

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

**2017-18 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 childcare and education.

## 2. Quality Indicators

### Combined Course Embedded Assessment Results For 2017-18 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%	89%	31%
General Education Outcome 4			
Specific Outcomes for AA Child Development	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	59%	89%	31%
Degree Program Outcome 4			

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

Academic Year	Ethnicity	Summer 2017		Fall 2017		Spring 2018	
		Count	%	Count	%	Count	%
2017-18	Total Students	2	100%	33	100%	33	100%
	Black	0	0%	6	18%	5	15%
	Indian	0	0%	10	30%	10	30%
	Asian	0	0%	0	0%	1	3%
	Hispanic	0	0%	1	3%	2	6%
	Hawaiian/Pacific Islander	0	0%	0	0%	1	3%
	White	2	100%	16	49%	14	43%
	Undeclared	0	0%	0	0%	0	0%

### Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2017	Fall 2017	Spring 2018
2017-18	Male	0	0	1
	Female	2	33	32

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.15 to 4.68 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 70.6% of the students rating “quality of teaching in your major field of study” as excellent or above average. More than 77% of students rated “faculty concern for student well-being” and 80% “faculty commitment to student success and learning” as excellent or above average.

Collegiate Assessment of Academic Proficiency (CAAP) Test: SSC students scored within .5 points (+ or -) of the national mean in all categories. Specifically, on the Science portion SSC students scored .1 below the national mean and .5 below the national mean on the Mathematics portion of the CAAP test. The Writing Skills category results were .1 points below the national mean.

### 3. Minimum Productivity Indicators

#### Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2017-18	Summer 2017	2	0
	Fall 2017	33	2
	Spring 2018	32	3

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: While the loss of the Scholars coordinator and the lack of a full time faculty member continues to hamper the success of the Child Development degree program, it does meet the minimum OSRHE standards for productivity.

Low Productivity Justification: N/A

**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	1	19	19	57
CD	1123	Introduction to Early Childhood Education	1	14	14	42
CD	1223	Behavior & Guidance of Young Children	1	9	9	27
CD	2113	Prog. & Curr. Planning for Early Childhood	1	8	8	24
CD	2123	Health, Safety & Nutrition for Children	1	20	20	60
CD	2143	Family & Community Relationships	1	9	9	27
CD	2333	Field Experience	1	9	9	27

**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
2017-18	126	138

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?
2017-18	\$319,452	Business & Education 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

<b>Faculty Teaching Major Field Courses in Degree Program</b>			
<b>Name</b>	<b>Teaching Area</b>	<b>Highest Degree</b>	<b>Institution</b>
<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>			
Jaycie Cossey	CD	M.Ed.	East Central University
Angela Porter	CD	M.S.	University of Central Oklahoma
Vickie Wilson	CD	M.Ed.	East Central University

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

This academic year the division implemented a course rotation for the Child Development degree program. It ensures that every major field requirement is offered at least once every academic year and that each major field elective is offered at least once every two academic years. Under the new rotation, class sizes have been in the teens and twenties, none have been canceled due to low enrollment.

I recommend that a full time faculty member be hired to teach a full load of Child Development courses and act as the Child Development degree program mentor. In another blow to the program, the degree program mentor took another position on campus and has not been replaced. It speaks volumes about the demand for this degree program that the classes continue to make and students continue to graduate without the presence of an expert on campus to promote the program, advise students and guide them to graduation.