

Program Review Summary Template

3.7 Academic Program Review

Program Name and State Regents Code: Family Services and Child Development Associate in Applied Science Degree, Child Development of Mastery (67 credit hrs.) Program Code 0254

List Any Options: Child Development, Certificate of Mastery

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

Program Name and State Regents Code: Family Services and Child Development Associate in Applied Science Degree, Child Development of Mastery (67 credit hrs.) Program Code 0254

List Any Options: Child Development, Certificate of Mastery

Centrality to Institutional Mission: As a public and open admission institution that grants associate degrees, Rose State College provides higher education programs and services intended to foster lifelong learning for a diverse population.

VALUES

Learning –

FSCD students access the full-time professors. The students can request a time to meet with the professors in the office for one-to-one support with assignments or advice about how to discover and use “best practices” in their work with children and families.

FSCD students are supported by an academic advisor who is knowledgeable of the FSCD AAS program. The advisor tracks student progress, advises for future classes and informs students of resources and tutoring offered on campus.

The FSCD program is complemented by the Oklahoma Scholars for Excellence in Child Care program, directed at Rose State College by Jennifer Bachhofer. Mrs. Bachhofer informs students about scholarship and success support strategies. Mrs. Bachhofer recruits students for the Certificate of Mastery, provides “Appreciative Advising,” visits students at their work sites, and tutors students in basic computer skills and course subject areas. Mrs. Bachhofer also tracks students’ progress and helps the students reach their learning goals.

Excellence –

The FSCD AA degree program just completed a six year self-study and submitted the application to become a National Association for the Education of Young Children (NAEYC) Early Childhood Higher Education Accreditation Program. While this national accreditation is not for the FSCD AAS degree program, the AAS degree program benefits from the accreditation, the key assessments, and the data that will be gained from this process.



Early Childhood Higher Education Programs

Below are a few of the benefits to becoming an accredited program:

- **Accreditation communicates a commitment to quality.** Accreditation recognizes excellence in early childhood professional preparation at a critical time when public demand for highly qualified early childhood professionals with specialized degrees and credentials is increasing.
- **Accreditation strengthens the focus on student performance data.** The accreditation process improves faculty knowledge about the alignment of student learning outcomes with course assessments.
- **Accreditation supports intentional, innovative, and reflective program design.** Accredited programs demonstrate how teaching and learning are intentionally planned to align with their institutions' and programs' missions, goals, and conceptual frameworks as well as the national standards for early childhood professionals.
- **Accreditation promotes partnerships and removes silos.** Two-thirds of faculty from accredited programs noted that the accreditation process has helped create additional partnerships with community stakeholders.

Integrity –

The NAEYC Key Assessment that the FSCD program created detailed student instructions and rubrics to gather data. The data gathered from the Key Assessments will be used to provide information about student learning and program strengths and challenges. We will also use the data to set goals for the future of the program.

Service –

The FSCD program works with eight child development centers in Oklahoma County to provide the students with field placement. Many of the field placements lead to full-time employment positions for the student.

The FSCD team also provides consulting to our students and community stakeholders when asked. The consulting includes presenting on Tinker Air Force Base for the Child Development staff of 200+ early childhood care givers; helping the centers prepare for Air Force and NAEYC accreditation; and consulting with directors on specific children, learning environments, and best practices for working with children and families.

Diversity -

The FSCD program embraces diversity in all areas of the program. Diversity is taught, explored, and valued in all FSCD courses. Our student population is also very diverse, with students ages 18-73 years old. We also use a bilingual child care center for practicum student placements.

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:

The FSCD program previously set and met the following goals: added one full-time faculty member, added a Language and Literacy course to the degree program, reviewed and revised all course syllabi and developed six key assessments for NAEYC accreditation. The program also has two dedicated classrooms to use as hands-on lab space for FSCD students. The Advisory Committee meets regularly and makes suggestions for changes to the program. The program continues to search for grants to support the program.

In preparation of this document, the program was given support from the administration, the Dean and Associate Dean of the Social Sciences Division, the Oklahoma Scholars for Excellence in Child Care program, and the academic advisor for the Social Sciences Division. The FSCD team meets often to discuss the program strengths and challenges as well as to provide program data, program growth opportunities, recruitment and retention practices, and to discuss future goals.

The most significant progress from the previous program review is the work the faculty has completed and turned in for the NAEYC Early Childhood Higher Education Accreditation. The twelve criterion and six key assessments with rubrics were submitted and the FSCD program is now in a nine-month process of an onsite peer review visit and a final decision from the NAEYC Higher Education Commission expected Summer 2018. The Social Sciences Dean and Associate Dean have provided the needed support and encouragement with the process. The FSCD team also looks forward to the data that will come from the use of the key assessments. The data will shine a light on the program strengths and challenges, which will allow the program to make changes that will support student success.

