

Northern Oklahoma College
Child Development (081)
Embedded Certificate in Administration and Management of Child Care Programs (086)
June 2018 Academic Program Review

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

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 core values of Northern Oklahoma College are that through personalized education we believe in providing individualized services leading our students to achieve their academic goals in a welcoming and safe environment, and we will provide support to students in and out of the classroom so that they receive a full college experience with diverse opportunities. Another core value is community and civic engagement, so we believe that educated citizens are necessary for a healthy, democratic society, and that free and open expression and an appreciation for diversity are cornerstones of higher education, and we believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities. We at Northern Oklahoma College also believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as the need to prepare students for the 21st century professions, and that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

The alignment of the Child Development Program with the mission and core values is noted in the following section.

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 all degree programs, NOC evaluates general education and program learning outcomes each year. Program objectives and outcomes for the Child Development degree are reviewed annually through embedded assessments in required program courses. The last full program review for the Child Development Program occurred in 2013. The 2013 review noted that the program provided degree options to meet regional labor market needs in child care. Recommendations from that review included improving accessibility to the program through applied degrees and reviewing coursework delivery format to reach larger populations of students.

Since the last full program review, the following program changes have been made:

- Beginning in Fall 2016, students can also earn a 27-credit hour Certificate in Administration and Management of Child Care Programs with 18 hours of program requirements, 3 hours of Child Development electives, and 3 hours of business electives.
- In 2016-2017, gained approval for hybrid online/ground campuses courses in CD 2243- Infant/Toddler Program, CD 1023 Introduction to Early Childhood Education.
- In 2017-2018, gained approval for hybrid online/ground campuses course CD 2013 Children's Behavior Development and Guidance.
- All courses were reviewed to assure in compliance for assessment through Higher Learning Commission
- All course objectives were reviewed to assure alignment with national standards in the field.
- All course assessments were reviewed to align online and in class.
- Digital texts were implemented when available.

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

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:

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

- Demonstrate skills in selecting curriculum, planning, implementing and evaluating developmentally appropriate learning experiences from birth through eight years of age.
- Demonstrate ability to observe, document and assess children's physical, intellectual, social/emotional and language development through the developmental stages of children birth through eight year of age.
- Demonstrate ability to identify, develop policies, and communicate best practices in health, safety and/or nutrition for children birth through age eight in the early care and family setting.

- Demonstrate the ability to communicate with, involve, support and engage diverse families and communities through respectful, reciprocal relationships in young children’s development and learning.

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

The Child Development 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. Program learning outcomes are reviewed annually on a cycle to ensure that all outcomes are measured within a 5-year period. Results of those assessments are reported below:

Child Development	
Date	5/25/2017
Competency # and Description	1. Demonstrate skills in selecting curriculum, planning, implementing and evaluating developmentally appropriate learning experiences from birth through eight years of age.
Course	CD 2143 – Preschool Programming CD 2243 – Infant/Toddler Programming
Activity	Activity/Interest Center Plan Worksheet Assignments Each student will complete an Activity/Interest Center Worksheet plan for each of the interest centers/areas using the themes/topics indicated from the unit/topic planning assignment for ALL as indicated on the assignment link. The plans will follow the guidelines for appropriate practice in the textbook, lecture, classroom demonstration, readings and reference the Oklahoma Early Learning Guideline standards. Lesson Plan Each student will use the same theme/topic chosen for the Activity/Interest Center Plan Worksheet assignments. Each student will use prior assignments to complete the lesson plan form provided. In addition, the student will plan the additional interest centers, group/circle time, transitions and teacher interaction and supplies needed. The plans will follow the guidelines in the textbook, lecture, classroom demonstration, readings and reference the Oklahoma Early Learning Guideline standards.
Measurement	Rubric developed for this activity
Evaluation Criteria	CD 2143 - The goal for the program is that students will achieve a minimum of 70% correct
2016-2017 Results	CD 2143 - 21 Students Examine 20 Students Demonstrated Competency CD 2243 - 17 Students Examine 17 Students Demonstrated Competency
Recommendation for changes for 2017-2018	No recommendations at this time.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.

