

Program Review Executive Summary Template

Based on the thorough program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This template is provided to assist institutions in providing a brief summary, 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 this template format.

Institution Name: Rose State College Program Name and State Regents Code: Family Services and Child Development Associates in Arts Degree, Program Code 014 List Any Options: Child Development Option and Family Services Option Date of Review:2021 Recommended Date of Next Review: 2026	
Centrality to Institutional Mission: The FSCD program's mission statement directly supports the larger college mission. The college and FSCD mission statement are used to frame practical support and instruction for students to prepare them for working in an ever-changing child care and family services community.	
Program Objectives and Goals: The goal of the Family Services Child Development Associate in Arts degree is to prepare students to work as professionals in the family and early childhood field. Also embedded in this A.A. degree is a Certificate of Mastery, which is 18 credits of study. The Certificate of Mastery is required by the state of Oklahoma DHS to be qualified as a Master Teacher. The FSCD Program has 6 learning objectives that align with 6 NAEYC National Standards that are considered "best practices, and the gold star standards" in the child care and early childhood education field today.	
Quality Indicators Such As: – Student Learning Outcomes – Effective Teaching – Effective Learning Environments – External Curricular Evaluation – Capacity to Meet Needs and Expectations of Constituencies	• Program received NAEYC Certificate of Accreditation. • FSCD Program uses "6 Key Assessments" and collects data on student progress to drive the program. • Goals and objectives are used in every course taught by instructors who are experts in the field of child care. • The FSCD program enjoys the use of the campus technology and facilities. • The FSCD program appreciates their advisory board made up of community stakeholders and professors from the 4 year colleges to help guide the program to meet the community needs.
Productivity for Most Recent 5 Years	Number of Degrees: <u>110 A.A. FSCD degrees earned</u> Number of Majors: <u>469</u>
Other Quantitative Measures Such As: – Number of Courses for Major – Student Credit Hour in Major – Direct Instructional Costs – Supporting Credit Hour Production	• 17 different FSCD courses were offered over the last 5 years for the major • Students completed 33 out of 64 credits in the FSCD major • Grants cover supplies used in the program, there are no additional instructional cost for the program.

– Roster of faculty members including the number of FTE faculty in the specialized courses within the curriculum – If available, information about employment or advanced studies of graduates of the program over the past five years	• 1 full time faculty member who is an NAEYC Peer Reviewer for Higher Education Programs and a Child Development expert supported by 2-3 adjuncts who are experts in their areas of Child Development. • Most FSCD students are working in the child care field full time as they work on their A.A. degree. • We are able to verify that 11 of the FSCD graduates went on to a 4 year institution.
Duplication and Demand	• A few of our courses are cross-listed with other departments on campus to better serve all students. This allows our required course to count as electives in some of the other departments and it uses the resources and expertise of the professors teaching the course. • FSCD regularly have community stakeholders and area child care employers calling the FSCD department to ask if we could send them practicum students or students who have 18 credit hours completed in child development to interview for a position at their center.
Effective Use of Resources	• FSCD students benefit from all aspects of Rose State College campus and benefit from the technology resources and online courses offered for the FSCD program.
Strengths and Weaknesses	Strengths: • Nationally Accredited NAEYC program. • Professor and Scholar Coordinator are involved in the community • Community Stakeholders serve on the Advisory Board Weaknesses: • Because of NAEYC Accreditation the program would benefit from another full time faculty member. • FSCD serves a diverse population and the students would benefit from more diversity on the FSCD team. • Funds for traveling to NAEYC Conferences to help build the program.
Recommendations	• Expanding the program by adding a new “Certificate of Mastery” • Maintain and grow depth and breathe of the program because of the NAEYC Accreditation • Recruit new students and retain the students we have until they graduate

Program Review Report

3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This 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.** Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Rose State College

Program Name and State Regents Code: Family Services and Child Development Associate in Arts Degree, (64 credit hrs.) Program Code 014

List Program Options: Child Development Option and Family Services Option

List Embedded Certificates included in this review: Cert. of Mastery – Child Development

Previous Review

Date (Year) of Last Review 2016

1. Summarize key findings from previous internal and/or external reviews of this program.

During the 2016 review of the Associates in Arts, Family Services and Child Development degree, the program had added a second full time faculty member, was working towards National Association for the Education of Young Children (NAEYC) for Higher Education program accreditation, and was providing free-of-charge consulting services to Tinker Air Force Base and surrounding child care centers. The FSCD Program was also working with the Scholars for Excellence program and participating in Quality Matters training to ensure the quality of the online and hybrid courses.

