

Program Review Executive Summary Certificate in Infant/ Toddler (066)

Based on the thorough program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This template is provided to assist institutions in providing a brief summary, 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 this template format.

Institution Name: Carl Albert State College Program Name and State Regents Code: Certificate in Infant/ Toddler (066) List Any Options: Date of Review: 12/31/2020 Recommended Date of Next Review: 2025	
Centrality to Institutional Mission: The Child Development Infant/Toddler Certificate Program (066) is designed to provide infant/toddler teachers/care providers with opportunity to increase their knowledge and understanding of how infants and toddlers develop and learn. Carl Albert State College's Mission is "To provide affordable, accessible and exceptional education that fosters student success."	
Program Objectives and Goals: Child Development Infant/Toddler Certificate Program Goals: To prepare skilled and educated men and women for the workforce in the field of child development that can have an impact on the quality of child care and family services provided in the community. Child Development Infant/Toddler Certificate Program Outcomes: •Identify cognitive, physical, social, and emotional changes that occur in early childhood •Explore the relationship between a child's development and interactions with parents, siblings, peers, and teachers •Examine the fundamentals of infant and toddler development, including planning and implementation of daycare programs •Apply interpersonal, group, and presentation communication skills in personal and professional cross-cultural environments	
Quality Indicators Such As: – Student Learning Outcomes – Effective Teaching – Effective Learning Environments – External Curricular Evaluation – Capacity to Meet Needs and Expectations of Constituencies	• Program goals for the Child Development Infant/Toddler Certificate are clearly stated and are tied to student learning outcomes. . • The Child Development Infant/Toddler Certificate supports an environment of effective teaching and values. Our division 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 add to an effective teaching environment. • Results of SmartEvals course evaluations each semester are available to instructors and as part of the semester check out process the instructor is required to specifically interact with indicators of that system in a report to the VPAA. The instructor is required to report grade distributions along with reporting early alerts sent to students. This is also part of the VPAA report. • Outcomes are being assessed using the Nuventive Improve framework. In addition much substructure has been developed over the last five years including alignment of student learning outcomes with state requirements, program mission development, program outcomes development, and student learning outcomes and evaluation criteria for all.
Productivity for Most Recent 5 Years	Number of Degrees: 76 Number of Majors: 10 (Most students are declared as AA in CD and receive certificate in an embedded fashion)

Other Quantitative Measures Such As:	• 7 courses taught exclusively for major • Renay Lewis- M.Ed Early Childhood Ed-Northcentral University
Duplication and Demand	<i>Address Duplication:</i> The Child Development Infant/Toddler Certificate fits the specific needs of students needing a more compressed program. This allows the student to complete an industry starting point certificate sooner than would be required of an Associate of Arts or Science. Even though there is some duplication this entry point for students is preferable. <i>Address Demand:</i> Carl Albert State College has a robust and successful Child Development Infant/Toddler Certificate. 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
Effective Use of Resources	• We rely on state resources and tuition and fees for funding. Budget shortfalls yearly are the rule instead of the exception. Carl Albert State College is a model of innovation when it comes to doing much with little. The faculty and staff that support our programs make this one of the finest two-year colleges in the state.
Strengths and Weaknesses	<i>Strengths:</i> • Campus Resources • Knowledgeable faculty • Support from SECC Program <i>Weaknesses:</i> • Educating students to continue certification toward AA in CD

Recommendations	• This program continues to be highly successful. Keep at current level.
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Program Review Summary
3.7 Academic Program Review
Certificate in Infant/ Toddler (066)

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 Infant/Toddler Certificate Program (066) is designed to provide infant/toddler teachers/care providers with opportunity to increase their knowledge and understanding of how infants and toddlers develop and learn

Carl Albert State College's Mission:

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

Affordability:

CASC offers students a world-class education at an affordable price. We offer the most affordable tuition and fees in the region and in the state of Oklahoma. The Child Development Infant/Toddler Certificate Program (066) comes under institutions current tuition and fee structure.