Date	5/1/2018
Competency # and Description	2. Demonstrate ability to observe, document and assess children's physical, intellectual, social/emotional and language development through the developmental stages of children birth through eight year of age.
Course	CD 2013 – Behavior, Development and Guidance of Children
Activity	Observation is the foundation for developing relationships, knowing each individual child, assessing development and planning goals for children. Each student will observe 4 children, within each of the age groupings below for this class.
Measurement	Each of the 4 observations has a specific focus. The required format will be provided. Students are to use the Developmental Milestone checklist found in the Developmental Milestones of Young Children text as a reference when evaluating the specific age grouping assigned.
Evaluation Criteria	CD 2013 - The goal for the program is that students will achieve a minimum of 70% correct
2017-2018 Results	CD 2013 – 42 Students Examine 37 Students Demonstrated Competency 88% student success rate
Recommendation for changes for 2018-2019	No recommendations at this time.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	5/1/2018
Competency # and Description	3. Demonstrate ability to identify, develop policies, and communicate best practices in health, safety and/or nutrition for children birth through age eight in the early care and family setting.
Course	CD 1053 – Child Health, Safety & Nutrition
Activity	Research paper submitted by students that examine the Program Objective #3. Paper identifies an evaluative procedure of appropriate curriculum for early learners and identifies appropriate levels of achievement.
Measurement	Rubric developed for this activity
Evaluation Criteria	The goal for the program is that students will achieve a minimum of 70% correct
2015-2016 Results	CD 2013 2 Sections Tested 32 Students Examine 30 Students Demonstrated Competency (94%)
2016-2017 Results	CD 1053 - 28 students tested 25 Students Demonstrated Competency (89%)
2017-2018 Results	CD 1053 – 30 Students Examine 29 Students Demonstrated Competency 97% student success

Recommendation for changes for 2017-2018	Advisement concerning online format requirements will better review the course content and requirements. Course content will include more hands-on and visual delivery.
Recommendation for changes for 2018-2019	No recommendations at this time.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	Spring 2019
Competency # and Description	4. Demonstrate the ability to communicate with, involve, support and engage diverse families and communities through respectful, reciprocal relationships in young children's development and learning.
Course	CD 1023 – Introduction to Early Childhood Education
Activity	<p>Learning Environment and Activity Plans (Professional ePortfolio assignment) (based on material in Chap. 8 of textbook, DAP and ELG)</p> <p>Infant: Each student will plan two activities for an infant. Part of the plan will involve explaining how, when and why the activity would be used with the infant. How it would be inclusive of diverse families? The activity will also include an evaluation of the Early Learning Guidelines Concept Area and Standards met. The final portion of each plan will include an overview of how the infant's family would be included in this process, how they would be involved in the planning process and/or understanding how the planned activity would meet the developmental needs of the child.</p> <p>Toddler: Each student will develop a plan for 2 areas/interest centers for a toddler group of children. Each of the areas/interest centers will be planned for inclusion of all children and include how it would meet a diverse community. The plan should include all items found in the interest center, including where it would be located in the classroom (zone). The plan should follow guidelines covered in the reading, videos, etc., and should include an evaluation of the Early Learning Guidelines Concept Area and Standards met. The final portion of each plan will include an overview of how the family would be involved in the planning process and/or understanding how the planned activity would meet the developmental needs of the child.</p> <p>Preschool: Each student will develop a plan for 2 areas/interest centers for a preschool group of children. Each of the areas/interest centers will be planned for inclusion of all children and include how it would meet a diverse community. The plan should include all items found in the interest center, including where the interest center would be located in the classroom (zone). The plan should follow guidelines covered in the reading, videos, etc. The plan should also include an evaluation of the Early Learning Guidelines Concept Area and Standards met. The final portion of each plan will include an overview of how the family would be involved in the planning process and/or understanding how the planned activity would meet the developmental needs of the child.</p>
Measurement	Rubric developed for this activity
Evaluation Criteria	The goal for the program is that students will achieve a minimum of 70% correct responses for each program objective.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.