2. What developments and actions have taken place since the last review?

The Associates in Arts, Family Services and Child Development, Child Development Option was awarded NAEYC Accreditation of Early Childhood Education Programs for demonstrating substantial compliance with national professional standards for early childhood education for the period of July 2018 through July 2025. The NAEYC accreditation benefits include the following:

- Accreditation communicates a commitment to quality.
- Accreditation strengthens the focus on student performance data.
- Accreditation supports intentional, innovative and reflective program design.
- Finally, accreditation promotes partnerships and removes silos.

The FSCD program also created brochures and attended high school college fairs to promote the A.A. in Family Services Child Development. On campus, the FSCD program has provided information about child abuse and provided guest speakers to speak about children and families.

During the month of April the FSCD program has a blue spruce tree strung with blue lights for recognition of Child Abuse Awareness Month. Students are invited to tie blue ribbons on the tree in honor of someone they know. FSCD has had guest speakers who have written children's books, books about families and books to help children suffering from adverse childhood experiences.

Current Review

Date (Year) of Current Review: 2021

Review Criteria (*Institutions should address each criterion of OSRHE policy 3.7.5 as directed below*).

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

Rose State College's Mission Statement is "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."

The FSCD program's mission statement directly supports that larger college mission:

"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 college and FSCD mission statement are used to frame practical support and instruction for students to prepare them for working in an ever-changing community.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

The goal of the Family Services Child Development Associate in Arts degree is to prepare students to work as professionals in the family and early childhood field. Also embedded in this A.A. degree is a Certificate of Mastery, which is 18 credits of study. The Certificate of Mastery is required by the state of Oklahoma DHS to be qualified as a Master Teacher. The possibility of higher pay and stipends from the state of Oklahoma are also benefits of receiving the Certificate of Mastery. The following clear program objectives, systematically implemented into curriculum, guide students to the above goals:

Upon successful completion of the A.A. degree 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.

Along with the above goals, students will have also met the NAEYC National Professional Standards that are as follows:

Standard 1: Child Development and learning in context.

Standard 2: Family-teacher partnerships and community connections.

Standard 3: Child observation, documentation and assessment.

Standard 4: Developmentally, culturally and linguistically appropriate teaching practices.

Standard 5: Knowledge, application and integration of academic content in the early childhood curriculum.

Standard 6: Professionalism as an early childhood educator.

B.2. Quality Indicators (including Higher Learning Commission criteria and requirements):

The A.A. Family Services Child Development (Child Development Option) degree was awarded a Certificate of Accreditation by NAEYC Accreditation of Early Childhood Higher Education Program for demonstrating substantial compliance with national professional standards for early childhood education for the period for July 2018-July 2025. The program was accredited without conditions, and we attribute that honor to the hard work done at Rose and the HLC grant that encouraged and provided training for NAEYC Accreditation.

The full-time program coordinator and professor for the FSCD program has received recognition from NAEYC as a "Child Development Expert". This professor is also a NAEYC member, Peer Reviewer for the NAEYC Higher Education Commission, and a Peer Reviewer for course assignment rubrics for colleges pursuing accreditation through NAEYC.

About 20% of the FSCD students are also enrolled in Scholars for Excellence in Child Care. The Scholars Program awards scholarships, course textbooks, and support from the Scholars Coordinator to ensure student success in the FSCD program. The FSCD program also receives support from e-learning and other departments at Rose State College.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2017	<u>125 Students</u>	<u>12</u>
2018	<u>143 Students</u>	<u>9</u>
2019	<u>150 Students</u>	<u>29</u>
2020	<u>150 Students</u>	<u>29</u>
2021	<u>155 Student</u>	<u>31</u>

It is important to remember that Rose was impacted by Covid-19 during the 2020-2021 school year. Also, the Social Science building suffered major damage in an ice storm that caused damage to the electrical system, forcing the classes to be moved to other buildings around the campus for an entire academic year.

B.4. Other Quantitative Measures:

b.4.a. Number and enrollment of courses taught exclusively for the major for each of the last five years:

FSCD Course	2021	2020	2019	2018	2017
FSCD 1111			2 courses 46 Students	2 courses 49 Students	2 courses 40 Students
FSCD 1213	2 courses 54 Students	2 courses 55 Students	2 courses 52 Students	2 courses 68 Students	2 courses 60 Students
FSCD 1313	2 courses 47 Students	2 courses 48 Students	3 courses 61 Students	3 courses 50 Students	3 courses 44 Students
FSCD 1322			2 courses 49 Students	2 courses 59 Students	2 courses 52 Students
FSCD 1323	3 courses 36 Students	2 courses 35 Students			
FSCD 2213	1 course 15 Students	1 course 19 Students	1 course 18 Students	1 course 16 Students	1 course 15 Students
FSCD 2223	2 courses 41 Students	2 courses 37 Students	1 course 5 Students	1 course 1 Student	
FSCD 2233			1 course 15 Students	2 courses 19 Students	2 courses 11 Students
FSCD 2333	2 courses 9 Students	2 courses 4 Students	2 courses 10 Students	2 courses 25 Students	1 course 4 Students
FSCD 2403	3 courses 18 Students	3 courses 29 Students	3 courses 20 Students	2 courses 12 Students	1 course 8 Students
FSCD 2433	1 course 20 Students	1 course 13 Students	1 course 13 Students	1 course 13 Students	1 course 8 Students
FSCD 2463	2 courses 26 Students	2 courses 11 Students	2 courses 14 Students	2 courses 25 Students	1 course 8 Students
FSCD 2523	3 courses 43 Students	3 courses 72 Students	3 courses 57 Students	2 courses 40 Students	2 courses 49 Students
FSCD 2533	2 courses	2 courses	2 courses	2 courses	2 courses

	23 Students	18 Students	39 Students	31 Students	34 Students
FSCD 2573	3 courses 41 Students	3 courses 38 Students	3 courses 45 Students	2 courses 19 Students	3 courses 46 Students
FSCD 2613		1 course 11 Students			1 course 10 Students
FSCD 2633	1 course 8 Students	1 course 7 Students	1 course 17 Students		1 course 13 Students
Total # of Students in class	381 Students	411 Students	461 Students	446 Students	409 Students
Total # of Classes	27 Classes	26 Classes	29 Classes	26 Classes	25 Classes

b.4.b. Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

FSCD Course	2021	2020	2019	2018	2017
FSCD 1111			46	22	40
FSCD 1213	162	165	156	204	180
FSCD 1313	141	144	183	150	142
FSCD 1322			98	118	104
FSCD 1323	108	105			
FSCD 2213	45	57	54	48	45
FSCD 2223	69	51	15		
FSCD 2233	54	60	45	60	
FSCD 2333	27	12	45	69	45
FSCD 2403	54	81	60	51	24
FSCD 2433	60	39	39		24
FSCD 2463	78	87	42	75	90
FSCD 2523	84	156	171	144	114
FSCD 2533	69	96	117	117	102
FSCD 2573	123	81	135	57	138
FSCD 2613		33			30
FSCD 2633	24		51		39
Total # of credit hours	1143 Credit Hours	1233 Credit Hours	1242 Credit Hours	1181 Credit Hours	1095 Credit Hours

b.4.c Direct instructional costs for the program during the review period:

The direct instructional cost for this program include children's books, children's educational toys and art supplies to provide hands-on experiences for the students was covered by a grant. There are no additional instructional costs for the program.

b.4.c. The number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

Approximately 31 out of 64 credits can be used in other programs or for General Education. The FSCD program is proud to collaborate with other departments on campus to cross-list many of our courses in order to better serve our students and grow our program. A few examples of that is as follows:

By cross-listing the courses that are required in FSCD, other departments can use the same class for electives or requirements in their degree. Also, because they are cross-listed they transfer to 4-year colleges with ease:

FSCD 2523/PSYC 2523 – Child Growth and Development

FSCD 2433/PSYC 2433 – Observation and Assessment of Young Children

FSCD 2333/SOC 2333 – Families and Substance Abuse

FSCD 2403/SOC 2403 – The Family in Society

FSCD 2463/SOC 2463 – Understanding Child Abuse and Neglect

Courses FSCD 1111 and 1322 have been removed from the degree curriculum because our students benefit from having the two courses turned into one course (FSCD 1323) that transfers better to the 4 year Universities. By combining the two courses the students were also able to attend class one time per week rather than two times per week.

FSCD 2223 is still an active course but has not been offered since 2019 because of low enrollment. It is not a required course for the FSCD Associates of Art degree, but is required for the FSCD A.A.S degree. The course did make this year, Fall 2020 with a total enrollment of 14 students.

b.4.d. 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 (i.e. MFA, PhD)	Institution that granted degree
Joetta Gatliff	M.Ed. Curr/Instr/ECE	Lesley University
Julia Kelley	BS, Family Life Education-Child Development; MEd, Adult Higher Education	University of Central Oklahoma; University of Oklahoma
Angela Percival-Porter	BS. Family Relations and Child Development; MS Human Environmental Science – Human Development	Oklahoma State University; University of Central Oklahoma

b.4.e. If available, information about employment or advanced studies of graduates of the program over the past five years:

