

Program Review Summary Template
3.7 Academic Program Review
 (Optional)

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

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

CASC Mission Statement

To provide affordable, accessible and exceptional education that fosters student success.

The Child Development Program under the Technical Occupations Division at CASC provides pathways to provide affordable, accessible, and exceptional education. The CD program has no authority to set the cost of the programs but our tuition is the lowest in the state and compared to our closest institutions can be considered affordable. We provide accessible education opportunities through scheduling flexibility including mornings, afternoons, evenings, online, hybrid coursework and continuing education. Faculty provide an exceptional education experience based on students surveys, departmental questionnaires, faculty evaluations. Child Development Faculty are committed to providing opportunities for success to each and every one of our customers and are excellent at finding strategies to work with each student's particular learning styles.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

The Higher Learning Commission evaluation was completed in February of 2013. We had previously self-identified Analysis and Assessment as one area that needed organization and improvement. Recognizing this weakness in 2012, Carl Albert State College acquired a license for use of WEAVE online software, an online tool used by faculty to organize course outcomes and objectives, assessment strategies, and measurements.

WEAVE online training was launched in August of 2012, and faculty members worked together to create outcomes and objectives for all courses. Individual faculty members then worked to input measurement strategies for individual course sections. At the end of the semester, faculty entered measurement data to assess course outcomes. The Office of Academic Affairs generated a real-time audit report for faculty and division chair review.

CASC employees are in the learning stages of implementation of the software, but the benefits of the software are already evident as faculty are able to observe, compare, and

improve outcomes and measurements.

With the arrival of our new Vice President of Academic Affairs there has been a renewed focus on organization of our Assessment Plan. The institution has made a commitment to this goal by adding an institutional effectiveness person along with a person dedicated to the operational workings of the WEAVE Program. This person also works closely with Faculty to provide leadership in this part of our operation.

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

The mission of the Carl Albert State College Child Development Department is to provide a high quality, innovative program of study in a Certificate, and Child Development Associate of Arts; and to promote Child Development as a professional field of study.

1. Enabling students to appreciate childhood as a unique and valuable state of the human life cycle and valuing the quality of children's lives in the present, not just as preparation for the future;
2. Providing students with knowledge of child development and learning;
3. Providing students the ability to recognize that children are best understood in the context of family, culture, and society;
4. Helping children and adults achieve their full potential in the context of relationships based on trust, respect, and positive regard;
5. Enabling students to appreciate and support the close ties between the child and family;
6. Preparing students to respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague).

CASC's mission is to provide affordable, accessible and exceptional education that fosters student success. The existing Certificate in Child Development and Associate of Arts Degree fits the college's mission by diversifying the educational and student-learning opportunities available to under graduate students. The degree program costs little to implement since existing classes and faculty will be used.

B. Vitality of the Program:**B.1. Program Objectives and Goals:****Program Goals:**

- Provide training requirements for the Child Development Credential (CDA).
- Prepare individuals to be teachers, caregivers, and administrators in a variety of settings and programs including center-based, family child care, and school-age care settings
- Prepare students for transfer to 4-year universities to receive a bachelor's degree
- Provide professional development for early childhood professionals

With the arrival of our new Vice President of Academic Affairs there has been a renewed focus on organization of our Assessment Plan. The institution has made a commitment to this goal by adding an institutional effectiveness person along with a person dedicated to the operational workings of the WEAVE Program. This person also works closely with Faculty to provide leadership in this part of our operation.

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

Program goals for the child development program are clearly stated and are currently being tied to a refreshed set of student learning outcomes. As stated before, our institution has a renewed interest in assessment and this is evidenced by the addition of a full time assessment coordinator.

The Technical Occupations Division supports an environment of effective teaching and values. Our general divisional operating practice requires a high level of customer service to our students in and out of the classroom. Faculty support this philosophy of support to students and colleagues and this creates an environment of high values which leads to effective teaching.

There are many learning resources that are available to our students. These include individual tutoring by instructors during office hours and also a learning resource center is available for tutoring. Instructors have at their disposal a supporting structure that provides in-service training along with many opportunities for professorships. Along with these items support in the form of equipment and technology is also provided by grants and e and g funding.

Curricular evaluation comes from instructor knowledge base along with input from various professionals and employers. The Child Development Program meets with their advisory board twice a year to gain input from various professionals along with employers. This is used as a vehicle to keep our curriculum at a current state of practice. This in addition to the relationship with the Regents Scholars for Excellence Programs keeps this program up to date with Department of Human Services Standards.

