review, recommendations addressed issues related to articulation agreements, underprepared students, and faculty advising. Faculty members utilized student support services to better prepare students, participated in a faculty-mentoring program, and prepared plans to improve articulation agreements.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis and Assessment Abstract

Analysis of degree program productivity revealed that over the review period the degree program averaged annually about 51 declared majors, 14 graduates, and 4,406 total credit hours generated. In a comparison of the pre-test and post-test scores students increased knowledge by 21% for general education outcomes and 30% in Child Development specific outcomes. Other direct indicators used were course-embedded assessment and ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. Principal indirect indicators used were the Community College Survey of Student Engagement (CCSSE) and the SSC Graduate Exit Survey. The CAAP test scores reflect learning in line with the national averages. The data reported on the CCSSE reflected the commuter campus atmosphere of Seminole State College.

Key findings from the most current evaluation of the Associate in Arts in Child

Development: Faculty in the Business and Education division discovered a need to develop a plan to increase student and faculty awareness of the articulation agreements among colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a regional institution. Faculty found a need for increased efforts to encourage students to enroll in and a follow specific degree program rather than choosing Liberal Studies.

A. Centrality of the Program to the Institution's Mission:

SSC Mission Statement

Seminole State College empowers people for academic success, personal development, and lifelong learning.

The Associate in Arts in Child Development Program:

Empowers people for academic success by preparing students for a career in Child Development and improving their critical thinking skills necessary for success in all studies.

Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

The Child Development degree program is vital to the success of the Institution's future students and its community. The vital courses are designed to prepare students to enter or eventually enter careers such as Head Start Teacher, Child Care Teacher or Director, Nanny, Elementary Teacher, School Age Program Provider, Early Intervention/Special Needs Provider, Teacher's aide, and home visitor. These specialized courses are designed to enhance the student's education beyond General Education core curriculum courses. It is important to note that many Child Development courses are not listed as core curriculum, but may be taken as course electives for students seeking other degrees. Institutional resources are utilized to employ qualified faculty to provide Early Child Development instruction. Through the courses and instruction provided students receive an understanding of early childhood developmentally-appropriate practices which enables them to provide exceptional care in their current and future careers.

B. Vitality of the Program:**B.1. Program Objectives and Goals:****Outcomes Specific to Associate in Arts in Child Development**

- Outcome 1:** Demonstrate successful articulation of Seminole State College transfer degree programs to state baccalaureate institutions of higher learning 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.
- Outcome 3:** Demonstrate problem-solving skills and critical thinking in the areas of child development, parent and community involvement, and professional ethics.
- Outcome 4:** Demonstrate the art and the science of a career in teaching and working with young children.

B.2 Quality Indicators (including Higher Learning Commission issues):

The Child Development degree program fulfills Higher Learning Commission Criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Child Development course instructors consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the four outcomes specific to the Child Development degree program course embedded assessment is the foremost method. Instructors use pre-tests and post-tests as the tools to obtain assessment data. Faculty members regularly review pre-test and post-test questions and make changes when necessary. For example, in the past year faculty members have reviewed the pre-tests and post-tests in Child Development, Intro to Early Childhood Development, Behavior and Guidance of Young Children, Program and Curriculum Planning for Early Childhood, Family and Community Relationships, and Health, Safety, and Nutrition for Children. As a result, instructors have rewritten, replaced, or deleted some of the existing questions. This process illustrates that the Child Development degree program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality as emphasized in the SSC Institutional Degree Completion and Academic Plans, 2016-2017 Outline.

Instructors calculate student score improvements from pre-test to post-test for every class every semester. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in Child Development degree program show improvement verifies that student learning takes place and that outcomes specific to the Child Development degree program are met.

Key personnel gathered course embedded assessment data from the fall 2016 and spring 2017 semesters as shown in the following table. The percent of increase reflects the difference between the average of the post-test scores and the pre-test scores. For all six of the major field courses, the average growth rate was 27%.

