

**SEMINOLE STATE COLLEGE
CERTIFICATE IN CHILD DEVELOPMENT (Mastery) (229)**

2022-2023 Degree Program Review

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers thirty-eight degree/certificate programs, including the Certificate 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 certificate program every five years. The Business and Education Division presents here the results of its self-review of the Certificate in Child Development.

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

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

Faculty members used student support services to prepare students, and participated in a newly created faculty advisor program.

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

Analysis of certificate program productivity revealed that the degree program averaged about 14 declared majors per year with an average of 11 graduates per year and an average of 1972 total credit hours generated per year over the five-year period under review. Other direct indicators used were course-embedded assessment and Educational Testing Service Proficiency Profile Test (ETS). Principal indirect indicators used were the Community College Survey of Student Engagement (CCSSE), and the SSC Graduate Exit Survey. Students increased knowledge by a 2.0 to 1 ratio in a comparison of the pre-test and post-test scores. The ETS test scores reflect learning slightly below (0.3%) the national averages over the past 4 years.

Key findings from the most current evaluation of the Certificate in Child Development
Faculty in the Business and Education Division cited a need for increased efforts to encourage students to enroll in and follow a specific program rather than choosing Liberal Studies. The Certificate in Child Development has been designed specifically to prepare students for entry-level positions in the child care industry.

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 Certificate in Child Development (Mastery):

Empowers people for academic success by preparing students for a range of careers involving Child Development and at the same time improve 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.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Outcome 1: Demonstrate problem-solving skills and critical thinking skills in the areas of child development, program planning, family and community relationships, and professional ethics.

Outcome 2: Demonstrate the art and the science of working with children in a culturally diverse society.

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

The SSC Certificate in Child Development (Mastery) 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. Instructors in the Business and Education areas consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. Instructors use formative assessment to evaluate the needs of individual students. To measure the two outcomes specific to the Certificate in Child Development Program course embedded assessment is the foremost method. In the Business and Education areas, instructors used pre-tests and post-tests as tools to obtain assessment data. Faculty members regularly review and change pre-test and post-test questions when necessary. This process illustrates that the Certificate in Child Development (Mastery) Program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality.

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

Key personnel gathered course embedded assessment data from the fall 2021 and spring 2022 semesters as shown in the following table. The percent increase reflects the difference between the average of the post-test scores and the pre-test scores. For the Major Field courses, the average growth rate was 22%.

Table 1. Combined Course Embedded Assessment Results for Fall 2021 through Spring 2022 for Major Field Courses in Certificate Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1			
General Education Outcome 2			
General Education Outcome 3	66%	88%	22%
General Education Outcome 4			
Specific Outcomes for Biology	Pre-Test % Correct	Post-Test % Correct	Difference
Program Outcome 1	66%	88%	22%
Program Outcome 2			

B.3. Minimum Productivity Indicators:

The following table provides data for the Certificate Program. Report Date September 2022

Table 2

Biology Declared Majors and Graduates			
Academic Year	Semester	Declared Majors	Graduates Total Per Year
2017-2018	Summer	3	
	Fall	2	
	Spring	2	0
2018-2019	Summer	0	
	Fall	6	
	Spring	5	8
2019-2020	Summer	4	
	Fall	3	
	Spring	4	14
2020-2021	Summer	2	
	Fall	7	
	Spring	7	12
2021-2022	Summer	2	
	Fall	11	
	Spring	12	10

Table 2 shows approximately 14 students selecting the program each year and an average of 11 students successfully completing the program annually. This certificate program has a low to moderate demand level. Relative to the number of students selecting the certificate program, the completion rate is 78.5%. Students are focused on receiving their Associate in Arts in Child Development degree from SSC and are typically unaware of the value of receiving a Certificate in Child Development (Mastery). We are fortunate to now have a Scholar Coordinator from the OSRHE Scholars for Excellence in Child Care program on campus. She has been instrumental in increasing the enrollment in this certificate program.

These data show that the Certificate in Child Development (Mastery) Program is below the minimum standards of productivity for Majors Enrolled (25) but exceeds the standards for Certificates Awarded (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 Certificate Program

Prefix	Number	Major Field Course Title	Number of Sections	Total Students	Ave. Class Size	Total Credit Hours Generated
ENG	1113	Principles of English Composition I	33	581	18	1743
CD	1103	Child Development	1	30	30	90
CD	1123	Introduction to Early Childhood Education	1	25	25	75
CD	1223	Behavior & Guidance of Young Children	1	29	29	87
CD	2113	Program & Curriculum Planning for Early Childhood	2	13	6	39
CD	2123	Health, Safety, & Nutrition for Children	1	26	26	78

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

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2021-22	1995	116

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.