Our programs are stakeholder driven and we strive to gather as much information from the area we serve to adjust programs to needs and expectations.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2009	118	31
2010	110	32
2011	132	30
2012	117	22
2013	82	22

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:

CD 1103	Teacher, Community & Family Relations	3.00 Credits
This course is designed to enable students to develop the skills and techniques for working with parents and community in relation to the child care setting. This course also includes methods for communication, parent involvement, and family relations, and parent education.		
2009-10	60	

2010-11	63
2011-12	51
2012-13	57
2013-14	53

CD 1121 Childcare Services: Individual Practicum 1.00 Credit

This course is designed to produce within the individual an awareness of the importance of personal development competence and confidence in the field of early childhood development.

2009-10	22
2010-11	2
2011-12	0
2012-13	0
2013-14	0

CD 1131 Childcare Services: Organization Practicum 1.00 Credit

This course is aimed at producing an early childhood professional who recognizes the significance of responsive interactions with colleagues and children on sight and team development in meeting the need of the clientele.

2009-10	23
2010-11	0
2011-12	0
2012-13	0
2013-14	0

CD 1141 Childcare Services: Community Practicum 1.00 Credit

This course will focus on developing the student's knowledge of constructive interpersonal relations with parents and the community at large. In addition, this course will further the student's understanding of the organization's role and its position within the larger community.

2009-10	21
2010-11	1
2011-12	0
2012-13	0
2013-14	0

CD 1223 Preschool Behavior & Guidance**3.00 Credits**

This course is a study of observing and recording common behavior in children during their early years. Students will learn to keep records and assessments and will focus on understanding their development and behavior through different guidance techniques.

2009-10	64
2010-11	65
2011-12	56
2012-13	66
2013-14	56

CD 2053 Child Development Management & Budgeting**3.00 Credits**

This course is designed for the Child Care Center or Home owner who does their own paperwork. The information provided in the course shows the owner how to setup a budget using Excel and how to allocate resources for each category. Sample files are provided to show the actual procedure.

2009-10	25
2010-11	26
2011-12	41
2012-13	31
2013-14	17

CD 2113 Child Growth & Development**3.00 Credits**

This course introduces students to the developmental stages of preschool children's growth & their relationship to the world in which they live. The curriculum incorporates the physical, social, emotional, and intellectual needs of young children.

2009-10	67
2010-11	61
2011-12	86
2012-13	62
2013-14	60

CD 2123 Health Care and Safety**3.00 Credits**

This course enables students to develop skills needed to teach health, safety, and the required nutritional needs of the pre-school child. This course includes health and safety

practices, as well as evaluation of nutritional learning experiences including mealtime and supplemental concepts.

2009-10	21
2010-11	37
2011-12	52
2012-13	32
2013-14	33

CD 2133 Language and Physical Skills

3.00 Credits

This course examines teaching techniques appropriate in literature and motor skills for preschool children with emphasis on selected activities that will enhance learning skills for the preschool age child.

2009-10	70
2010-11	81
2011-12	76
2012-13	64
2013-14	50

CD 2143 Science, Math & Social Diversity

3.00 Credits

This course teaches learning experiences in math, science, and social sciences using real world situations incorporating hands-on learning methods suitable for a preschool child's mental health.

2009-10	19
2010-11	19
2011-12	20
2012-13	19
2013-14	9

CD 2213 Play, Art, Music

3.00 Credits

This course introduces students to various ideas and techniques that would enhance a preschool child's expression, fostering the individual needs of each child through play, art, and music.

2009-10	52
2010-11	14
2011-12	46
2012-13	24

2013-14 22

CD 2223 Program Planning & Administration**3.00 Credits**

This course is designed to teach students how to develop, plan, and administer a childcare program. Emphasis will include evaluating lesson plans using short- and long-range goals of the child care program. Students will also learn the philosophy of different programs in the field of child.

2009-10 66

2010-11 56

2011-12 73

2012-13 53

2013-14 57

CD 2233 Audio-Visual Materials & Aids**3.00 Credits**

This course is teaches students various techniques of audio-visual aids and the basic instruction of audio-visual equipment and its uses in the preschool curriculum.

