

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

Program Review Summary

October 1, 2012

Description of the program's connection to the institutional mission and goals:

The Child Development program is connected to the mission of Seminole State College which "empowers people for academic success, personal development and life-long learning." In addition, the program reiterates the core (CORE) values of SSC of Compassion, Opportunity, Respect, and Excellence. The connection of the mission and goals is demonstrated and accomplished through the courses offered, exceptional instruction, institutional support, and opportunities for continual personal and educational success and growth provided to our students. Through practical applications and collegiality attained in the learning environment, students experience personal development as it relates to their child care careers. In so doing they receive the necessary experiences, education, opportunities, and support to be exceptional leaders in their communities, teaching and training our future generations.

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

A. Centrality of the Program to the Institution's Mission:

1. **Empowers people for academic success** by providing students with educational experiences that provide not only a solid foundation of core courses within the major, but also a basic general education foundation. This foundation forms the core for all associate degrees and forms a bridge between all educational endeavors of Seminole State College, whether they are terminal programs, transfer programs, or life-long learning.
2. **Empowers people for personal development** by providing courses that are designed to broaden students' exposure to commonly recognized areas of knowledge, to introduce them to diverse subject areas that will enable them to make informed choices in today's society, and to equip them with essential and useful skills to prepare them for meaningful careers.
3. **Empowers people for life-long learning** by providing a variety of courses that vary in content and have the purpose of broadening students' perspectives towards human life and cultural diversity.

The Child Development degree program is vital to the success of the Institution's future students and its community. The vital courses are designed to prepare students to enter or eventually enter careers such as Head Start Teacher, Child Care Teacher or Director, Nanny, Elementary Teacher, School Age Program Provider, Early Intervention/Special Needs Provider, Teacher's aide, and home visitor. These specialized courses are designed to enhance the student's education beyond General Education core curriculum courses. It is important to note that many Child Development courses are not listed as core curriculum, but may be taken as course electives for students seeking other degrees. Institutional resources are utilized to employ qualified faculty to provide Early Child Development instruction. Through the courses and

instruction provided students receive an understanding of early childhood developmentally-appropriate practices which enables them to provide exceptional care in their current and future careers.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Outcomes Specific to Associate in Arts in Child Development

- Outcome 1:** Demonstrate successful articulation of Seminole State College transfer degree programs to state baccalaureate institutions of higher learning 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.
- Outcome 3:** Demonstrate problem-solving skills and critical thinking in the areas of child development, parent and community involvement, and professional ethics.
- Outcome 4:** Demonstrate the art and the science of a career in teaching and working with young children.

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

The Child Development program utilizes data from various types of quality indicators in place at SSC. The various evaluation tools used provide data that indicate success in the attainment of student learning outcomes, areas of effective teaching and success and challenges in the ensuring effective learning environments. Some of the important information relatable to the Child Development program are discussed below.

DEGREE PROGRAM ASSESSMENT: PRE-AND POST-TEST OPTION

Of the nine options for course embedded assessment, the Child Development instructors utilize option A (pre- and post-tests) and option B (pre- and post-writing). In reviewing the pre- and post-test and pre- and post-writing assessment scores, the data shows that the starting knowledge of students in the Child Development program, averages around 60% for this review period, while the post-test and post-writing scores average around 83%.

For 2010, the beginning knowledge of student's was at its highest of 64.9%. It is not surprising that the highest post-test scores for that year were also the highest at 90.7%. The higher beginning knowledge of the students might be due to the fact that most students are already working in the field of early childhood education and have a variety of professional development opportunities through employment even though they have not had as many formal educational opportunities.

In regards to the post-test scores, the Child Development Students are performing well above

the 70% threshold set for those Degree programs in the Social Science Division.

Instructors in Child Development would like to continue to offer online classes, since assessment results are consistent in these course offerings compared to others. In addition, the one part time instructor and adjuncts currently teaching these classes do a good job of balancing the needs of their students with the reality that most students work during the day, and therefore prefer evening and online classes.