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

Mission Statement for FSCD:

The Family Services and Child Development Program is committed to providing sound pedagogical opportunities enabling students to gain an understanding and appreciation of complexities of children and families within various early care education environments. Students learn to address the needs of children and families through the precepts of developmentally appropriate practice and comprehensive theoretical understanding. Students are provided opportunities to utilize their pedagogical skills in real-world applications through field experiences in a variety of settings. It is our belief that through the application of these skills, students will be prepared to meet the developmental needs of children and families and to apply their knowledge in educational, professional, and outreach programs.

The Family Services Child Development (FSCD) Associates in Applied Science Degree (AAS) in Child Development is a 67-credit hour minimum. The FSCD AAS also has a Certificate of Mastery, which is 18 credit hours, built into the degree. Students can complete the Certificate of Mastery as required by the state of Oklahoma to become a Master Teacher and then continue on to complete the AAS.

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 and 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.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

The goal of the Family Services and Child Development Associate in Applied Science is to prepare a student to work as a professional in the family and early childhood field. Also embedded in this AAS degree is a Certificate of Mastery, which is 18 credits of study. The Certificate of Mastery is required by the state of Oklahoma to be qualified as a Master Teacher.

Family Services and Child Development students develop the skills needed to provide professional early childhood education services for young children and families. This introductory-level 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 8 in a child-care setting. The program also requires service learning, where students are assigned to work with seasoned professionals in the field, enabling application and further understanding of theoretical frameworks discussed in class.

Upon successful completion of this program, students will be able to:

1. Describe and analyze the multiple influences on the domains of development and learning from birth through middle childhood and use developmental knowledge to assess healthy, respectful, and supportive environments;
2. 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;
3. 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;
4. 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;
5. Apply knowledge of developmental domains and academic (or content) disciplines to design meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for children; and
6. Identify and conduct themselves as members of the early childhood profession, knowing and using ethical guidelines and other professional standards related to early childhood practice.

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

Students within the program are surrounded by a newly renovated campus, including a new Learning Resource Center and the Social Sciences building. The FSCD program has two dedicated classrooms. In the first classroom, the front portion of the classroom is set up as a conventional college classroom with desks, chairs, a Smart Board and other teaching supports. The back of the dedicated classroom is a model early childhood classroom with a Montessori influence. The second dedicated classroom is completely set up as a room found in most child care centers. This allows the students to arrange the classroom into learning centers and then to repeat the room arrangement in their own place of work. Students use the model classroom to apply knowledge learned in a variety of FSCD 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.

A large portion of FSCD students are enrolled in the Scholars for Excellence in Child Care Program. The Scholars Program awards scholarships, course textbooks 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 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 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.

The FSCD faculty are also NAEYC National Peer Reviewers for Higher Early Childhood Education Accreditation. This opportunity has provided faculty the opportunity to travel to 6 other community colleges and review their child development programs according to the NAEYC standards. The faculty have been able to view different practices, evaluate best practices and bring new learning strategies back to the FSCD program.

Additionally, faculty regularly attend faculty development trainings hosted by Rose State College and to date have over 6.0 CEUs in faculty development training. Finally, faculty have been nominated multiple times for the campus Excellence in Teaching Award.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count				Graduates
2012-2013	Fall	Spring	Summer	Overall Majors	Graduates =
	17	10	5	21	1
2013-2014	Fall	Spring	Summer	Overall Majors	Graduates =
	23	9	2	24	2
2014-2015	Fall	Spring	Summer	Overall Majors	Graduates =
	10	9	1	15	1
2015-2016	Fall	Spring	Summer	Overall Majors	Graduates =
	9	10	5	18	1
2016-2017	Fall	Spring	Summer	Overall Majors	Graduates =
	14	13	6	23	10

Additional Information:

Some additional information about the AAS majors listed above:

27 owe a past debt to the college and cannot enroll until it has been paid.

21 are on Financial Aid Exclusion and may choose to not enroll based on lack of federal funding.

6 are on Academic Suspension and had to sit out at least one semester.

11 changed their major to the AA in FSCD.

17 changed their major to something unrelated to FSCD.

The FSCD AAS degree is a very important part of the FSCD program.

- The AAS degree allows students from the area technology centers to transfer tech center hours to college credits. High school students at technology centers pay an extra fee to also have Rose State Credits listed on their transcripts.
- Students who have earned a CDA (Child Development Associate, National Credentialing Program) can use their earned CDA for six college credits.
- Students who have earned a Certified Compensation Professional (CCP) certificate may also use this for six college credits.
- Many students do not want to take college math and find this degree to be an “easy” solution for them, but later change to the AA degree.
- Many students enroll in the FSCD AAS so they can complete the Oklahoma state-required Certificate of Mastery for Master Teachers.

