

**Carl Albert State College**  
**AAS Child Development**  
**3.7 Academic Program Review**

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:

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.

At this point in time we have approximately three years of assessed courses and the WEAVE program has facilitated the centralized collections of the appropriate data. Through the leadership of our Vice President of Academic Affairs and the full time Assessment Director we have re-doubled our efforts to streamline our assessment process

increase our quality assurance of programs and courses. Incidentally we are scheduled for review by the Higher Learning Commission in 2018 to monitor progress and improvements since their last visit.

#### **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 through the Associate of Applied Science. This study addresses the AAS.

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 Associate of Applied Science 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 are 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

We are currently in the process of revitalizing/revising each program's goals and objectives to fall more in line with the model that the Higher Learning Commission has suggested through their assessment academy. Work on this is progressing and scheduled for completion in December of 2018.

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

Program goals for the child development program are clearly stated and dovetail with the student learning outcomes. CASC continues to modify and adjust our current assessment model for functionality and to provide the best possible data to make decisions about our programs and courses.

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. We recently made online tutoring available through a product called Upswing. This provides our online students with 24/7 tutoring availability. 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 periodically 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.

As previously stated we are scheduled for review by the Higher Learning Commission in 2018 to review our progress on assessment.

**B.3. Minimum Productivity Indicators:**

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2012-2013	21	2
2013-2014	21	1
2014-2015	20	3
2015-2016	16	0
2016-2017	18	0

**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>CD 1103</b>	<b>Teacher, Community &amp; Family Relations</b>	<b>3.00 Credits</b>
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.		
2012-2013	57	
2013-2014	53	
2014-2015	51	
2015-2016	49	
2016-2017	52	

**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.

2012-2013	66
2013-2014	56
2014-2015	52
2015-2016	53
2016-2017	54

**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.

2012-2013	31
2013-2014	17
2014-2015	33
2015-2016	21
2016-2017	16

**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.

2012-2013	62
2013-2014	60
2014-2015	62
2015-2016	69
2016-2017	67

**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.

2012-2013	32
2013-2014	33
2014-2015	25
2015-2016	40
2016-2017	28

**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.

2012-2013 19

2013-2014 9

2014-2015 15

2015-2016 8

2016-2017 0

**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.

2012-2013 24

2013-2014 22

2014-2015 14

2015-2016 16

2016-2017 11

**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.

2012-2013 53

2013-2014 57

2014-2015 45

2015-2016 63

2016-2017 41

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**

2012-2013   57   171  
 2013-2014   53   159  
 2014-2015   51   153  
 2015-2016   49   147  
 2016-2017   52   156

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

2012-2013   66   198  
 2013-2014   56   168  
 2014-2015   52   156  
 2015-2016   53   159  
 2016-2017   54   162

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

2012-2013   31   93  
 2013-2014   17   51  
 2014-2015   33   99  
 2015-2016   21   63  
 2016-2017   16   48

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

2012-2013   62   186  
 2013-2014   60   180  
 2014-2015   62   186  
 2015-2016   69   207  
 2016-2017   67   201

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

2012-2013   32   96  
 2013-2014   33   99  
 2014-2015   25   75  
 2015-2016   40   120  
 2016-2017   28   84

<b>CD 2143</b>	<b>Science, Math &amp; Social Diversity</b>	<b>3.00 Credits</b>
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2012-2013	19	57
2013-2014	9	27
2014-2015	15	45
2015-2016	8	24
2016-2017	0	0

<b>CD 2213</b>	<b>Play, Art, Music</b>	<b>3.00 Credits</b>
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2012-2013	24	72
2013-2014	22	66
2014-2015	14	42
2015-2016	16	48
2016-2017	11	33

<b>CD 2223</b>	<b>Program Planning &amp; Administration</b>	<b>3.00 Credits</b>
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2012-2013	53	159
2013-2014	57	171
2014-2015	45	135
2015-2016	63	189
2016-2017	41	123



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

<b>Account # 0111110</b>		
<b>Account #</b>		<b>Transaction Amt.</b>
1-11110-1311-510000	Teaching Salaries	51,068.00
1-11110-1311-513000	Fringe	23,774.36
<b>Total Salaries/Fringe for 12/13 Year</b>		<b>74,842.36</b>
1-11110-1411-510000	Teaching Salaries	50,380.64
1-11110-1411-513000	Fringe	20,283.38
<b>Total Salaries/Fringe for 13/14 Year</b>		<b>70,664.02</b>
1-11110-1511-510000	Teaching Salaries	50,880.64
1-11110-1511-513000	Fringe	20,638.41
<b>Total Salaries/Fringe for 14/15 Year</b>		<b>71,519.05</b>
1-11110-1611-510000	Teaching Salaries	52,300.64
1-11110-1611-513000	Fringe	20,857.85
<b>Total Salaries/Fringe for 15/16 Year</b>		<b>73,158.49</b>
1-11110-1711-510000	Teaching Salaries	50,753.99
1-11110-1711-513000	Fringe	19,251.55
<b>Total Salaries/Fringe for 16/17 Year</b>		<b>70,005.54</b>
<b>Total Salaries/Fringe for last 5 years</b>		<b>360,189.46</b>

- 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	Masters	North Central University
Ramona Smith	Masters	Webster University
Savannah Knight	BS\Masters in Progress	Northeastern State University
Tommy Smith	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:*

The Carl Albert State College Associate in Applied Science in Child Development provides an additional option for those students that wish a direct pathway to work. The program has had minimal enrollment and limited graduates. The strongest demand for Child Development courses mostly comes from those seeking an Associate of Arts degree. There is small demand for this program and those that enter usually are re-directed to an Associate of Arts Degree.

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

2012-2013	21
2013-2014	21
2014-2015	20
2015-2016	16
2016-2017	18

Student inquiry and ultimately their enrollment is based on many factors. Typically we will see 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 move right in to the job market. We see many inquiries from students and exact data is not gathered. The number of students that identify with the Associate of Applied Science Program may initially look healthy. It is through proper advisement and the desire of students to continue their education at a four year institution that they are largely moved to the Associate of Arts in Child Development. As a result this reduces the numbers substantially that are in the program and certainly the number of graduates.

**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 demand for qualified child care workers in our area is evidenced by the fact that most students entering this program are currently employed as child care workers needing to meet credentialing requirements. The requirement that they be credentialed has certainly driven the demand from child care centers to support students going in to this field. That coupled with the Scholars for Excellence program makes this option very attractive. Our role in the process that moves our graduates to a four year institution precludes our gathering of post graduation job placement.

**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 at the community college level. We do however have knowledgeable and talented staff that our 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:

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

Attend DHS Training 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. 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. Child Development Faculty have many forms of support at their disposal. Faculty have 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.
- Classroom software updates.
- Upgrades of instructional equipment in classrooms.
- Two mobile computer labs were provided for use in business and technology courses.
- Attended NAEYC
- Oklahoma Association of Community Colleges annual conference. .
- Title IV Training provided by the institution.
- Multiple WEAVE training sessions provided on campus.

In addition our computer labs were upgraded in 2017 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.

Carl Albert Campus has been innovative in providing NASNTI which is a centralized location where Native American students and prospective students can go to enroll or receive advisement/counseling. 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)

<b>Recommendations</b>	<b>Implementation Plan</b>	<b>Target Date</b>
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

**Summary of Recommendations:**

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

Department/  
Program Head WZJ  
(Signature)

Date 11/16/17

Dean Maria Wills  
(Signature)

Date 11-16-17