**Table 1. Combined Course Embedded Assessment Results For Fall 2016 through Spring 2017
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 Child Development	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	57%	86%	29%
Degree Program Outcome 4	43%	74%	31%

B.3. Minimum Productivity Indicators:

The following table provides data for the Child Development Degree Program. Report Date May, 2017

Table 2. Child Development Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2012 - 2013	Summer 2012	11	1
	Fall 2012	64	7
	Spring 2013	47	10
2013 – 2014	Summer 2013	9	6
	Fall 2013	57	8
	Spring 2014	45	7
2014 - 2015	Summer 2014	13	0
	Fall 2014	55	3
	Spring 2015	42	5
2015 - 2016	Summer 2015	9	0
	Fall 2015	39	4
	Spring 2016	44	4
2016-2017	Summer 2016	15	2
	Fall 2016	35	5
	Spring 2017	33	8

In Table 2, the results show approximately 51 students selecting the program each year and about 14 successfully completing the program annually. This degree program has a low to moderate demand level. Relative to the number of students declaring Child Development as a major, the graduation rate is 27.5% . The average graduation rate across all degree programs at SSC is 27%

This data shows that the Child Development Degree Program exceeds the minimum standards of productivity for Majors Enrolled (25) and Degrees Conferred (5).

B.4. Other Quantitative Measures:

- a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

Table 3. 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	Credit Hours
CD	1103	Child Development	21	358	17	1084
CD	1123	Introduction to Early Childhood Education	16	285	18	865
CD	1223	Behavior & Guidance of Young Children	12	151	13	453
PSY	1103	Child Psychology (not offered this period)	0	0	0	0
CD	2101	Developmentally Appropriate Practice (not offered this period)	0	0	0	0
CD	2113	Prog. & Curr. Planning for Early Childhood	13	117	9	321
CD	2123	Health, Safety & Nutrition for Children	5	82	16	246
CD	2143	Family & Community Relationships	8	130	16	390
CD	2163	Administration of Early Childhood Programs	1	5	5	15
CD	2333	Field Experience	3	13	4.3	39
CD	2393	Daily Programming for Infants and Toddlers (not offered this period)	0	0	0	0
CD	2163	Administration of Early Childhood Programs (not offered this period)	0	0	0	0
CD	2423	Health, Safety, and Nutrition of the Young Child	8	117	15	351

b. Student credit hours by level generated in all major courses that make up the degree program for five years: 3,087 total credit hours in major during review period.

Table 4. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2016-17	341	162
2015-16	378	180
2014-15	432	309
2013-14	747	357
2012-13	504	354
Totals	2402	1362

Note: Table 4 shows the credit hours generated by all the major courses of the degree program for the given academic years. The hours do not represent the number of student credit hours generated only by those students declaring Child Development as their major.

c. Direct instructional costs for the program for the review period:

Instructional Costs:

No direct data was available that could be used to determine the exact amount of the instructional cost for any of the Child Development degree program. The annual SSC budget report provided the total expenditures for the Business and Education Division. The Child Development Degree Program transferred to the Business and Education Division in fall 2015. Instructional costs prior to that time were reported by the Social Sciences Division.

Table 5. Instructional Costs

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Instructional Cost	\$688,581.82	\$799,856	\$372,170	\$276,810	\$320,662

- d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

The Table 6. Credit Hours Generated by Courses in Major Field of Degree Program That Are Part of General Education Requirements in Other Degree Programs

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
N/A			

All college level courses in the Child Development degree program at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course offerings in the degree program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes Table 7 shows the Major Field courses for the Associate in Art in Child Development degree program and the General Education Outcomes each course addresses.

Table 7. All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
CD	1103	Child Development			X	
CD	1123	Introduction to Early Childhood Education			X	
CD	1223	Behavior & Guidance of Young Children			X	
PSY	1103	Child Psychology	X	X	X	X
CD	2113	Prog. & Curr. Planning for Early Childhood			X	
CD	2123	Health, Safety & Nutrition for Children			X	

CD	2143	Family & Community Relationships			X	
CD	2163	Administration of Early Childhood Programs			X	
CD	2333	Field Experience			X	
CD	2393	Daily Programming for Infants and Toddlers			X	

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Table 8. Current Child Development Faculty			
Full-Time Faculty			
Name	Teaching Area	Highest Degree	Institution
Current Adjunct Faculty (Instructors with ** beside their name teach only zero-level classes)			
Jaycie Cossey	Child Development	M.Ed.	East Central University
Angie Porter	Child Development	M.S.	University of Central Oklahoma
Vickie Wilson	Child Development	M.Ed.	East Central University