2009-10 13

2010-11 9

2011-12 0

2012-13 0

2013-14 0

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

CD 1103	Teacher, Community & Family Relations	3.00 Credits
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2009-10	60	180
2010-11	63	189
2011-12	51	153
2012-13	57	171
2013-14	53	159

CD 1121	Childcare Services: Individual Practicum	1.00 Credit
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2009-10	22	22
2010-11	2	6
2011-12	0	0
2012-13	0	0
2013-14	0	0

CD 1131	Childcare Services: Organization Practicum	1.00 Credit
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2009-10	23	23
2010-11	0	0
2011-12	0	0
2012-13	0	0
2013-14	0	0

CD 1141	Childcare Services: Community Practicum	1.00 Credit
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2009-10	21	21
2010-11	1	1
2011-12	0	0
2012-13	0	0
2013-14	0	0

CD 1223	Preschool Behavior & Guidance	3.00 Credits
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2009-10	64	192
2010-11	65	195
2011-12	56	168
2012-13	66	198
2013-14	56	168

CD 2053	Child Development Management & Budgeting	3.00 Credits
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2009-10	25	75
2010-11	26	78
2011-12	41	123
2012-13	31	93
2013-14	17	51

CD 2113	Child Growth & Development	3.00 Credits
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2009-10	67	201
2010-11	61	183
2011-12	86	258
2012-13	62	186
2013-14	60	180

CD 2123	Health Care and Safety	3.00 Credits
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2009-10	21	63
2010-11	37	111
2011-12	52	156
2012-13	32	96
2013-14	33	99

CD 2133	Language and Physical Skills	3.00 Credits
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2009-10	70	210
2010-11	81	243
2011-12	76	228
2012-13	64	192
2013-14	50	150

CD 2143	Science, Math & Social Diversity	3.00 Credits
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2009-10	19	57
2010-11	19	57
2011-12	20	60
2012-13	19	57
2013-14	9	27

CD 2213 Play, Art, Music

3.00 Credits

2009-10	52	156
2010-11	14	143
2011-12	46	138
2012-13	24	72
2013-14	22	66

CD 2223 Program Planning & Administration

3.00 Credits

2009-10	66	198
2010-11	56	168
2011-12	73	219
2012-13	53	159
2013-14	57	171

CD 2233 Audio-Visual Materials & Aids

3.00 Credits

2009-10	13	39
2010-11	9	27
2011-12	0	0
2012-13	0	0
2013-14	0	0

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

Account # 0111110		
Account #		Transaction Amt.
1-11110-1111-510000	Teaching Salaries	75,660.00
1-11110-1111-513000	Fringe	32,471.29
Total Salaries/Fringe for 10/11 Year		108,131.29
1-11110-1211-510000	Teaching Salaries	79,555.68
1-11110-1211-513000	Fringe	28,706.10
Total Salaries/Fringe for 11/12 Year		108,261.78
1-11110-1311-510000	Teaching Salaries	51,068.00
1-11110-1311-513000	Fringe	23,774.36
Total Salaries/Fringe for 12/13 Year		74,842.36
1-11110-1411-510000	Teaching Salaries	50,380.64
1-11110-1411-513000	Fringe	20,283.38
Total Salaries/Fringe for 13/14 Year		70,664.02
Total Salaries/Fringe for last 4 years		361,899.45

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 no Child Development Courses that support the general education component.

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
William Gann	Masters	East Central University
Renay Lewis	BS	John Brown University
Ramona Smith	Masters	Webster University
Savannah Knight	BS	Northeastern State University
Tommy Smith	Masters	East Central University
Belinda Westfall	Masters	East Central University

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

This information is not currently available.

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

This information is not currently available.

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5. Duplication and Demand Issues:

Address Duplication:

Child Development is a program that exists in a large percentage of four year universities. These programs are supported at the two and four year levels not only nationwide but also in the Oklahoma state system. We have had success interfacing with most of our regional institutions in part thanks to the course equivalency project which allows institutions the input to transfer courses more seamlessly. We currently have articulation agreements with Northeastern State University at Tahlequah and Southeastern Oklahoma State University at Durant.