Accessibility

Evidence of accessibility include the many modalities offered for each course. In addition to real time in-person classroom delivery, we are a leader in the usage of traditional synchronous and asynchronous online delivery methods. The online college is an area where we are seeing continuous growth. Many of the real time in-person classes are available by "Zoom" technology.

Exceptional Education:

Exceptional experiences and education are certainly goals our faculty provide daily. CASC has been voted the Best Community College in Oklahoma and currently stands as No. 11 in the Nation for graduation rates among community colleges. We care about our students and faculty provide an exceptional education experience as evidenced by students surveys, departmental questionnaires, and faculty evaluations.

Child Development Faculty are committed to providing opportunities for success to each our student customers and consider it a privilege to work with each one.

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:

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

Academic Program Outcome Assessment Results 2019-2020 Academic Year

Program	Measure	Program Outcomes	SLOs Measured	Students Assessed	Students Meeting Threshold	% Success
Child Development AA/AAS	Course-Embedded	1	22	357	320	90%
		2	14	306	270	88%
		3	6	120	109	91%
		4	7	163	142	87%
		Total	49	946	841	89%
Child Development Directors Certificate	Course-Embedded	1	11	184	167	91%
		2	9	227	198	87%
		3	2	45	40	89%
		4	4	116	100	86%
		Total	26	572	505	88%
Child Development Infant/Tod Certificate	Course-Embedded	1	18	305	280	92%
		2	13	293	260	89%
		3	7	133	122	92%
		4	5	137	119	87%
		Total	43	868	781	90%

Academic Program Outcome Assessment Results 2018-2019 Academic Year

Program	Measure	Program Outcomes	SLOs Measured	Students Assessed	Students Meeting Threshold	% Success
Child Development AA/AAS	Course-Embedded	1	37	647	542	84%
		2	27	553	458	83%
		3	15	262	213	82%
		4	14	293	258	88%
		Total	93	1755	1471	84%
Child Development Directors Certificate	Course-Embedded	1	12	299	224	75%
		2	11	325	257	79%
		3	2	60	44	73%
		4	5	153	132	86%

		Total	30	837	657	79%
Child Development Infant/Tod Certificate	Course-Embedded	1	25	462	369	80%
		2	23	476	391	82%
		3	16	270	223	83%
		4	7	178	154	87%
		Total	71	1386	1137	82%

2017-2018 Course-Embedded Assessment of Program Outcomes Sampling Method Associating Program Outcomes with Required Program Courses & SLOs			
Program Outcomes & Courses/SLOs	Met	Not Met	Total Measured
Child Development	40 (100%)	0	40
Program Outcome One			
CD 1103, CD 2223, CD 2053, CD 2143, CD 2213	10 (100%)	0	10
Program Outcome Two			
CD 1103, CD 1223, CD 2133, CD 2223, CD 2103, CD 2253	10 (100%)	0	10
Program Outcome Three			
CD 2113, CD 2223, CD 2053, CD 2123	8 (100%)	0	8
Program Outcome Four			
CD 1103, CD 1223, CD 2113, CD 2103, CD 2143, CD 2253	12 (100%)	0	0

A. Centrality of the Program to the Institution's Mission: *(Institution's response/rationale should follow each criteria of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)*

The description of the program's connection to the institutional mission and goals is detailed above.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Child Development Infant/Toddler Certificate Program Goals:

To prepare skilled and educated men and women for the workforce in the field of child development that can have an impact on the quality of child care and family services provided in the community.

Child Development Infant/Toddler Certificate Program Outcomes:

- Identify cognitive, physical, social, and emotional changes that occur in early childhood
- Explore the relationship between a child's development and interactions with parents, siblings, peers, and teachers

- Examine the fundamentals of infant and toddler development, including planning and implementation of daycare programs
- Apply interpersonal, group, and presentation communication skills in personal and professional cross-cultural environments

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

Program goals for the Child Development Infant/Toddler Certificate are clearly stated and are tied to student learning outcomes.