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Information not available.

g. If available, information about the success of students from this program who have transferred to another institution:

Transfer Reports from Four-Year Institutions:
 Seminole State College routinely seeks transfer data from the primary transfer baccalaureate institutions but receipt of transfer data from those institutions has been sporadic. Transfer reports received from East Central University, the University of Central Oklahoma, and Oklahoma State University provided GPAs of students who had transferred from Seminole State College. Data in those reports, cited in the 2009 Seminole State College HLC Self-Study Report, indicated that “Students’ GPAs typically only decrease 0.25 on the 4.0 scale upon

transferring from SSC. This decrease is considered not as a reflection of SSC's curriculum, but the fact that at the university, students take more advanced, junior, and senior level courses in their majors." The data in those reports confirmed our expectation that SSC students maintain similar GPAs upon transfer as those attained at SSC and verified the competence of SSC students in their academic preparation.

B.5. Duplication and Demand:

B.5. Duplication and Demand Issues:

Review of Duplicated Programs

Seminole State College provides local access to students in our five county service area wishing to pursue a degree in Child Development. The only near duplications in our five county area are a few private schools that are cost prohibitive for many students.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Child Development is a low to moderate demand program and the rates of declared majors and graduation exceed OSRHE productivity levels. Approximately 51 students selected the Associate in Arts in Child Development degree program each year over the review period. The degree program averages approximately 14 graduates annually. Relative to the number of students declaring Child development as a major, the graduation rate is 27.5%.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Faculty members expect students with an Associate of Art in Child Development to matriculate to a four-year program. The options available to these students include fields such as Head Start teacher, child care teacher or director, nanny, teacher's aide, home visitor, and employee at any community and private organization focused on child development.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Faculty members and students actively participate in the five county area communities served by SSC. Although many faculty members commute, they participate in community activities such as blood drives, churches, and local chambers of commerce.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

With the advances in technology, faculty members have the opportunity to expand to several different forms of delivery. SSC also addresses the community need for a variety of course scheduling by offering online courses, evening courses, weekend courses, 8-week courses, and courses at correctional facilities. The vast majority of students in the Child Development degree program are working adults who are unable to attend classes on campus during traditional working hours. To meet the specific needs these students, classes are offered online and in the evening.

B.6. Effective Use of Resources:

Staff Support

The Business and Education Division administers the Child Development degree program. The division has a part-time (16 hours weekly) secretary who primarily supports the division chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the B&E faculty members.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College installed a wireless network with two control centers providing Internet and Seminole State College Intranet connectivity to campus academic and residential buildings. In addition to wireless connectivity, all classrooms are hard-wired for Internet and Seminole State College Intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites. Technologically equipped classrooms have computer systems with current instructional and multimedia software, digital multimedia projectors and Smartboards. Classrooms equipped for IETV have full-motion video/audio interactive television technology interfaced with fiber optic transmission equipment and a computerized multimedia projection system for OneNet course sharing. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically-aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the MIS director and two tech persons. They are responsible for maintaining all campus technology such as computers, SmartBoards, IETV equipment, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services

Currently D2L Brightspace is available to instructors for course management. It is used to communicate with students, post and collect assignments, record grades, and host student discussion boards. Through a separate system, MySSCOK, instructors report final student grades and attendance electronically.

Table 9

Recommendation	Implementation Plan	Target Date
Increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a four-year institution.	Child Development faculty plan to increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and alert them to the advantage of receiving an associate degree before transferring to a four-year institution. Increased contact between faculty in the major area and students enrolled in the degree program will result from a faculty mentor program in progress.	On-going
Encourage students to enroll in specific degree programs rather than choosing Liberal Studies	A degree program mentor will continue to educate both faculty advisors and students about the advantages of choosing the Child Development degree program. Specifically, the degree program ambassador will meet with faculty advisors during August in-service and meet with students in the first year experience classes early each semester.	The degree program mentor visits first year experience classes during the first several weeks of every semester. The degree program ambassador meets with faculty advisors during August in-service every year.

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
	We recommend expanding the program by 10% or about 5 students per year.		

Department/
Program Head _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____