

2016 – 2017 PROGRAM REVIEW

FAMILY SERVICES AND CHILD DEVELOPMENT (#0304)  
ASSOCIATE IN ARTS

SOCIAL SCIENCES DIVISION  
ROSE STATE COLLEGE

Prepared by: Kristin Hommel-Miller

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**Process (Internal/External Review)**

The program previously set and met the following goals: added one full-time faculty member, added a course in Language and Literacy, reviewed and updated all course syllabi, developed six key assessments in preparation for accreditation by the National Association for the Education of Young Children (NAEYC), revised curriculum and materials for the Child Development Laboratory Center (CDLC), refurbished the CDLC, and created a dedicated classroom for the program.

In preparation of this document, the program selected one faculty member to attend a Program Review Cohort. During cohort meetings, faculty were given support from administration and discussed ways in which to document program growth. Additionally, cohort members were able to review and discuss data related to the program. Family Services and Child Development (FSCD) faculty met with support staff and discussed the provided program data and ways in which to grow the program. The FSCD faculty shared the data and program growth opportunities with their program's Advisory Committee.

The most significant progress from the previous program review is the work faculty have completed in preparation for NAEYC accreditation. In pursuit of NAEYC accreditation, the FSCD faculty, with support and guidance from its Advisory Committee and Social Sciences Division administration, created a mission statement and conceptual framework. The mission statement and conceptual framework set the foundation for the FSCD program and will be used to drive all curriculum and program changes/additions. The FSCD faculty also created six key assessments and accompanying rubrics to meet NAEYC accreditation standards. The key assessments and rubrics were developed specifically for future data disaggregation.

**Centrality to Institutional Mission**

The FSCD program offers two options of study: Family Services, which prepares students to work in family service agencies; and Child Development, which prepares students to work directly with young children in early care settings. Family Services is the sociological and developmental study of the family in a variety of contexts: within the community; the school; and with reference to the various services, public and private, available for the support of families. Child Development is the scientific study of the development of the child from conception through adolescence within the context of the five domains of development: physical, social, emotional, cognitive, and language.

**Program Objectives and Goals**

The goal of the Family Services and Child Development Associate of Arts degree is to prepare a student to work as a professional in the family and early childhood field or to transfer to a four-year institution.

Family Services/Child Development students develop the skills needed to provide professional early childhood education services for young children and families.

The FSCD program will acquaint students to the multi-faceted, multi-skilled early childhood profession. Students learn issues in the provision of services to children birth through age eight in a child care setting. The program also requires service learning, which assigns the student to

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work with seasoned professionals in the field. This allows students to apply and further understand theoretical frameworks discussed in classes.

After completion of this program, students will be able to:

- Describe and analyze the multiple influences on the domains development and learning from birth through middle childhood and use developmental knowledge to assess healthy, respectful, and supportive environments;
- Compare family systems theories and be able to apply related strategies to interactions between and among child care facilities and the family, school, and community;
- Articulate the goals, benefits, and purposes of assessment and use systematic observations, documentation, and other effective assessment strategies in a responsible way to positively influence the development of every child;
- Create a wide array of developmentally appropriate approaches and instructional strategies to connect with children and families and positively influence each child's development and learning, which will vary depending on children's ages and characteristics;
- Apply their knowledge of developmental domains and academic (or content) disciplines to design meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for children; and
- Identify and conduct themselves as members of the early childhood profession. Students will know and use ethical guidelines and other professional standards related to early childhood practice.

### **Quality Indicators**

Students within the program are surrounded by a newly renovated campus and Social Sciences building. The FSCD program has a dedicated classroom in which the front portion of the classroom is set up as a conventional college class room with desks, chairs, a Smart Board and other teaching supports. The back of the dedicated classroom is a model early childhood classroom. Students use the model classroom to apply knowledge learned in a variety of courses. Faculty use the dedicated classroom and accompanying early childhood curricular materials to enhance the learning experience of students while connecting theory to everyday practice.

The majority of FSCD students are enrolled in the Scholars for Excellence in Child Care Program. The Scholars Program awards scholarships, educational stipends and other bonuses to eligible child care professionals that complete coursework in the area of child development or early childhood education. The scholarships enable childcare providers in Oklahoma to improve their skills through education, receive an educational stipend and continue the availability of quality child care in local communities. Additionally, all FSCD students, regardless of their involvement with the Scholars Program, receive advisement from the Scholars Program staff. Students are advised with the use of appreciative advisement, which goes beyond just enrolling

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students in classes. In fact, program staff create a relationship with students and truly become a support system throughout their time at Rose State College.