The Child Development Infant/Toddler Certificate supports an environment of effective teaching and values. Our division 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 add to an effective teaching environment.

Results of SmartEvals course evaluations each semester are available to instructors and as part of the semester check out process the instructor is required to specifically interact with indicators of that system in a report to the VPAA. The instructor is required to report grade distributions along with reporting early alerts sent to students. This is also part of the VPAA report.

Outcomes are being assessed using the Nuventive Improve framework. In addition much substructure has been developed over the last five years including alignment of student learning outcomes with state requirements, program mission development, program outcomes development, and student learning outcomes and evaluation criteria for all.

There have been no higher learning commission issues that are specifically addressed to this particular program. Any higher learning commission issues have mainly been in the area of overall assessment and to that point we have solved those issues.

B.3. Minimum Productivity Indicators: (066)

Time Frame (e.g.: 5 year span)	Head Count	Graduates
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2016	0	32
2017	0	7
2018	1	10
2019	4	8
2020	5	19

B.4. Other Quantitative Measures:

b.4.a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

CHILD DEVELOPMENT Infant/Toddler Certificate:

CD 1103 Teacher, Community & Family Relations 3.00 Credits

2015-16 49
2016-17 52
2017-18 62
2018-19 57
2019-20 54

CD 1223 Preschool Behavior & Guidance 3.00 Credits

2015-16 56
2016-17 54
2017-18 61
2018-19 63
2019-20 55

CD 2113 Child Growth & Development 3.00 Credits

2015-16 69
2016-17 67
2017-18 71
2018-19 68
2019-20 58

CD 2133 Language and Physical Skills 3.00 Credits

2015-16 66
2016-17 50
2017-18 63
2018-19 71
2019-20 46

CD 2223 Program Planning & Administration 3.00 Credits

2015-16 63
2016-17 41
2017-18 54

2018-19	46
2019-20	50

CD 2253 Infant and Toddler Programs 3.00 Credits

2015-16	43
2016-17	27
2017-18	23
2018-19	26
2019-20	30

CD 2123 Health Care, Safety, Nutrition 3.00 Credits

2015-16	40
2016-17	28
2017-18	27
2018-19	28
2019-20	20

b.4.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

2015-16	147
2016-17	156
2017-18	186
2018-19	171
2019-20	162

CD 1223 Preschool Behavior & Guidance 3.00 Credits

2015-16	168
2016-17	162
2017-18	183
2018-19	189
2019-20	165

CD 2113 Child Growth & Development 3.00 Credits

2015-16	207
2016-17	201
2017-18	213
2018-19	104
2019-20	174

CD 2133 Language and Physical Skills 3.00 Credits

2015-16	198
2016-17	150
2017-18	189
2018-19	213
2019-20	138

CD 2223 Program Planning & Administration 3.00 Credits

2015-16	189
2016-17	123
2017-18	162
2018-19	138
2019-20	150

CD 2253 Infant and Toddler Programs 3.00 Credits

2015-16	129
2016-17	81
2017-18	69
2018-19	78
2019-20	90

CD 2123 Health Care, Safety, Nutrition 3.00 Credits

2015-16	120
2016-17	82
2017-18	81
2018-19	84
2019-20	60

b.4.c. Direct instructional costs for the program for the review period:

Account #		
1-10108-1611-510000	Teaching Salaries	284,530.80
1-10108-1611-513000	Fringe	107,582.47
Total Salaries/Fringe for 15/16 Year		392,113.27
Account #		
1-10108-1711-510000	Teaching Salaries	269,722.15
1-10108-1711-513000	Fringe	93,701.47
Total Salaries/Fringe for 16/17 Year		363,423.62
Account #		
1-10108-1811-510000	Teaching Salaries	306,337.32
1-10108-1811-513000	Fringe	115,178.66
Total Salaries/Fringe for 17/18 Year		421,515.98
Account #		
1-10108-1711-510000	Teaching Salaries	345,525.02