Address Demand:

Carl Albert State College has a robust and successful Child Development program. The Regents Scholars for Excellence Program shares some of the credit for this success and supports this program greatly at the local level. The success and consequently the demand is shown in section B1. The course student numbers previously stated along with feedback from CASC recruiters provide an idea of demand. Our program is in demand and continued support is warranted.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

2009	31
2010	32
2011	30
2012	22
2013	22

Student inquiry and ultimately their enrollment is based on many factors. Typically we will see the non-traditional student enrolling in the Child Development area to either improve current skills or obtain needed skills for employment. The traditional student is looking to this program for an introductory skill set with the idea being that they will further their education at a four year institution. We see many inquiries from students and exact data is not gathered. Anecdotally it can be said that this program is in great demand just from the traffic we see by phone, email, and through feedback from our enrollment and retention center. We also have many inquiries from our website.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

The Child Development program is an associate of arts program and is designed to dovetail with Child Development programs at four year colleges. As stated above we articulate with two universities here in Oklahoma. Consequently data concerning employer demands, demands for skills, and job placement data is not collected at our level.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Carl Albert State College currently does not have a structure in place that is designed to provide the above mentioned services. These are typically the types of operations that can be expected of research universities and typically is not practical for the community college level. We do however have knowledgeable and talented staff that able to refer stakeholders to other institutions in the state that would provide these services.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Child Development Faculty participate in a variety of projects that add to the cultural lifestyle we enjoy in our community and translate to real world examples:

The Child Development Instructor is on the Board of Trustees of the Cherokee Nation Headstart.

Attend on a regular basis NAEYC Conferences of Trending Child Development issues.

Attend DHS Training Quarterly to stay up to date on changing child care laws.

Faculty members organize and participate in running competitions (example Vike Hike, 5K) throughout the year and students are encouraged to volunteer.

Faculty members dedicate time to local high schools and work directly with students on special projects

Faculty members participate in Rotary and Kiwanis clubs.

Faculty members volunteer in Main Street Matters projects.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The Child Development Program supports the institution in efforts to provide alternate delivery of course content. Realizing that not all students are traditional, support structures have been put in place to give students a wide variety of participation opportunities. The entire Child Development Degree is available online using Blackboard and proprietary course frameworks. Future plans include eight week courses both in the traditional classroom and online. There has been success using a hybrid in class/online delivery method and this has been embraced by our students. We also have been giving some consideration to the traditional evening class model. The Child Development Program continues to meet demands for alternate forms of delivery and has an excellent grasp on future trends and models.

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

Education budgets are limited. This is why it is important to have faculty and staff that are not only judicious with funds but also have an innovative spirit and the ability to do much with less. Budget shortfall and creative forms of finance are a fact of life in education. I believe it is obvious that we are effective with the use of resources. We still exist and our programs are high quality. With that said the Business Division Faculty have many forms of support at their disposal. Faculty has received professorships from the CASC Development Foundation. This program has allowed faculty to write for and receive funds that will enhance projects related to a particular faculty member's field of instruction. A list below details some of those projects and the benefits to the institution:

- Laptop computers were purchased for each faculty member.
- FlipVideo cameras provided for faculty members.
- Classroom software updates.
- Upgrades of instructional equipment in classrooms.
- Two mobile computer labs were provided for use in business and technology courses.
- Attended NACYE
- Oklahoma Association of Community Colleges annual conference. .
- Customer Service Training provided by the institution.
- Multiple WEAVE training sessions provided on campus.

In addition our computer labs are continually updated along with instructional presentation equipment. Partial funding is provided by E&G funds and also Title III.

The Carl Albert State College Library provides excellent support by providing materials that are Child Development specific along with training in research methods to our students. In addition to the many residential resources, the CASC Library also provides E-Library services including many online databases. Child Development students and faculty also have at their disposal the Library computer network which includes wireless connectivity and desktop computers with current state of practice software.

One of the most recent additions to student services on the Carl Albert Campus has been the enrollment center which is a centralized location where students and prospective students can go to enroll or receive advisement. This department has received training and interfaces on a continual basis to make sure Child Development students have the advisement and enrollment resources on an extended basis.

*Low Producing Program Reviews follow a different format and template.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Study recruiting materials and practices to maximize enrollment in the child development program.	Review Materials. Work with recruiters. Increase and update online presence. (Website Information)	Ongoing
Pursue NAEYC Accreditation	Work with Regents and with local administrators. Plans include joining the Regents Cohort group for leadership in this process.	Ongoing

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)			
Maintain program at current level	Child Development		
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

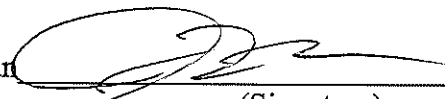
Department/
Program Head


(Signature)

Date

3/24/15

Dean


(Signature)

Date

3/24/15