Faculty continue to increase the depth and breadth of their understanding of child growth and development, early childhood education, and family services. Faculty have attended national, regional, and state conferences related to their academic discipline. Additionally, faculty have been active participants in Quality Matters training. The Quality Matters training is a nationally recognized, faculty-centered, peer-review process designed to certify the quality of online course design and online components. The faculty utilize Quality Matters documents to provide continuous improvement within all online and hybrid courses. Furthermore, faculty attended a training hosted by the Oklahoma State Regents for Higher Education and the Scholars for Excellence in Child Care program titled *Mind in the Making: Seven Essential Life Skills*, facilitated by Dr. Lisa Leifeld. The training focused on using brain development research to inform practices that lead to better outcomes for children through the promotion of essential skills that take place in the prefrontal cortex of the brain. Additionally, faculty regularly attend faculty development trainings hosted by Rose State College and to date have over 4.0 CEUs in faculty development training. Finally, faculty have been nominated multiple times for the campus Excellence in Teaching Award.

#### **Minimum Productivity Indicators**

The number of majors in the FSCD program (0304) from 2012-2014 decreased until 2014, when program numbers stabilized through 2016. The number of graduates in the program (0304) has increased over the past five years and has reached its highest point 2016. With a stable enrollment and increased graduation rate in the past three years, the program has become more effective in producing professionals entering the workforce and students that transfer to four-year institutions.

The number of majors may appear out of sync with the number completing a degree in each year, but it should be noted that the majority of the FSCD majors are women who work full time, usually in child care, and also are raising families of their own. Thus, it may take from three to five years or more for a student to complete a degree.

The number of students in the undecided/uncoded/non-degree seeking category are primarily students who are enrolled in the Scholars for Excellence in Child Care program and are working toward completion of a Certificate of Mastery (CoM) in child development. Students completing a CoM take 18 college credits, primarily focused on child growth and development courses. The CoM in most places of employment is rewarded with a pay raise. It should be noted that the CoM has now become embedded within the AAS program.

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|                         | # Majors in Fall |      |      |      |      | 5-year avg. |
|-------------------------|------------------|------|------|------|------|-------------|
|                         | 2012             | 2013 | 2014 | 2015 | 2016 |             |
| FSCD (AA) 0304          |                  |      |      |      |      |             |
| FSCD                    | 2                | 0    | 0    | 0    | 0    |             |
| Family Services (402)   | 3                | 3    | 3    | 6    | 8    |             |
| Child Development (403) | 91               | 85   | 76   | 79   | 72   |             |
| *Und/Unc/NDS            | 44               | 39   | 29   | 29   | 27   |             |
| Total                   | 140              | 127  | 108  | 114  | 107  | 119.2       |

\* Und/Unc/NDS = undecided/uncoded/non-degree seeking

|                         | # Graduates in Academic Year |      |      |      |      | 5-year avg. |
|-------------------------|------------------------------|------|------|------|------|-------------|
|                         | 2012                         | 2013 | 2014 | 2015 | 2016 |             |
| FSCD (AA) 0304          |                              |      |      |      |      |             |
| FSCD                    | 0                            | 0    | 0    | 00   | 0    |             |
| Family Services (402)   | 2                            | 1    | 0    | 1    | 4    |             |
| Child Development (403) | 10                           | 9    | 15   | 14   | 19   |             |
| *Und/Unc/NDS            | 0                            | 0    | 0    | 0    | 0    |             |
| Total                   | 12                           | 10   | 15   | 15   | 23   | 15          |

\* Und/Unc/NDS = undecided/uncoded/non-degree seeking

The number of majors in the FSCD program (0254) for the past five years has remained fairly consistent with a small dip in enrolled in 2015. However, the number of graduates has significantly increased.

|                 | # Majors in Fall |      |      |      |      | 5-year avg. |
|-----------------|------------------|------|------|------|------|-------------|
|                 | 2012             | 2013 | 2014 | 2015 | 2016 |             |
| FSCD (AAS) 0254 |                  |      |      |      |      |             |
| FSCD            | 18               | 13   | 13   | 9    | 17   | 14          |

|                 | # Graduates in Academic Year |      |      |      |      | 5-year avg. |
|-----------------|------------------------------|------|------|------|------|-------------|
|                 | 2012                         | 2013 | 2014 | 2015 | 2016 |             |
| FSCD (AAS) 0254 |                              |      |      |      |      |             |
| FSCD            | 1                            | 2    | 1    | 1    | 10   | 3           |

### Other Quantitative Measures

The FSCD program has gone through major curriculum revisions over the past five years. The majority of the curricular changes were made in order to prepare for the NAEYC accreditation process. Additionally, many of the courses were worth 1-2 credit hours, which made transfer agreements with four-year institutions difficult. After the curricular changes, the majority of FSCD courses are worth three credit hours and align with accreditation standards. Furthermore, the articulation agreements with four-year institutions have been reworked based on these curricular changes, allowing more courses to transfer.