Below is the list of students in the FSCD program who received a Certificate of Mastery:

		AA	AAS	CoM/RSC	CoM/SECC
2014-15	Fall 2014	3	0	N/A	5
	Spring 2015	6	1	N/A	5
	Summer 2015	6	0	N/A	3
		15	1	N/A	13
				13	

		AA	AAS	CoM/RSC	CoM/SECC
2015-16	Fall 2015	7	0	N/A	5
	Spring 2016	7	0	10	4
	Summer 2016	4	0	3	1
		18	0	13	10
				23	

		AA	AAS	CoM/RSC	CoM/SECC
2016-17	Fall 2016	2	0	9	2
	Spring 2017	6	0	6	N/A
	Summer 2017	1	0	2	N/A
		9	0	17	2
				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:

<i>List or attach list of courses</i>						
	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
FSCD 2613	8	30	20	18	12	10
FSCD 2633	35	21	11	10	12	11
Totals	43	51	31	28	24	21

FSCD 2613 and FSCD 2633 are the only courses taught exclusively for the major program. Both courses are taught once per year and thus the numbers above also represent the class size.

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

	AY 2012 Enrollment	AY 2013 Enrollment	AY 2014 Enrollment	AY 2015 Enrollment	AY 2016 Enrollment	AY 2017 Enrollment	5 yr. credit hour total
FSCD 1111	0	0	0	0	46	46	92
FSCD 1213	0	0	0	0	64	40	312
FSCD 1313	0	0	0	0	53	32	255
FSCD 1322	0	0	28	51	54	51	368
FSCD 2093	19	23	2	10	0	0	162
FSCD 2213	0	0	0	0	0	15	45
FSCD 2233	27	41	40	39	31	6	552
FSCD 2333	0	0	6	4	6	0	48
FSCD 2403	0	0	0	0	0	8	24
FSCD 2433	0	0	0	0	8	13	63
FSCD 2463	0	0	0	0	10	12	66
FSCD 2523	0	0	0	0	0	40	120
FSCD 2533	41	57	30	31	28	30	651
FSCD 2573	0	0	37	38	34	26	408
FSCD 2613	8	30	20	18	12	10	294
FSCD 2633	35	21	11	10	12	11	300
Totals	130	172	174	201	358	340	3760

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

Faculty	Credential	Institution that Granted Degree	Total Full Time Faculty Instructional Cost =
Kristin Hommel-Miller	Master in Family and Human Development	Utah State University Logan, Utah	\$234,310.96
Joetta Gatliff	M.Ed., Curriculum Instruction	Lesley University Cambridge, Massachusetts	

Courses taught by Adjuncts:

Course #	Course Description	2013	2014	2015	2016	2017	Total Hours Adjunct	\$660 X total hours = \$
FSCD 1111	Early Learning	2	0	1	0	0	3	\$1980
FSCD 1213	Introduction to FSCD	3	1	1	0	0	15	\$9,900
FSCD 1313	Health, Safety and Nutrition for Families and Children	3	3	2	0	0	24	\$15,840
FSCD 1322	Learning Environments for Young children	0	1	1	0	0	4	\$2640
FSCD 2213	Curriculum Planning	1	1	0	0	0	6	\$3960
FSCD 2233	Practicum in FSCD	2	0	0	0	0	6	\$3960
FSCD 2523	Child Growth and Development	0	1	2	0	0	9	\$5940
FSCD 2533	Guidance of Young Children	1	0	0	0	0	3	\$1980
FSCD 2573	Family, School and Community Relations	0	0	1	0	0	3	\$1980
FSCD 2633	Administration of FSCD Programs	0	0	1	0	0	3	\$1980
								\$50,160

Full-time Faculty (\$234,310.96) + Adjuncts (\$50,160) = **\$284,470.96**

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

All courses in the FSCD AAS except for FSCD 2093 – Education of Exceptional Individuals and FSCD 2233 – Practicum in FSCD support general education components or can be taken as a general education elective. Some of the programs that may use FSCD AAS courses include, but are not limited to, PSYC, SOC, Nursing, and the Enterprise Development degree.

- 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
Kristin Hommel-Miller	Master in Family and Human Development	Utah State University Logan, Utah
Joetta Gatliff	M.Ed., Curriculum Instruction	Lesley University Cambridge, Massachusetts
Adjunct Faculty	Credential	Institution that granted degree
Barrett, Melinda	M.S.	Oklahoma University
Bradley, Susan	M.S.	University of Central Oklahoma
Byerly, Peggy	M.S.	Oklahoma University
Davis, Myrna	M.B.A.	University of Central Oklahoma
Foster, Donna	M.S.	University of Central Oklahoma
Gatliff, Joetta – adj. 1 st sem.	M.ED	Lesley University, Cambridge MA
Jackson, Candice	M.S.	University of Central Oklahoma
Johnson, Heather	M.E.	University of Central Oklahoma
LaHood, Jana	M.S.	University of Central Oklahoma
Phillips, Luzeta	M.A.	City College of New York
Quinn, Kim	M.E.	Oklahoma City University
Thomas, Kaitlyn	B.A.	Texas A&M University
Thompson, Jane	M.E.	Oklahoma City University
Watkins, Shadonna	M.S.	University of Central Oklahoma
Whitfield, Jacquanna	M.A.	Ashford University IOWA

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:

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).