B.3 Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count/Graduates
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	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Child Development	268/30	233/24	232/26	169/15	128/19

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	Sections/Average Size of Class				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
CD 1023	Intro. Early Childhood Edu.	4/24.8	4/20.5	4/19.3	4/14.8	3/12
CD 1043	Child/Music/Movement	2/14.5	2/14.5	3/11.3	1/18	1/17
CD 1053	Child Health, Safety, Nutrition	4/19.5	3/23.7	4/17.3	4/14	3/14
CD 2013	Behavior, Development and Guidance of Children	4/26.5	4/15.3	4/20.8	4/11.3	4/12.5
CD 2023	Child w/Special Needs	2/18	3/19	2/23	1/15	1/14
CD 2033	Child Lang Arts Lit	3/8.7	3/13	2/16.5	1/16	1/9
CD 2043	Child/Family in Society	0/0	1/21	1/15	1/15	1/23
CD 2143	Preschool Programming	3/16.3	3/15.3	2/19	2/18.5	2/10.5
CD 2243	Infant and Toddler Programming	3/18.3	3/22	2/24.5	2/20.5	2/15
CD 2313	Admin/Mgmt Child Care* (elective for Child Development degree; requirement for certificate)	1/15	1/18	1/18	1/12	1/13

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

Course Number	Course Name	Hours Generated				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
CD 1023	Intro. Early Childhood Edu.	297	246	231	177	108
CD 1043	Child/Music/Movement	87	87	102	54	51
CD 1053	Child Health, Safety, Nutrition	234	213	207	168	126
CD 2013	Behavior, Development and Guidance of Children	318	183	249	135	150
CD 2023	Child w/Special Needs	108	171	138	45	42
CD 2033	Child Lang Arts Lit	78	117	99	48	27

CD 2043	Child/Family in Society	0	63	45	45	69
CD 2143	Preschool Programming	147	138	114	111	63
CD 2243	Infant and Toddler Programming	165	198	147	123	90
CD 2313	Admin/Mgmt Child Care	45	54	54	36	39
Total		1479	1470	1386	942	765

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

The average program cost for the Child Development degree for a 3-credit hour program course taught by a full-time faculty member (including salary and fringe benefits) is \$6,848. The average cost for an adjunct faculty (or overload rate for fte) with 5 years of experience is \$2,000.

118 courses of 3 credit hours were taught in the past 5-year period

50 by full-time faculty at a cost of \$342,400

68 by adjunct/overload rate at a cost of \$136,000

Total instructional cost for required program courses-\$478,400.

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

NA

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	MS in Education (Emphasis: Child Dev)	Capella University
Adjunct Faculty:		
Hinton, Tracy	M.Ed. In Early Childhood Development	Concordia University
Price, Dee	M.Ed. In Early Childhood Development	Northwestern Oklahoma State University

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

No data available.

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

No data 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:

NA

Address Demand:

NA

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

The Child Development Program meets regional workforce needs through certificate and degree options.

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:

2016-2025 OK labor market projections for this field:

Child, Family, and School Social Workers – Bachelor’s Degree

Median Salary - \$16.05/hr.

Growth – 8%

10 year change in jobs – 483

Childcare Workers – High School Diploma

Median Salary - \$8.17/hr.

Growth – (-9%)

10 year change in jobs – (-1157)

Education Administrators, Preschool and Childcare Center/Program – Bachelor’s Degree

Median Salary - \$16.18/hr.

Growth – 1%

10 year change in jobs – 1

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

N/A

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

Oklahoma licensing standards through OKDHS for child care facilities, Head Starts, etc., require specific levels of education for staff working within the facility. Students with a higher level of education, certificate or degree, provide higher quality care for children under the age of 8 years. Studies show higher quality care directly impacts all aspects of a person throughout his or her lifetime. This includes lower special education numbers, lower incarceration, and a higher likelihood of completing higher education degree.

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:

Fall of 2017: Began offering ITV courses as hybrid.
Continue to offer online and traditional classroom coursework.

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.

NOC continues to obtain the Scholars for Excellence in Child Care grant through the OSRHE/DHS. This scholarship provides the majority of CD students with tuition and books. Northern's Information Technology department has provided needed resources for the successful maintenance of the Child Development program through ITV studios maintained for general education and other program courses as well. In addition, Quality Matters and Blackboard Training has been provided for distance education courses but also for all faculty who use the internet for web-enhanced courses; therefore, the costs have not been exclusive to any one program.

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