FSCD Graduates: 5-year history, Summer 2016-Spring 2021

Please Note: 133 unduplicated graduates from AA/AAS programs sent to Clearinghouse. **37 students were found at other Institutions.**

Capella University	1	Southern Nazarene University – Adult Study	2
Grand Canyon University	1	The University of Arizona Global Campus	1
Langston University	2	University of Alaska Anchorage	1

Mid-America Christian University	1	Southern Nazarene University	1
Milwaukee Area Tech College	1	University of Central Oklahoma	15
Oklahoma State University –OKC	3	University of Oklahoma	1
Southern Oklahoma State University	7	Total	37

11 students were found with additional degrees: 1 with a BA, 9 with a BS, 1 with a MSW

b.4.f. If available, information about the success of students from this program who transferred to other institutions:

We have reached out to some of the students during BA degree. They have come back to Rose State College to present at workshops, speak with current students in the FSCD program and work with the community. Our entire college is working to better track student success after graduation through a post-graduation survey, which has been created and will go live next year.

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 constituents 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.

Address Duplication:

We have teamed with other departments on campus to cross-list some of our courses. This allows our required course to count as electives in some of the other departments and it uses the resources and expertise of the professors teaching the course. An example is that FSCD students are required to take Understanding Child Abuse and Neglect. The course is taught in the Sociology Department by a professor who worked with juveniles and the police system as a councilor. Our FSCD students benefit from his expertise in the subject area.

FSCD 2523/PSYC 2523 – Child Growth and Development

FSCD 2433/PSYC 2433 – Observation and Assessment of Young Children

FSCD 2333/SOC 2333 – Families and Substance Abuse

FSCD 2403/SOC 2403 – The Family in Society

FSCD 2463/SOC 2463 – Understanding Child Abuse and Neglect

Address Demand:

Covid-19 has had significant negative impact on the Child Care industry. The Child Care Centers were open and their employees were serving families despite their own personal danger. The industry continues to need qualified workers. The demand for workers in these fields has 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 of childcare workers is projected to grow 8 percent from 2020 to 2030, about as fast as the average for all occupations. About 150,300 openings for childcare workers are projected each year, on average, over the

decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.” (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2021 Edition). “Much of the projected employment growth in this occupation is due to recovery from the COVID-19 recession that began in 2020. Parents or guardians who work will continue to need the assistance of childcare workers. In addition, the demand for preschools and childcare facilities, and consequently childcare workers, should remain strong because early childhood education is widely recognized as important for a child’s intellectual and emotional development. However, the increasing cost of childcare may limit demand for childcare workers.” (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2021 Edition).

We also wanted to address the Family Service Option on the A.A. degree. “Employment of social and human service assistants is projected to grow 17 percent from 2020 to 2030, much faster than the average for all occupations. About 59,100 openings for social and human service assistants are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.” Many of our Family Service Option students are interested in working with the elderly population or social services in general. “A growing elderly population and rising demand for social services are expected to drive demand for these workers. An increase in the number of older adults is expected to result in growing demand for social services such as delivery of meals and adult daycare. Because social and human service assistants often arrange for these services, there will need to be more of them to meet this increased demand. 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. As a result, demand should increase 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*, 2021 Edition).

Within Rose State College’s service area many of our community partners have shared concerns about hiring Master Teachers for the child care industry. A representative sample of the comments we have received follows: 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.” “We could fill up the classrooms, but we cannot hire qualified teachers.” “By lowering our center capacity, we meet DHS requirements without hiring more teachers, because we cannot find teachers.” We will continue to need to replace teachers as they move or take other jobs.”

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

Students in the FSCD program generally 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.

b.5.b. Describe demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

We regularly have community stakeholders and area child care employers calling the FSCD department to ask if we could send them practicum students or students who have 18 credit hours completed 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 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. FSCD also provides workshops hosted by DHS onsite in order to connect child care workers with information they need to work with children and families in their child care centers.

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

FSCD received a grant from the Potts Family Foundation to host a movies and panel discussion about Adverse Childhood Experiences (ACE's). It was the first showing in the state, and more than 1700 people attended the showing held in 2018. A grant to teach 40 early childhood educators was also received and held on 8 Saturdays also held in 2019, providing more than 160 clock hours of education in the area of ACE's.

FSCD faculty had request to provide consulting to Tinker Air Force Base in the area of child development, behavior and classroom environments, which we served by consulting with them (2015-2019). FSCD also brings in guest speakers to provide training hours required for DHS licensing for child care centers; for example, Dr. Barbara Sorrels, 2017, Alton Carter, 2018, Guest Panel for Community Stakeholders, 2018, and more recently DHS Child Care Resources, 2021. Our community continues to look toward Rose State College as a place to go for higher education opportunities.