Since the last evaluation, Child Development instructors have developed more consistent and systematic direct measures that they have incorporated within the pre- and post-tests and pre- and post-writing tests for the courses taught in the program. In addition, the Child Development program will continue to make curricular changes in the program to keep up to date on required and voluntary state and federal guidelines and mandates for child development and early childhood education teachers.

| <i>Degree Assessment Results for 2009</i> | | | |
|---|----------|-----------|------------|
| # Assessed | Pre Test | Post Test | Difference |
| 152 | 55.9% | 77.6% | 21.71% |

| <i>Degree Assessment Results for 2010</i> | | | |
|---|----------|-----------|------------|
| # Assessed | Pre Test | Post Test | Difference |
| 97 | 64.9% | 90.7% | 25.77% |

| <i>Degree Assessment Results for 2012</i> | | | |
|---|----------|-----------|------------|
| # Assessed | Pre Test | Post Test | Difference |
| 116 | 59.0% | 80.0% | 21.0% |

COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY (CAAP)

Comparison of Mean Scores SSC Scores vs. National Scores

| Mean Scores | | Writing Skills | Math | Reading | Science | |
|------------------|----------|----------------|------|---------|---------|----|
| All Participants | SSC | 62.2 | 54.8 | 60.4 | 59.0 | |
| | National | 61.6 | 56.2 | 60.2 | 59.2 | |
| Sophomores | | SSC | 62 | 55 | 60 | 59 |
| Transfers | | SSC | 63 | 55 | 61 | 59 |
| Females | | SSC | 62 | 55 | 60 | 58 |
| Males | | SSC | 62 | 55 | 61 | 61 |

The SSC scores are slightly higher in the reading and writing skills than the national average.

Since the CAAP test is given to students who have completed at least 45 hours, it is logically to assume that Child Development students will not only have completed key courses in English, but would also have the benefit of writing assignments, research, portfolios, and reading assignments within their respective courses. The SSC scores in math and science fall just below the national average. However, these areas are not as incorporated into the Child Development curriculum to the degree that reading and writing are incorporated. Child Development instructors continue to incorporate outside reading and research activities while encouraging mastery of necessary writing skills. By incorporating additional assignments, that require research on campus and through the public library system, the hope is that skills will continue to improve. To aid those Child Development students who feel they need additional instruction to increase their knowledge in math and science, ongoing efforts to aid student retention through the NASNTI grant as well as supplemental tutoring, for traditional students during the day as well as evening students, should help in this category. Since more classes in Child Development are being offered online it is essential that key reading and writing assignments continue. Students must be continually educated in the various resources available online for students to access as well as information provided via the Message Board in Campus Cruiser or through posted links with assistance available.

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)

| Highest Student Engagement | | |
|--|----------------------|------------------|
| | SSC Student Response | Cohort Responses |
| Active and Collaborative Learning – made class presentation | 36.2% | 29.3% |
| Student Effort – prepared two or more drafts of a paper or assignment before turning it in | 60.0% | 50.3% |
| Academic Challenge – number of written papers or reports of any length | 62.4% | 48.3% |
| Student Faculty Interaction – discussed grades or assignments with an instructor | 75.4% | 59.8% |
| Support for Learners – providing the financial support you need to afford your education | 63.0% | 51.0% |
| Lowest Student Engagement | | |
| | SSC Student Response | Cohort Responses |
| Active and Collaborative Learning – worked with classmates outside of class | 21.7% | 22.9% |
| Active and Collaborative Learning – participated in community-based project | 4.8% | 6.8% |
| Student-Faculty Interaction – talked about career plans with an instructor or advisor | 21.1% | 26.4% |
| Student Effort – preparing for class | 25.3% | 28.7% |
| Student Effort – frequency of peer or other tutoring | 22.7% | 27.5% |
| Special Focus Items | | |
| | SSC Student Response | Cohort Responses |
| Registration completed before first class session | 88.8% | 88.8% |
| Orientation – participated in some form | 68.9% | 58% |
| Participated in a structured experience for new students | 66.2% | 26.3% |
| Participated in Learning Communities | 18.3% | 13.1% |
| Enrolled in Student Success Course | 17.6% | 24.2% |

According to the CCSSE report, the largest positive response was in area relating to student/faculty interaction in which the grades &/or assignments were discussed with an instructor. This is an area in which Child Development instructors have tried to be as open and available to their students as possible. Although the category of student faculty interaction in relation to career plan discussions with their instructors was low, the part-time and adjunct instructors who teach in this program still bring a wide variety of educational experiences as Administrators, Evaluators, Counselors, and Teachers to their students through course work as well as making themselves accessible to their students through a variety of different means including providing personal email &/or phone numbers, staying after class or making special appointments with their students.