1-10108-1711-513000	Fringe	135,064.56
Total Salaries/Fringe for 18/19 Year		480,589.58
Account #		
1-10108-1811-510000	Teaching Salaries	321,738.52
1-10108-1811-513000	Fringe	125,391.54
Total Salaries/Fringe for 19/20 Year		447,130.06

- b.4.d.** The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

Zero

- b.4.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
Renay Lewis	M.Ed Early Childhood Ed	Northcentral University

Add more rows if needed

- b.4.f.** If available, information about employment or advanced studies of graduates of the program over the past five years:

Not Available

- b.4.g.** If available, information about the success of students from this program who have transferred to another institution:

Not 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.

Address Duplication:

The Child Development Infant/Toddler Certificate fits the specific needs of students needing a more compressed program. This allows the student to complete an industry starting point certificate sooner than would be required of an Associate of Arts or Science. Even though there is some duplication this entry point for students is preferable.

Address Demand:

Carl Albert State College has a robust and successful Child Development Infant/Toddler Certificate. 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.

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

Demand for this program considering number of graduates is excellent. If using graduates as an indicator this program should continue at its current level. The Scholars for Excellence Program along with the online availability of the program make it high demand and extremely attractive to childcare workers needing a starting point with credentialing.

Typically we will see the non-traditional (currently employed in childcare) student enrolling in the certificate program to either improve current skills or obtain needed skills for credentialing. The traditional student is looking to this program for an introductory skill set and many eventually move on to the Associate of Arts Program in Child Development. We see many inquiries from students and exact data is not gathered. This program is in great demand.

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:

Interestingly most of graduates from the Child Development Infant/Toddler Certificate are currently employed in child development. These students come to us for credentialing and some take advantage of going further.

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 Child Development Infant/Toddler Certificate does not generate any revenue from intellectual property, grants, contracts, or consulting.

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

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

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

Faculty members are in communication with regional head start programs.

- 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 Infant/Toddler Certificate Program supports the institution in efforts to provide alternate delivery of course content through many methods.

It is noteworthy that this program is 100% online. Based on demand courses can include the following forms of delivery:

In person courses at various times.

Online delivery of courses asynchronously.

Online delivery of courses with a synchronous component.

FLEX delivery.

Hybrid delivery.

Zoom delivery.

In special cases delivery by arrangement.

First Eight Week/Second Eight Week

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.

We rely on state resources and tuition and fees for funding. Budget shortfalls yearly are the rule instead of the exception. Carl Albert State College is a model of innovation when it comes to doing much with little. The faculty and staff that support our programs make this one of the finest two-year colleges in the state.

Campus Resources:

Online Tutoring

Full Library Facilities

Student Support Services

Enrollment and Retention Center
Learning Resource Center Tutoring
Testing Center
Semester by semester in-service training
Zoom Tutoring
Blackboard Training

Most classrooms have access to the following technologies:

Smart Board/Projection System
Document Camera
Dedicated Classroom Computer
Laptop Carts
Zoom Interface
Blackboard Partnership with NSU

The CASC Development Foundation:

Funding for student scholarships.
Funding for faculty scholarships.
Professorship programs.
Funding for Scholars Program and Dormitories.

We do have our share of equipment for classrooms and the flexibility to maximize usage of what we have to work with. One indicator of effective use of resources is how we have been able to maintain our faculty and staff, provide the highest quality educational experience, and not reduce the workforce.

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
This program continues to be highly successful. Keep at current level.	None	NA

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:	Click here to enter text.	Click here to enter text.	Click here to enter text.
Expand program (# of students)			
Maintain program at current level	X	X	X
Reduce program in size or scope	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reorganize program	Choose an item.	Choose an item.	Choose an item.
Suspend program	Choose an item.	Choose an item.	Choose an item.
Delete program	Choose an item.	Choose an item.	Choose an item.

Division Chair WJH
(Signature)

Date 4/7/2021

VPAA Marcia W. Wells
(Signature)

Date 4-7-2021