Address Demand:

Within Rose State College service areas, many of our community partners have shared concerns about hiring Master Teachers for the child care industry. Here are a few comments we have heard:

Tinker Air Force Classroom Teacher – "We have over 200 children on the waiting list to come to our center, but we have empty classrooms because Tinker only hires teachers with at least 18 credits in Child Development. Tinker is unable to hire qualified workers, so the classrooms are empty and the children and families are on the waiting list."

Private Child Care Center Directors – “We have had DHS licensing lower our center capacity from 95 to 65. We did this because we cannot find Master Teachers with 18 credits in Child Development. We could fill up the classrooms, but we cannot hire the teachers. By lowering our center capacity, we meet DHS requirements without hiring more teachers. We will continue to need to replace teachers as they move or take other jobs.”

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

Students in the FSCD program work full-time for low wages, have families, often with young children, and most are single parents. Because of life's circumstances, our students normally take only six credit hours a semester. Because of this, it takes up to 2 years to complete a Certificate of Mastery for Master Teachers. Students who choose to complete the AAS degree often take five or more years to finish. We recently had a student graduate who has been working on her associate's degree for more than 10 years.

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:

At this time, we have more than 5 jobs posted on our job boards. We have community stakeholders and area child care employers calling the FSCD department asking if we could send them practicum students or students who have 18 credits in child development to interview for a position at their center. Many centers are paying above-average wages to get a Master Teacher for an open position. The average wage for a Master Teacher is \$10.00 but Chesapeake Child Development Center, who is one of our partners, is offering \$12.00 per hour just to have a Master Teacher.

We had a bilingual Child Development Center/Early Head Start request that we send them an applicant for an open position. We requested that one of our bilingual students go and apply for the job. She was hired at \$10+ per hour. Within 6 months, she asked us to consult with her about a possible salary. Her employer could not pay college tuition, so they asked her how much she needed to live and go to school. The FSCD team consulted and encouraged her to request \$35,000 from her employer. The employer provided a salary of \$32,000.00. We are very excited for this young 21-year-old student who is now looking forward to graduating and earning her B.A. in Child Development.

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

The FSCD faculty provide free-of-charge consulting to community stakeholders as well as students who request help with problem-solving in the Child Development community. Last year, we consulted with Tinker Air Force Base, 3 private child development centers and more than 15 students in the work place.

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 FSCD department, along with the support of the Social Sciences Division Dean and Associate Dean, brought two guest speakers to the campus and invited the community to attend. More than 150 students and community members attended the events and received training hours to be used for DHS licensing requirements.

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 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.

Our students struggle with online courses because they thrive in the face-to-face classes. Often the student takes an online course and fails the course or completes the course and refuses to ever take an online course again.

With our students' busy work and personal life responsibilities, it is difficult for them to attend face-to-face classes two nights a week for three hours each night. They are often tired and sleepy during class time and struggle to find child care for their own children until 9:00 pm in the evening.

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.

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.

Students in the FSCD program utilize the following resources:

- Multiple sources of financial aid including loans, grants and scholarships.
- The Scholars Program, 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 printers in the computer labs and laptops available through the Social Sciences Division four laptop carts.
- Library resources to complete course assignments such as journals and online articles.

- All of the textbooks assigned in FSCD courses are available for students to check out within the library system.
- Writing lab and math lab tutors.
- The FSCD faculty connect students to support services via course syllabi, the learning management system, and personal conversations held during office hours, via email, or by appointment as requested.
- The new LRC (Learning Resource Center – library)
- The new restaurant on campus that offers sandwiches and coffee.
- The two model classrooms to get visual ideas to use in their classrooms at work
- The Social Science Dean, Associate Dean, and administrative staff, who are always willing to help the students with any questions or needs that they might have.

*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
Prepare for NAEYC Peer Review site visit which will be scheduled in March 2018.	The FSCD team will collect student work samples and cross-check rubrics to ensure that accurate data is available about student learning outcomes.	Spring 2018
Recruitment and retention	Create informational brochures and attend high school college fairs.	Ongoing
Develop a faculty-driven and faculty-maintained data set for graduates and either their job placement or transfer institution	Create an online survey to collect data from graduates.	Spring 2018-ongoing

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	1-2 student per academic year		
Maintain program at current level			

Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head

(Signature)

Date

11/28/17

Dean

(Signature)

Date

11/28/17