

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

**2018-19 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 2018-19 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                | 62%                | 80%                 | 18%        |
| General Education Outcome 4                |                    |                     |            |
| Specific Outcomes for AA Child Development | Pre-Test % Correct | Post-Test % Correct | Difference |
| Degree Program Outcome 3                   | 62%                | 80%                 | 18%        |
| Degree Program Outcome 4                   |                    |                     |            |

Other Data Indicating Quality Relevant to Degree Program Major Field

### Degree Program Enrollment by Ethnicity

| Academic Year | Ethnicity                 | Summer 2018 |      | Fall 2018 |      | Spring 2019 |      |
|---------------|---------------------------|-------------|------|-----------|------|-------------|------|
| 2018-19       | Total Students            | 9           | 100% | 38        | 100% | 35          | 100% |
|               | Black                     | 2           | 22%  | 4         | 11%  | 4           | 11%  |
|               | Indian                    | 2           | 22%  | 10        | 26%  | 11          | 31%  |
|               | Asian                     | 0           | 0%   | 1         | 3%   | 0           | 0%   |
|               | Hispanic                  | 0           | 0%   | 1         | 3%   | 2           | 6%   |
|               | Hawaiian/Pacific Islander | 0           | 0%   | 1         | 3%   | 0           | 0%   |
|               | White                     | 5           | 56%  | 21        | 55%  | 17          | 49%  |
|               | Undeclared                | 0           | 0%   | 0         | 0%   | 1           | 3%   |

### Degree Program Enrollment by Gender

| Academic Year | Gender | Summer 2018 | Fall 2018 | Spring 2019 |
|---------------|--------|-------------|-----------|-------------|
| 2018-19       | Male   | 0           | 2         | 1           |
|               | Female | 9           | 36        | 34          |

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.4 to 4.8 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. Students responded with an average response of 4.6 to all rated-scale questions.

Graduate Exit Survey: Overall, students rated their academic experience favorably with 81% of the students rating “quality of teaching in your major field of study” as excellent or above average. 84.2% of students rated the overall educational experience at SSC as excellent or above average.

ETS Proficiency Profile: SSC students scored within 1.3 points (+ or -) of the national mean in all categories. Specifically, on the Critical Thinking portion SSC students scored .3 below the national mean and .5 below the national mean on the Natural Sciences portion. The national total mean was 438.5 while the SSC total mean was 435.

### 3. Minimum Productivity Indicators

#### Productivity Indicators

| Academic Year | Semester    | Declared Majors | Graduates |
|---------------|-------------|-----------------|-----------|
| 2018-19       | Summer 2018 | 9               | 1         |
|               | Fall 2018   | 38              | 2         |
|               | Spring 2019 | 35              | 2         |

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:

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                  | 22             | 11              | 66                           |
| CD     | 1123   | Introduction to Early Childhood Education  | 1                  | 19             | 19              | 57                           |
| CD     | 1223   | Behavior & Guidance of Young Children      | 1                  | 18             | 18              | 54                           |
| CD     | 2113   | Prog. & Curr. Planning for Early Childhood | 1                  | 13             | 13              | 39                           |
| CD     | 2123   | Health, Safety & Nutrition for Children    | 1                  | 13             | 13              | 39                           |
| CD     | 2143   | Family & Community Relationships           | 1                  | 8              | 8               | 24                           |
| CD     | 2333   | Field Experience                           | 2                  | 6              | 3               | 18                           |

**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 |
|---------------|-----------------------------------|-----------------------------------|
| 2018-19       | 177                               | 120                               |

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? |
|---------------|----------------------|-------------------------------------|
| 2018-19       | \$678,960            | 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 |
|  |                   |                |                         |
|  |                   |                |                         |
|  |                   |                |                         |
| <b>Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program<br/>(Instructors with ** beside their name teach only zero-level classes)</b> |                   |                |                         |
| none   |                   |                |                         |
| <b>Current Adjunct Faculty Teaching Major Courses in Degree Program<br/>(Instructors with ** beside their name teach only zero-level classes)</b>                        |                   |                |                         |
| none   |                   |                |                         |
|  |                   |                |                         |
|  |                   |                |                         |
|  |                   |                |                         |
|  |                   |                |                         |

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

Fall semester 2019 Seminole State College hired a full time Child Development faculty member. This is a major positive change for the Child Development degree program. Teresa Martin is the instructor for the entire Child Development schedule, chief recruiter of Child Development students, and primary advisor/advocate for Child Development students. It is likely the number of Child Development majors and graduates increases in the coming years.