

**Northern Oklahoma College
AA in Child Development (081)**

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

Northern Oklahoma College, a multi-campus learning community, provides high quality, accessible, and affordable educational opportunities and services to allow citizens to develop to the full extent of their abilities, to succeed in a competitive global environment, and to be effective lifelong learners. Northern Oklahoma College will be recognized as an exemplary learning community that advances student success. Northern will be a valued resource and leader in academic quality and cultural enrichment, characterized by continuous improvement, innovation, and community responsiveness.

To provide an academic agenda of associate degrees, certification programs and other initiatives to insure student learning and student success; to assist and encourage students to attend four-year institutions upon graduation or to obtain employment commensurate with their knowledge base, educational experiences, and interest.

To provide multiple venues of learning opportunities for degree obtainment, continuing education, community enrichment, and lifelong learning.

- The Child Development program is engaged in continuous improvement through the Child Development Assessment plan. Student learning outcomes are followed through the degree plan, course design and objectives, faculty input and review, and program adjustments.
- The Child Development program utilizes faculty self-evaluation tools, student course and faculty evaluation tools, and supervisory observation to promote the highest standards of classroom instruction.
- The Child Development program requires all full-time faculty members to be available to students for advisement, tutoring, and any other academic issues.
- The Child Development program is committed to providing multiple venues for learning opportunities. Each of our courses is offered through Interactive Television or online learning venues.
- The Child Development program has successfully prepared students to enter into professional careers in the field of early childhood education.
- The Child Development program supports two certificate programs that provide credentials for full-time child care workers. The CDA certificate provides Northern with the opportunity to be connected to the area Career Tech centers as they work with high school students who desire to enter the field of early childhood education. The Mastery certificate is a gateway program that encourages students to further their education with a completed associate's degree.

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:

- For the Child Development degree there are 15 hours of program requirements and 9 hours of recommended program electives
- There is currently 1 FTE faculty and numerous adjunct faculty members that serve the Child Development degree.
- Program objectives are evaluated through embedded assessments in each required program course to insure students have achieved the necessary competencies before graduation.
- In addition, the program goals and objectives follow the guidelines of the National Association for the Education of Young Children (NAEYC) that are the result of thorough research and theoretical study. Northern has successfully implemented the techniques and expectations of these standards throughout the curriculum of the Early Childhood degree program.

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

The mission of Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

The Child Development program of Northern Oklahoma College has provided accessible, quality training of early childhood education workers insuring that professionals who work with some of the youngest learners in our society are well qualified to teach.

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

Students upon completion of the Child Development degree will be able to:

- Appraise Child Learning
- Build Family and Community Relationships
- Use Content Knowledge to Build Meaningful Curriculum
- Use Developmentally Effective Approaches to Connect with Children and Families

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

- A grade point of 2.0 is required as an average for degree completion.
- Obtaining the program objectives will allow the child development students the opportunity to transfer effectively to a four-year university where they will bring a strong foundation of understanding to an area where these objectives will be applied and connected to completed baccalaureate degrees.
- Obtaining the program objectives will allow child development students the opportunity to begin a career in an area of early childhood education.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2007-2008	305	21
2008-2009	328	27
2009-2010	319	30
2010-2011	287	25
2011-2012	295	31

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:

Course Number	Course Name	Average Size of Class
CD 1023-34 sections offered over a 5-year period	Intro. Early Childhood Edu.	585/34 = 17
CD 1043-19 sections offered over a 5-year period	Child/Music/Movement	294/19 = 15
CD 1053-26 sections offered over a 5-year period	Child Health, Safety, Nutrition	454/26 = 17
CD 2013-27 sections offered over a 5-year period	Behavior, Development and Guidance of Children	489/27 = 18
CD 2023-21 sections offered over a 5-year period	Child w/Special Needs	286/21 = 14
CD 2033-18 sections offered over a 5-year period	Child Lang Arts Lit	228/18 = 13
CD 2043-5 sections offered over a 5-year period	Child/Family in Society	51/5 = 10
CD 2083-7 sections offered over a 5-year period	Child Dev Fieldwork	73/7 = 10
CD 2113-3 sections offered over a 5-year period	Human Lifespan	37/3 = 12
CD 2143-27 sections offered over a 5-year period	Preschool Programming	359/27 = 13
CD 2243-23 sections offered over a 5-year period	Infant and Toddler Programming	331/23 = 14
CD 2313-11 sections offered over a 5-year period	Admin/Mgmt Child Care	164/11 = 15

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

Course Number	Course Name	Credit Hours
CD 1023	Intro. Early Childhood Edu.	1755
CD 1043	Child/Music/Movement	882
CD 1053	Child Health, Safety, Nutrition	1362
CD 2013	Behavior, Development and Guidance of Children	1467
CD 2023	Child w/Special Needs	858
CD 2033	Child Lang Arts Lit	684
CD 2043	Child/Family in Society	153
CD 2083	Child Dev Fieldwork	219
CD 2113	Human Lifespan	111
CD 2143	Preschool Programming	1077
CD 2243	Infant and Toddler Programming	993
CD 2313	Admin/Mgmt Child Care	492

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

Teaching Salaries: \$248,340

Overload/Adjunct: \$298,650

Note: based upon calculated assumptions of the average cost of full-time faculty with benefits (\$6208.50 per 3-credit hour class), the adjunct rate (\$1650 per class average), and the ratio of full-time and adjunct faculty (40 sections taught over 5 year period as part of regular contract, 181 sections taught at adjunct and/or overload rate) within the program.

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

N/A

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
Full-time Faculty:		
Peggy Emde	Master's degree	Capella University
Adjunct Faculty:		
Cheila Armour	Bachelor's degree	Hawaii Pacific University
Paula Brown	Bachelor's degree	Oklahoma State University

Sue Dell	Master's degree	Oklahoma State University
Vickie Ehlers	Master's degree	Truman State University
Melissa Fruits	Bachelor's degree	University of Oklahoma
Dee Price	Master's degree	Northwestern Oklahoma State

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

N/A

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

NA

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:

NA

Address Demand:

The Child Development degree is a transferable degree that will lead to a variety of career opportunities depending upon the specific baccalaureate path chosen. Additionally, the Child Development Associates degree will prepare students for many careers in the field of early childhood education. Career opportunities are as varied, as child care worker, head start teacher, and child care assistant. The Child Development program also supports the Department of Human Services Scholar program providing training certificates for child care workers.

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

The U.S. Bureau of Labor Statistics project a 20-28% increase in job demand for childcare workers in the next 10 years with 50,000 or more new and replacement jobs anticipated. While the entry-level education predicted is a high school diploma or equivalent, with a median salary of less than \$25,000, the associate degree prepares students to work at a higher level within the field. Many students are already working within the field when enrolling in the program.

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:

NA

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

NA

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

Providing a secure and rich learning environment for children is a valuable contribution to the community and the first step in setting students on a lifelong path of learning.

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:

Each of our Child Development courses is offered either online or through Interactive Television classes

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.

Northern Oklahoma College's Information Technology department has provided needed resources for the successful maintenance of the Child Development program. The ITV studios that are used for this program are also offered for general education coursework and multiple other programs; therefore, these costs are not additional for the program to be offered. Training in Quality Matters and Blackboard delivery were similarly provided for all faculty and were not exclusive to this program offering.

*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
Improve accessibility to the program through applied degrees.	Find creative alternatives to provide course work and degree possibilities for larger population of students.	2015

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	10 Student Average Major over next three years		

 Mark Silkey Date 6-12-2013
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