

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

2019-20 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 2019-20 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	64%	85%	21%
General Education Outcome 4			
Specific Outcomes for AA Child Development	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	64%	85%	21%
Degree Program Outcome 4			

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2019		Fall 2019		Spring 2020	
2019-20	Total Students	1	100%	41	100%	40	100%
	Black	0	0%	4	10%	3	8%
	Indian	1	100%	13	32%	13	32%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	2	5%	3	8%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	0	0%	22	53%	21	52%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2019	Fall 2019	Spring 2020
2019-20	Male	0	1	0
	Female	1	40	40

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.5 to 4.7 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: In the statistics related to the overall satisfaction with SSC, 82% of students indicated satisfaction with the SSC education experience by giving a rating of excellent or above average. The students indicated they would again choose SSC if starting over at 85%. In general, the responses to the survey increased this year with good insight given for areas to improve.

ETS Proficiency Profile: SSC students scored within 0.6 points (+ or -) of the national mean in all seven subject areas. In Writing, SSC students scored at the National mean. In Mathematics, SSC students performed 0.3 below the National mean. The national total mean was 437.0 while the SSC total mean was 436.0.

Course-Embedded Assessment Analysis: Analysis of the data at hand focuses on two primary areas for each outcome: the percentage of increase from pre-test to post-test and the magnitude of the post-test percentage. Percentage improvements range from 33.3% on outcome 3 to 36.3% on outcome 2. All four of the outcomes showed percentage growth at or above 33%.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2019-20	Summer 2019	1	1
	Fall 2019	41	1
	Spring 2020	40	6

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: This degree program meets the minimum OSRHE standards for productivity.

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	1	23	23	69
CD	1123	Introduction to Early Childhood Education	2	24	12	72
CD	1223	Behavior & Guidance of Young Children	1	18	18	54
CD	2113	Prog. & Curr. Planning for Early Childhood	3	21	7	63
CD	2123	Health, Safety & Nutrition for Children	1	13	13	39
CD	2143	Family & Community Relationships	1	20	20	63
CD	2163	Admin of Early Childhood Programs	1	14	14	42
CD	2333	Field Experience	2	6	3	18
CD	2393	Daily Programming Infants Toddler	1	14	14	42

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
2019-20	195	267

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?
2019-20	\$708,875	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
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
None			
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
None			

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

In the Fall 2019 semester, SSC hired a full-time Child Development faculty member. This was a major positive change for the Child Development degree program. Teresa Martin is the instructor for the entire Child Development program. She is the chief recruiter of Child Development students and their primary advisor and advocate.

In 2018-2019, the degree program had 5 graduates and already for the 2019-2020 year the number of graduates has increased to 8. We foresee that this trend will continue into the future.