

**Program Review Summary
Academic Program Review
Eastern Oklahoma State College
Child Development A.A. Degree Program - 2018**

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:

(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 element of the review.)

The mission of Eastern Oklahoma State College is to generate student learning through its associate degrees which effectively prepare graduates to complete a baccalaureate degree, obtain productive employment, and lead enriched lives of learning. It is simultaneously the mission of the College to engage in educational programming and related activities that promote regional economic and community development. The AA program in Child Development at Eastern Oklahoma State College seeks to effectively prepare graduates to transfer to four-year institutions where they will complete a baccalaureate degree. As a result of obtaining formal education in the field of child development, graduates will be prepared to obtain occupations in the field of child development which in turn contributes to the economic development of the area and to community development in general.

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:

In the last five years the course offerings in the Child Development AA Program have been made more accessible to students through the utilization of both interactive TV delivery to the Antlers campus as well as with the delivery of online courses.

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 program must be staffed, administered, supplied, and conducted in order to provide for the development of educational competence of students and to contribute to the development of each student’s character and social conscience.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Goal

The primary goal of the Associate of Arts in Child Development is to provide formal education opportunities that produce competent graduates who can transfer to four-year institutions and successfully complete baccalaureate degrees.

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

By expanding service delivery area with both ITV and online technology the program reaches more students in the target population. Students are also exposed to real world experiences in the classroom curriculum through assigned mandatory field interviews with current personnel working in the child care field. Course curricula have requirements embedded in course content that provide opportunities to fulfill the educational mission and how it relates to the Higher Learning criteria and components.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2013-14	31	11
2014-15	28	7
2015-16	26	6
2016-17	27	9
2017-18	28	4

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

See above information.

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

\$43,800 which includes departmental budget and instructor salaries/benefits.

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

None of the CDP courses specific to the AA degree are general education courses. CDP courses specific to the AA degree also support the AAS degree and the Certificate of Mastery in Child Development.

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
Cheryl Wood-Myers Full-time Professor	M.S.	Northeastern State Univ. 1990
Mimi Kelley Adjunct	M.S.	East Central University 1991
Janice Byrd Adjunct	M.S.	Southeastern Ok State Univ. 1990

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

None available

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

None 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:

Although the Child Development degree is available at regional and major universities, obtaining the AA degree at the community college level is less costly and geographically more convenient for many students.

Address Demand:

There is considerable demand for Child Development degrees since child care is a major employer in this area. Many of the students who seek the Child Development AA degree at EOSC are nontraditional students who have not attended school in several years. Students gain confidence and success at the community college level which they might not perceive at a regional or major university.

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

Not applicable.

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:

Most students are already employed in the child development field or are planning to transfer to a four-year institution to complete BA or BS degrees.

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

Not applicable

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

Department chair is available for public speaking and has performed this service in local surrounding communities in the past.

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:

Online and ITV course offerings are offered to reach more students.

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.

EOSC Library maintains relevant resources for students to use as reference. The college also has computer labs at all campuses for student use. Technology used in the classroom includes computer presentations, ITV and online classes. All online faculty are trained in the use of our current learning management system and Quality Matters design and review program is utilized.

The Child Development Chair teaches CDP courses as well as Psychology and Sociology courses on campus.

*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
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<p>No changes noted as being needed at this point.</p> <p>Course offerings are sufficient for current demand.</p> <p>Faculty resources are adequate for the program at this time.</p>		

Department/
 Program Head _____
 (Signature)

Date _____

Dean _____
 (Signature)

Date _____