### Course Enrollment History – FSCD Program

|           | AY 2011 | AY 2012 | AY 2013 | AY 2014 | AY 2015 | AY 2016 |
|-----------|---------|---------|---------|---------|---------|---------|
| FSCD 1111 | 0       | 0       | 0       | 0       | 0       | 46      |
| FSCD 1212 | 97      | 73      | 83      | 60      | 65      | 0       |
| FSCD 1213 | 0       | 0       | 0       | 0       | 0       | 64      |
| FSCD 1311 | 146     | 117     | 94      | 102     | 80      | 13      |
| FSCD 1312 | 90      | 78      | 65      | 63      | 65      | 16      |
| FSCD 1313 | 0       | 0       | 0       | 0       | 0       | 53      |
| FSCD 1322 | 0       | 0       | 0       | 28      | 51      | 54      |
| FSCD 1332 | 0       | 0       | 0       | 31      | 38      | 0       |
| FSCD 1333 | 110     | 87      | 83      | 1       | 0       | 14      |
| FSCD 1411 | 129     | 70      | 63      | 14      | 0       | 0       |
| FSCD 1412 | 0       | 0       | 0       | 41      | 87      | 4       |
| FSCD 2091 | 20      | 15      | 0       | 0       | 0       | 0       |
| FSCD 2092 | 0       | 0       | 9       | 0       | 0       | 0       |
| FSCD 2093 | 0       | 19      | 23      | 2       | 10      | 0       |
| FSCD 2233 | 48      | 27      | 41      | 40      | 39      | 31      |
| FSCD 2332 | 9       | 3       | 3       | 0       | 0       | 0       |
| FSCD 2333 | 0       | 0       | 0       | 6       | 4       | 6       |
| FSCD 2432 | 30      | 23      | 37      | 23      | 18      | 0       |
| FSCD 2433 | 0       | 0       | 0       | 0       | 0       | 8       |
| FSCD 2463 | 0       | 0       | 0       | 0       | 0       | 10      |
| FSCD 2533 | 97      | 41      | 57      | 30      | 31      | 28      |
| FSCD 2572 | 66      | 18      | 0       | 0       | 0       | 0       |
| FSCD 2573 | 0       | 0       | 0       | 37      | 38      | 34      |
| FSCD 2611 | 46      | 20      | 23      | 27      | 9       | 0       |
| FSCD 2613 | 13      | 8       | 30      | 20      | 18      | 12      |
| FSCD 2633 | 30      | 35      | 21      | 11      | 10      | 12      |
| Totals    | 931     | 634     | 632     | 536     | 563     | 405     |

|           | AY 2011 | AY 2012 | AY 2013 | AY 2014 | AY 2015 | AY 2016 | 5 yr. total |
|-----------|---------|---------|---------|---------|---------|---------|-------------|
| FSCD 1111 | 0       | 0       | 0       | 0       | 0       | 46      | 46          |
| FSCD 1212 | 194     | 146     | 166     | 120     | 130     | 0       | 756         |
| FSCD 1213 | 0       | 0       | 0       | 0       | 0       | 192     | 192         |
| FSCD 1311 | 146     | 117     | 94      | 102     | 80      | 13      | 552         |
| FSCD 1312 | 180     | 156     | 130     | 126     | 130     | 32      | 754         |
| FSCD 1313 | 0       | 0       | 0       | 0       | 0       | 159     | 159         |
| FSCD 1322 | 0       | 0       | 0       | 56      | 102     | 108     | 266         |
| FSCD 1332 | 0       | 0       | 0       | 62      | 76      | 0       | 138         |
| FSCD 1333 | 330     | 261     | 249     | 3       | 0       | 42      | 885         |
| FSCD 1411 | 129     | 70      | 63      | 14      | 0       | 0       | 276         |
| FSCD 1412 | 0       | 0       | 0       | 82      | 174     | 8       | 264         |
| FSCD 2091 | 20      | 15      | 0       | 0       | 0       | 0       | 35          |
| FSCD 2092 | 0       | 0       | 18      | 0       | 0       | 0       | 18          |
| FSCD 2093 | 0       | 57      | 69      | 6       | 30      | 0       | 162         |
| FSCD 2233 | 144     | 81      | 123     | 120     | 117     | 93      | 678         |
| FSCD 2332 | 18      | 6       | 6       | 0       | 0       | 0       | 30          |
| FSCD 2333 | 0       | 0       | 0       | 18      | 12      | 18      | 48          |
| FSCD 2432 | 60      | 46      | 74      | 46      | 36      | 0       | 262         |
| FSCD 2433 | 0       | 0       | 0       | 0       | 0       | 24      | 24          |
| FSCD 2463 | 0       | 0       | 0       | 0       | 0       | 30      | 30          |
| FSCD 2533 | 291     | 123     | 171     | 90      | 93      | 84      | 852         |
| FSCD 2572 | 132     | 36      | 0       | 0       | 0       | 0       | 168         |
| FSCD 2573 | 0       | 0       | 0       | 111     | 114     | 102     | 327         |
| FSCD 2611 | 46      | 20      | 23      | 27      | 9       | 0       | 125         |
| FSCD 2613 | 39      | 24      | 90      | 60      | 54      | 36      | 303         |
| FSCD 2633 | 90      | 105     | 63      | 33      | 30      | 36      | 357         |
| Totals    |         |         |         |         |         |         | 7689        |