The Scholars for Excellence Program out of the Oklahoma State Regents continues to be in high demand. Our Scholars Coordinator has been at Rose for more than 12 years. She knows our program at Rose, knows our community, visits child care centers, provides scholarships for FSCD course and degree program completion, as well as tutoring for students and academic advisement. Out of our FSCD majors, approximately 46% of our students are supported by the Scholars for Excellence Program. The program continues to grow and meet the needs of our students who would not be able to afford or navigate college by themselves. Many of the students supported by the Scholars for Excellence program are 1st generation older students.

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

Along with the Potts Family Education grant mentioned above, the FSCD program sponsors "The Week of the Young Child," and Child Abuse Awareness on campus each year by decorating a tree with blue ribbons and providing information about young children to students across campus. The faculty members are also asked to visit and consult with local child care centers to help with licensing issues, behavior concerns and presenting at local child care conferences and national conferences. We fulfill approximately 12 of these requests per year. Many child care business owners also reach out to us to enroll help their employees in continuing their education as well asking us to post their job opportunities because they want to hire our students.

b.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Describe how the program has met these demands:

During Covid-19 students requested flex style classes. FSCD met this request by working with students who were quarantined by providing an online version of the live courses and not deducting points from a student's grade for not attending a live class. Students in the FSCD program also request more hybrid and online courses. This request was met by providing an offering each year of a "flex" or online course and by moving over 50% of the course to a hybrid model. In the future students will be able to complete the Certificate of Mastery completely online.

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. Students in the FSCD program utilize the following resources.
- As part of the FSCD program and curriculum, students often utilize computer labs and printers in the computer labs and laptops available through the Liberal Arts & Sciences Division two laptop carts.
- Library resources to complete course assignments such as journals and online databases.
- 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 LRC (Learning Resource Center – library)
- The Student Union
- The new restaurant on campus that offers sandwiches and coffee
- The two model classrooms for FSCD students to use as a hands-on-lab and to get visual ideas to use in their community child care classrooms with children and parents.
- The Liberal Arts & Sciences Division Dean, Associate Dean, and Administrative staff who are always willing to help the students with any questions or needs that they might have.

Recommendation(s)

A. Recommendation for the Program (3.7.7.A.4):

- ☒ Maintain the program at the current level.
- ☐ Continue the program with modifications as noted below and detailed in the comment section below.
 - ☒ Expand the program
 - ☐ Reduce program in size or scope
 - ☐ Merge or consolidate program
 - ☐ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- ☐ Delete program*

**Requires a Request for Degree Program Modification and governing board approval.*

Rose State College FSCD program will maintain the program's current levels, but we also plan to expand and grow the program. Oklahoma's greatest resource is our children and their future in our State. By providing education that will impact the lives of Oklahoma's youngest citizens we are ensuring their success to be capable citizens in our future.

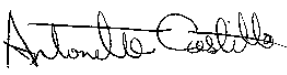
B. Specific comments regarding recommendations:

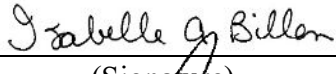
(Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements. Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

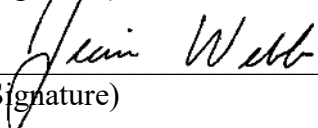
Recommendations	Implementation Plan	Target Date
Expand the program by adding another "Certificate of Mastery"	The FSCD program and the Scholars for Excellence program would both benefit from adding another "Certificate of Mastery" to the program so that students would not need to go to another college to become a center director or infant/toddler teacher.	Spring 2023
Maintain NAEYC Accreditation	The FSCD team will collect student work samples and cross-check rubrics to ensure that accurate data is available about student learning outcomes.	At the end of each semester the program will use data to continuously monitor and improve the program.
Recruitment and retention	Work with Rose States newly revised Marketing and Workforce Development departments to more effectively recruit potential graduates, know that calling students who have not enrolled this semester and reaching out to those students personally will help with our desire to retain our student in the program.	Summer 2022

Develop a faculty-driven and faculty-maintained data set for graduates and either their job placement or transfer institution	Use the Rose State's newly created graduation survey to collect data from graduates. Working with other programs in the Liberal Arts & Sciences Division, explore effective ways to share success stories on the web page and through the College's Official social media platforms.	Fall 2023
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Department/Program Head  Date: 11/12/2021
(Signature)

Dean  Date: 11/12/2021
(Signature)

Chief
Academic
Officer  Date: 11/15/2021
(Signature)

President  Date: 11/16/2021
(Signature)