Since all courses offered in this major may be used as lower division general education courses, no courses exclusively for this degree were taught in the past five years. However, the six courses considered major courses for this program are listed in Table 5. The classes range in size from 10 to 50 students.

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Student Credit Hours Generated in the Major Courses (Five Year Period)

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

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	1623	84
2018-19	2046	78
2019-20	1884	123
2020-21	1833	78
2021-22	1995	116
Totals	9381	479

Note: In Table 4, the “Credit Hours Generated” column represents the student credit hours generated by all the Major 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 a Certificate in Child Development.

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

Instructional Cost (Estimate):

No direct data were available that could be used to determine the exact amount of the instructional cost for any of the math and science degree programs. The annual SSC budget report provided the total expenditures for the science department as shown in Table 4. The annual Business and Education department budget contains the instructional costs for twenty of the Business and Education division programs.

Table 5

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Instructional Cost	\$319,452	\$678,960	\$708,875	\$696,191	\$762,442

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

Support of General Education Outcomes

All courses offered in the Business and Education areas support the General Education philosophy of Seminole State College. Business and Education instructors make every effort to provide experiences that will equip students with the necessary skills to make informed decisions and encourage life-long learning. Instructors also attempt to provide experiences that will prepare students to be citizens who will be thoughtful about their attitudes toward human life, cultural diversity, and biological and physical environments. Please see Table 3 for a list of student credit hours generated in the major courses.

All college level courses in the Science area at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course

offerings in the Certificate in Child Development (Mastery) Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes Table 6 shows the Major Field courses for the Certificate in Child Development Program and the General Education Outcomes each course addresses.

Table 6

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
ENG	1113	Principles of English Composition I	X			
CD	1103	Child Development			X	
CD	1123	Introduction to Early Childhood Education			X	
CD	1223	Behavior & Guidance of Young Children			X	
CD	2113	Program & Curriculum Planning for Early Childhood			X	
CD	2123	Health, Safety, & Nutrition for Children			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:

Current Business and Education Division Faculty

Table 7

Current Full-Time Business and Education Faculty			
Name	Teaching Area	Highest Degree	Institution
Current Full-Time Faculty from Other Divisions Teaching Business and Education Classes (Instructors with ** beside their name teach only zero-level classes)			
Dr. Andrew Davis	ENG	Ph. D.	Oklahoma State University
Kelli McBride	ENG	M.S.	Capella University
Paul Juhasz	ENG	M.F.A.	Oklahoma City University
Yasminda Choate	ENG	M.S.	Texas A & M University
Jamie Worthley	ENG	M.A.	University of Central Oklahoma
Jessica Isaacs	ENG	M.F.A.	Oklahoma City University
Current Adjunct Business and Education Faculty (Instructors with ** beside their name teach only zero-level classes)			
Jaycie Cossey	Child Development	M.Ed.	East Central University
Alicia Bare	Child Development	M.Ed.	East Central University
Brian Green-Young	ENG	M.F.A.	Oklahoma City University
Kylee George	ENG	M.F.A.	Oklahoma City University

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

No data

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

Not a transfer program

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 to pursue the Certificate in Child Development (Mastery). 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:

The Certificate in Child Development (Mastery) Program is a low to moderate demand program and the rates of declared majors is below OSRHE productivity levels, but certificate awards exceed OSRHE productivity levels. Approximately 14 students selected the Certificate in Child Development program each year over the review period with an average of 11 certificates awarded each year. Relative to the number of students declaring this major, the completion rate is 78.5%.

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 encourage students to complete this certificate program for employment.

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:

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

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 expanded to several different forms of delivery. They have found that online, hybrid or blended courses, and zoom courses prove to be

successful delivery methods. SSC also addresses the community need for a variety of course scheduling by offering online and accelerated courses.

B.6. Effective Use of Resources:

Staff Support

The Business and Education Division has a full-time 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 Business and Education 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 has 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, CD/DVD/VCR players, digital multimedia projectors and a Smart Board. 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, Smart Boards, IETV equipment, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services

Brightspace is available to instructors for course management and not just for online course delivery. Through MySSCOK, instructors report student grades electronically, receive emergency response, and make announcements.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Table 8

Recommendation	Implementation Plan	Target Date
Increase student and faculty awareness of the advantage of completion of the certificate program.	Advertising and utilizing recruitment opportunities with campus recruiting office.	On-going
Encourage students to enroll in specific programs rather than choosing Liberal Studies.	Faculty, along with student support services, will continue the efforts to inform students of the advantages of enrolling in a specific program by implementing a degree enrollment plan that is created in Learning Strategies.	On-going

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	We recommend expanding the program about 10 students per year.		
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head *Jammy Kustecku* Date 11/16/2022
(Signature)

Vice President for Academic Affairs *Amal S. Jay* Date 11/16/22
(Signature)

President *Lena Reynolds* Date 11-21-22
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