#### Faculty Roster

| Faculty               | Credential  | Institution that Granted Degree               |
|-----------------------|---|---|
| Kristin Hommel-Miller | <a href="#"><u>Master in Family and Human Development</u></a> | Utah State University<br>Logan, Utah          |
| Joetta Gatliff        | M.Ed., Curriculum Instruction                                 | Lesley University<br>Cambridge, Massachusetts |

#### **Duplication and Demand**

Child care and related fields of family services that support families with young children are expanding employment fields. The demand for workers in these fields increased, regardless of economic trends over the past 20 years, as a result of more women with young children entering the workforce. However, child care and related family services jobs are typically low- wage jobs with high turnover rates. Professionalization of the workforce is seen as a viable way to reduce turnover and increase wages.

Employment in child care services is projected to increase moderately, but a large number of jobs will open each year from the need to replace the large numbers of experienced workers who leave the industry for other jobs. “Employment of childcare workers is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations. Parents will continue to need assistance during working hours to care for their children. Early childhood education has also become widely recognized as important for children’s development. This should increase demand for childcare workers. Overall job opportunities for childcare workers are expected to be favorable. Workers with formal education should have the best job prospects. However, even those without formal education who are interested in the occupation should have little trouble finding employment because of the need to replace workers who leave the occupation.” (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition).

“Employment in family services is projected to grow 11 percent from 2014 to 2024, faster than the average for all occupations. In addition, growth is expected as more people seek treatment for their addictions and more drug offenders are sent to treatment programs rather than to jail. These phenomena should increase demand for social and human service assistants who work in treatment programs or work with people with addictions.” (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition).

“Social and human service assistants will continue to be needed to work in group homes, which are residences where individuals with particular needs can live and receive treatment. For example, there are group homes specifically for women or children of domestic abuse. There also will be continued demand for child and family social and human service assistants. These workers will be needed to help others, such as social workers, investigate child abuse cases, as well as to place children in foster care and with adoptive families.” (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition)

The FSCD program has begun offering a variety of classes, both online and hybrid, to meet the demand for alternate avenues of delivery. While the majority of classes remain face-to-face, students have begun requesting more hybrid options. For the FSCD faculty, hybrid learning combines “the best of both worlds”: face-to-face contact between instructor and students while utilizing the limitless options of instructional technology. Hybrid learning provides more support for those students who are not quite ready to take fully online courses, while giving more flexibility to those with multiple responsibilities in their daily lives.

### **Effective Use of Resources**

Students in the FSCD program utilize multiple sources of financial aid including loans, grants and scholarships. The Scholars Programs, as discussed previously, is an Oklahoma State Board of Regents for Higher Education scholarship program specifically for those students in the child care field. As part of the FSCD program and curriculum, students often utilize computer labs and library resources to complete course assignments. All of the textbooks assigned in FSCD courses are available for students to check out within the library system. The FSCD faculty connect students to support services via course syllabi, the learning management system and personal

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conversations held during office hours, via email, or by appointment as requested.

### Institutional Program Recommendations

| Recommendations   | Implementation Plan  | Target Date         |
|---|--|---------------------|
| Submit the NAEYC Self-Study report and prepare for site visit   | The key assessments are completed and the faculty will write the report during the Spring 2017 and Summer 2017 semesters | September 2017      |
| Recruitment and retention   | Create informational brochures and attend high school college fairs.   | Ongoing             |
| Purchase and receive training on data collection and analysis software.   | Faculty will spend the spring and summer semester evaluating different software.   | August 2017         |
| Develop a faculty driven and maintained data set for graduates and either their job placement or transfer institution | Create an online survey to collect data from graduates.  | Spring 2017-ongoing |

### Summary of Recommendations

The FSCD faculty recommend the FSCD program is maintained at the current level and repeat the review process in five years.

Department/ \_\_\_\_\_ Date \_\_\_\_\_  
Program Head      Your text here(Signature)  
  
Dean \_\_\_\_\_ Date \_\_\_\_\_  
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