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

2013-14 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 Fall 2013 and Spring 2014 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	69%	89%	20%
General Education Outcome 2			
General Education Outcome 3			
General Education Outcome 4			
Specific Outcomes for AA Child Development	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	69%	89%	20%
Degree Program Outcome 4	69%	89%	20%

Other Data Indicating Quality Relevant to Degree Program Major Field
Student Feedback on Instruction: The Part Time instructor continues to get high marks from her students in regards to the quality of instruction provided.

Graduate Exit Survey: Most Child Development majors are already working within the field of childcare, so various answers were not surprising on the Graduate Exit Survey. In particular, the number of hours worked by students while going to College. 31.2% of students noted that they worked 40+ hours a week while trying to take classes. It was no surprise then that 42.6 of our students noted work as the most direct conflict with their ability to secure their goal of a degree. In response to this, we will continue to find ways in which we can accommodate our working students in this degree in particular with type of classes we offered. We are striving to offer more classes at times, on days, and off campus to accommodate our working students and to encourage them to continue their education, so that they do not burn out and stop before graduation.

Collegiate Assessment of Academic Proficiency (CAAP) Test: It was encouraging that students continue to score above the national mean in the areas of Critical Thinking and Writing skills that are most directly applicable to Child Development.

Community College Survey of Student Engagement: In 2013, SSC students scored higher than the other colleges in the 2013 CCSSE Cohort group in all categories; expect one in regards to benchmarks for effective educational practice. In regards to the categories of "High Student Engagement" scored higher than the Cohort in every category.

Faces of the Future Survey:

Other Quality Indicators:

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2013-14	Summer 2013	9	0
	Fall 2013	57	3
	Spring 2014	45	5

<u>Does the degree program meet the minimum OSRHE standards for productivity this year?</u>
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	56	28	168
CD	1123	Introduction to Early Childhood Education	2	26	13	78
CD	1223	Behavior & Guidance of Young Children	1	5	5	15
CD	2101	Developmentally Appropriate Practice				
CD	2113	Prog. & Curr. Planning for Early Childhood	2	14	7	42
CD	2123	Health, Safety & Nutrition for Children	2	23	12	69
CD	2143	Family & Community Relationships	1	16	16	48
CD	2163	Administration of Early Childhood Programs				
CD	2333	Field Experience	1	4	4	12
CD	2393	Daily Programming for Infants and Toddlers				
PSY	1103	Child Psychology				

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
2013-14	261	171

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 <u>do not</u> 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?
2013-14	$799,855.91	SS 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
Doris Bohuslavicky	Child Development	M. Ed	University of Central Oklahoma
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			
Current Adjunct Faculty Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			

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

- Increase the number of Certificate of Mastery students
- Encourage those with CDA's to complete an Associate of Arts in Child Development
- Experimenting with different course delivery days/times and with offering classes at off sites in particular at child care centers, like one in Morris and with the Kickapoo tribe,
- Offering the Field Experience class once a year in the spring, so that majors who are not working in childcare can secure the necessary experience by completing the course.