The lowest response came in the area of active and collaborative learning in regard to participation in a community based project. Most Child Development classes stress the vital link between the program and those individuals in the community. An ongoing challenge for courses taught primarily online, in the evening, or on Saturdays, is the issue of working collaboratively as a group on a community project. In the past, Child Development students have made posters about the "Week of the Young Child" and have placed them in businesses in their local communities as well as helping to organize local activities. An ongoing challenge for courses taught primarily online, in the evening, or on Saturdays, is the issue of working collaboratively as a group on a community project. Child Development students are consistent with other students, in their concerns over the need for additional tutoring for evening and online students, financial challenges, as well as ongoing challenges with technology.

ACT FACES OF THE FUTURE

The degree of problems encountered while students were taking classes at SSC is varied. Of these, 19.6% of the respondents indicated that personal financial problems constituted a Major Problem. In addition, 12.7% indicated the same with regard to cost and/or availability of books and related materials. A newly-expressed Major Problem for 12.7% is the cost of computers.

Experiences

SSC students are significantly influenced by the change of &/ or loss of a job. This causes instability in the students' lives and can result in an interruption of their college path. It also impacts their ability to obtain textbooks or other related materials such as a personal computer and the monthly resources to pay for its use and Internet service. This change could also impact the students' ability to get to campus. We also have a significant number of students who have dealt with the loss of a family member.

| Experiences | | |
|---|-----|-------|
| Category | # | % |
| Marriage | 23 | 10.7% |
| Change or Loss of Job | 107 | 50.0% |
| Birth/Adoption of Child(ren) | 24 | 11.2% |
| Death of Immediate Family Member | 52 | 24.3% |
| Divorce/Separation | 25 | 11.7% |
| Assumed Primary Responsibility for Person with illness or Other Disabling Condition | 10 | 4.7% |

| | | |
|--|-----|-------|
| Major Illness or Other Disabling Condition | 7 | 3.3% |
| Retirement | 0 | 0 |
| Other | 69 | 32.2% |
| Blank | 62 | n/a |
| Total | 379 | |

Employment Status

55.7% of our students are either employed full-time or part-time, with 34.7% unemployed. This data reiterates the importance of offering a variety of course offerings for our students to accommodate their work/life schedules.

| Category | Number | % w/o Blanks |
|--|--------|--------------|
| Caring for my family/home full-time | 26 | 9.6% |
| Employed Part-Time (including self-employed) | 105 | 38.7% |
| Employed Full-Time (including self-employed) | 46 | 17.0% |
| Unemployed, seeking employment | 35 | 12.9% |
| Unemployed, not seeking employment | 59 | 21.8% |
| Blank: | 5 | n/a |
| Total | 276 | 100.0% |

Problems Encountered while Taking classes

Five of the seven problems faced by students are due to financial concerns, while the remaining issues are related to family/ job responsibilities. There are times when students have been called into work making it difficult for them to attend class on a regular basis, while some students have had to switch from evening classes to online classes to accommodate their employers &/ or family.

Top Seven Problems Encountered While Taking Classes:

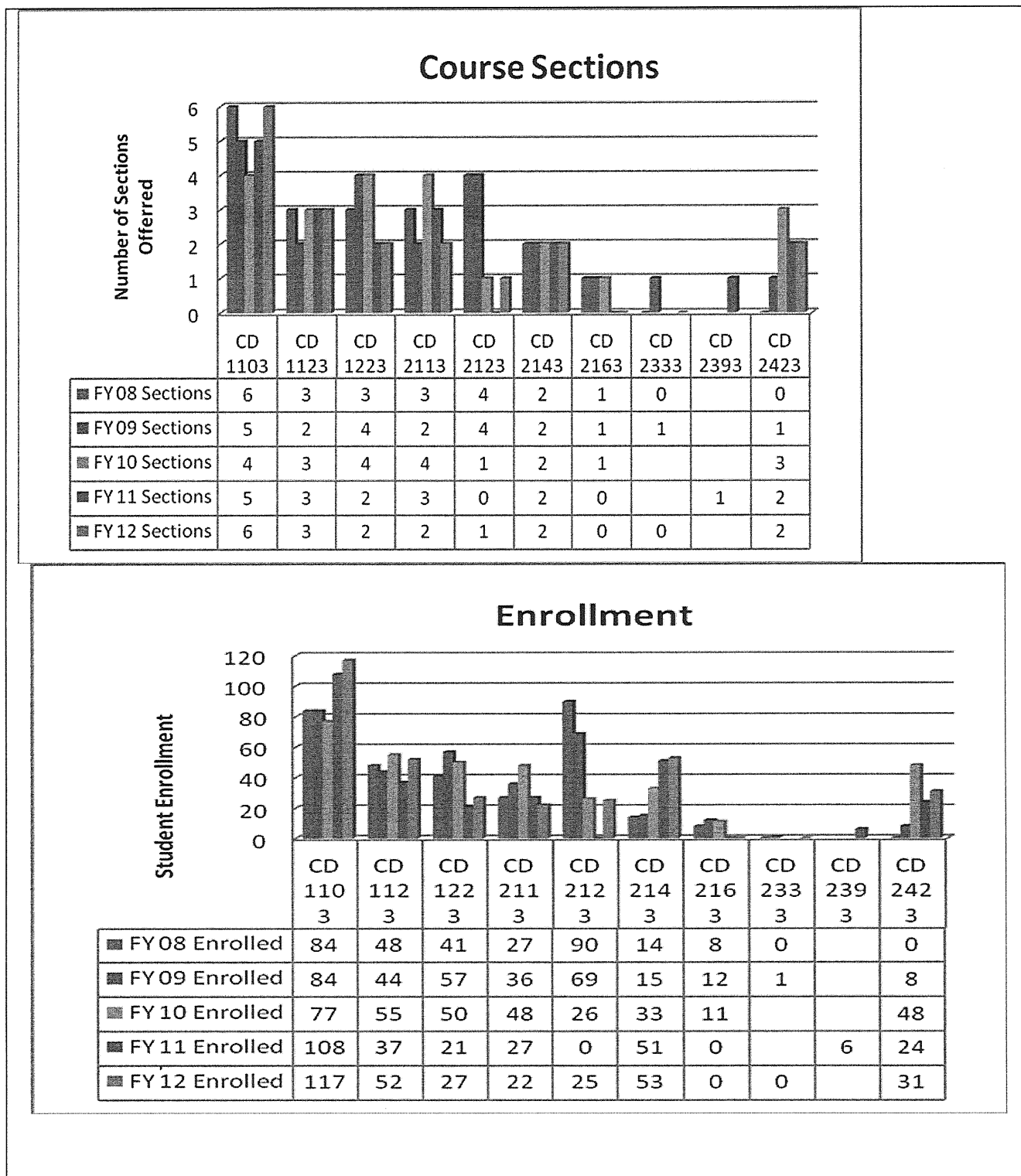
1. Personal financial problems (2.33),
2. Cost and/or availability of books and related materials (2.06),
3. Cost of transportation (2.03),
4. Family responsibilities (1.99),
5. Cost of computer (1.93) * new category at this level
6. Job-related responsibilities (1.89),
7. Cost of child or other dependent (e.g., parent) care (1.78)

B.3. Minimum Productivity Indicators:

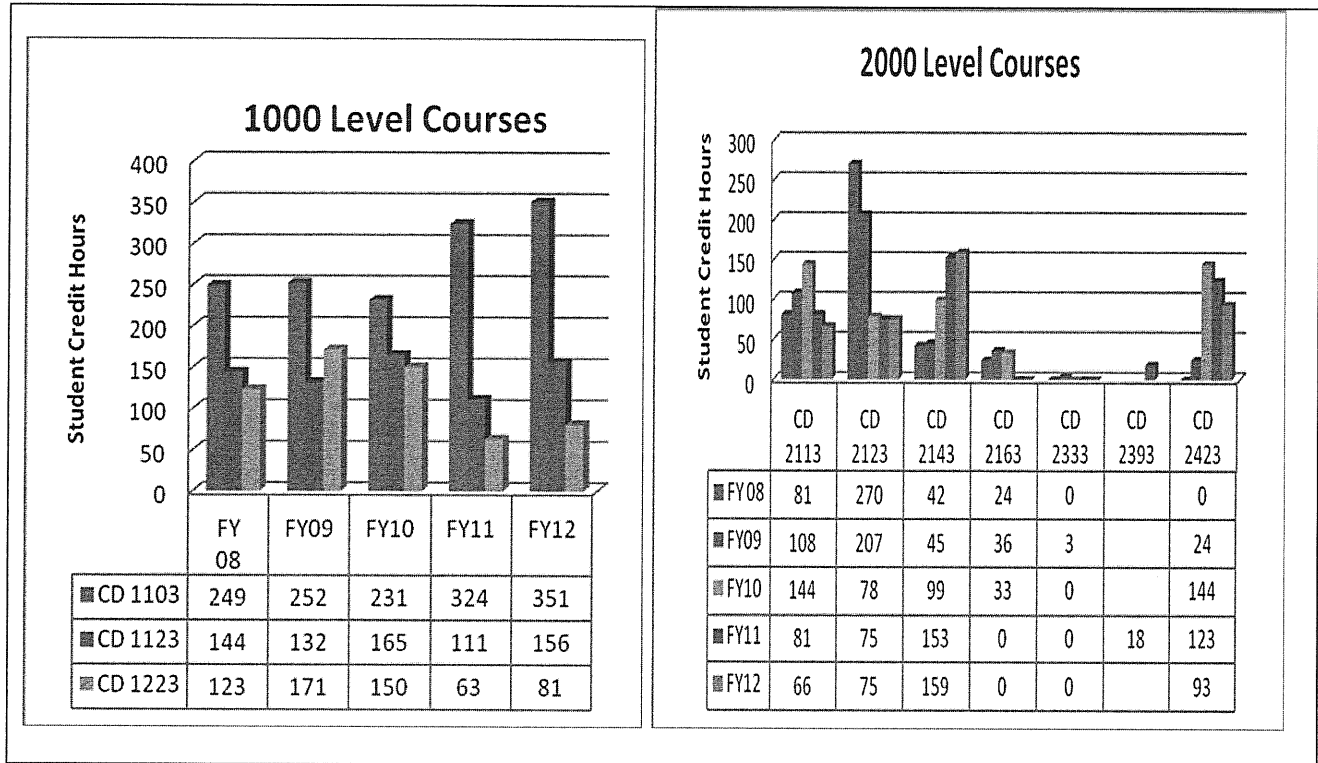
| Time Frame (e.g.: 5 year span) | Head Count | Graduates |
|---------------------------------|-------------------------|--------------------------------|
| Spring 2008 to the Fall of 2011 | Declared Majors: | Graduates/Certificates: |
| | Sp 08 107 | 07-08 13/19 |
| | F 08 121 | 08-09 9/22 |
| | Sp 09 112 | 09-10 9/42 |
| | F 09 135 | 10-11 10/30 |
| | Sp 10 101 | 11-12 16/20 |
| | F 10 96 | |
| | Sp 11 91 | |
| | F 11 82 | |

B.4. Other Quantitative Measures:

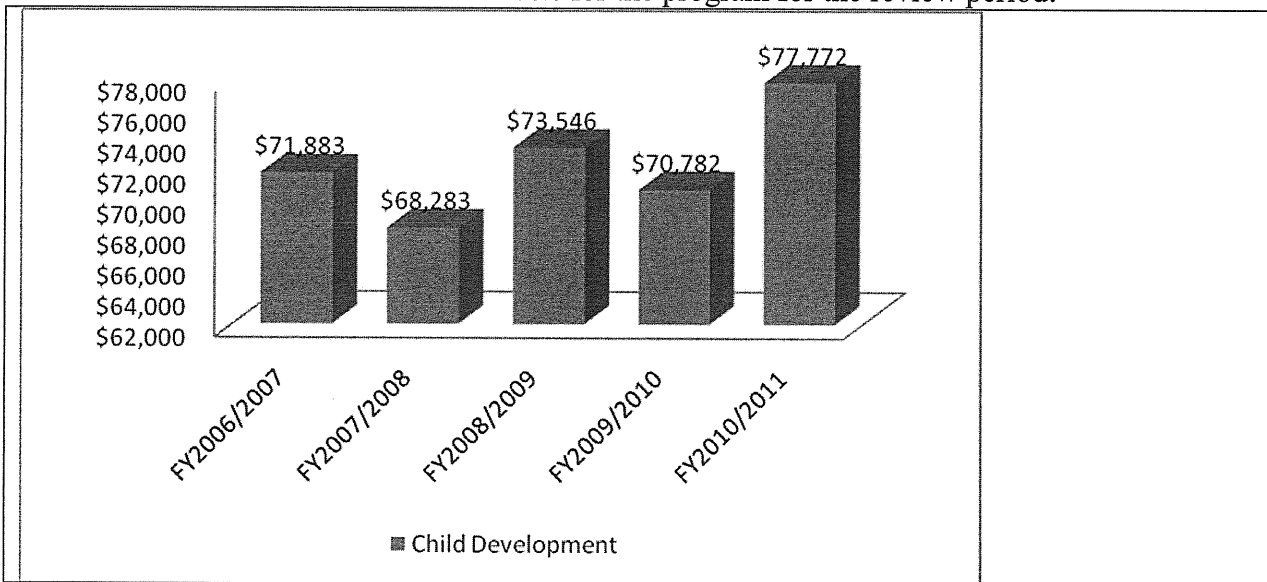
- a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:



b. Student credit hours by level generated in all major courses that make up the degree program for five years: 3,087 total credit hours in major during review period.



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



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

There are 15 Credit Hours of Major Field Recommendations in the Child Development degree program. For those who have not worked in a Child Care Facility there is a CD 2333 Field Experience requirement that students must fulfill. There are a total 62 Total Hours for the Degree.

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:

| Faculty | Credential | Institution that granted degree |
|--------------------|--|---|
| Doris Bohuslavicky | M.Ed. Early Childhood Education B.S. Elementary Education | University of Central Oklahoma, 1994 Bridgewater State College, 1972 |

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

Information not available.

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

Information not available.

B.6. Effective Use of Resources:

The Child Development program is supported by an effective partnership with scholars. The institution plans to continue to devote institutional resources, human, physical, and financial to enhance instruction and to maintain effective operations of the institution. Efforts are ongoing to routinely upgrade computers, servers and software. Emphasis is being placed on technology in the classroom, development of online courses, and on colloquial programs and in-house seminars for faculty on the use of technology in academic courses. Systematically, computerized multimedia projection equipment is installed in classrooms to foster the use of instructional technology. The College maintains a list of technology-based equipment requests used to prioritize updates of older instructional technology as funding becomes available. To support the addition of instructional technology, Seminole State College dedicates allocations from its E & G budget, capital outlay funds, and appropriate federal grants.

Institutional Program Recommendations:

| Recommendations | Implementation Plan | Target Date |
|--|---|---|
| <ul style="list-style-type: none"> Increase the number of students securing an Associate of Arts in Child Development | Increase advertising, implement additional blended and online course offerings, off site locations at area Head Starts, and incorporate ELG standards for the state of Oklahoma | Fall of 2013 |
| <ul style="list-style-type: none"> Hire a full time CD Coordinator | Increase the number of CD courses and in the process increase the number of students enrolled and completing Certificate program and going on to complete Associate Degree in Child Development | With budgetary restraints it might be difficult to accomplish this plan until 2015. |

Department/
Program Head Marta Osby
(Signature)

Date 12-3-12

Dean [Signature]
(Signature)

Date 12-18-12