



**2005-2006 Workforce Education Program Assessment**

**ASL/Interpreter Program**

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### **Collin College Mission Statement**

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

### **Collin College Core Values**

We have a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity.

### **Collin College Purpose Statement**

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.
- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas.

### **Collin College 2004-2006 Strategic Goals**

- Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
- Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.
- Meet the State challenge of broadening access to educational opportunities and support services for all student populations.
- Elevate the community's awareness of Collin College's academic, economic, cultural, and social impact to the community.
- Maximize the development and use of Collin College's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

**ASL/INTERPRETER PROGRAM  
2005-2006 Workforce Education Program Assessment  
Collin College**

**Program's Internal Review Task Force**

**Coleen Utzman, ASL Professor, IRTF Chairperson  
Kenya Rutherford, IPPD Associate Faculty  
Adrienne Kearney, IPPD Associate Faculty  
Andrea Raye, IPPD Associate Faculty**

**College's External Review Task Force**

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*Special thanks and acknowledgement go to Dr. Karen Laljani and the El Centro Subcommittee for Institutional Effectiveness. Several ideas and techniques from the Laljani Model were used when the Institutional Research Office at Collin College created the template of the Internal Review assessment document.*

## **EXTERNAL REVIEW SUMMARY**

**(To be filled out by the ERTF Chair. Please limit the summary to one page.)**

- ◆ A few bulleted phrases describing the program.
  
- ◆ A few bulleted phrases summarizing the results of each section of this assessment.
  
- ◆ List and describe the program's strengths, exceptional aspects, areas for improvement, and recommendations.

## EVALUATION SECTIONS

### A. Strategic Plan

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The following questions will help your program to create a new mission statement or to revise an existing mission statement. Your Internal Review Task Force (IRTF) should meet to discuss and answer these questions about your program's mission statement.

1. What does our program do?

Provide American Sign Language and Interpreter education.

2. What are the unique functions of our program?

Professors for ASL courses are native and near-native ASL users. Professors of interpreting classes possess national interpreter certification granted by The Registry of Interpreters for the Deaf, Inc. and/or state certification granted by the Texas Department of Assistive and Rehabilitative Services- Office for Deaf and Hard of Hearing Services- Board for Evaluation of Interpreters (Level 3 or higher) interpreter certification. We have interactive ASL and Interpreting labs. Two semesters of Interpreter practicum requirements of 240 hours of observation which offers the students a safe learning environment in which to intern. CCCCD is the only college in Texas that has a Culturally Deaf person as the Chair of the ASL/IPPD department. This is unique in that the person who runs the program and trains students is also a consumer of the services these students will provide in the future.

3. How do Collin College students benefit from the way we carry out the assigned duties of our program?

Due to class activities incorporated into the classes of Collin County Community College's program, the students' involvement with the Deaf Community is heightened. This helps students with the fluency of their signing abilities and experience a wide variety linguistic variations.

4. How does the mission of our program support Collin's mission, core values, purpose, and strategic goals? (see page 2 of this document)

Our program supports Collin County Community College's mission in learning, service and involvement through ASL instruction, lab requirements, outside communication assignments, and practicum placements. Students also engage in individual and group presentations. All of these activities help build students' confidence levels and their ability to interpret from the target

language into the source language and vice versa. Rapport with Deaf community members and people from other interpreting programs are established through interaction at events and workshops both within the Dallas Fort Worth metropolitan city and around the state of Texas. Local interpreting agencies are a part of our development initiatives to ensure that we meet local, as well as statewide needs.

5. **Revised Mission Statement for our program:**

**The Collin County Community College Interpreter Preparation Program's mission is to provide, within the resources available, American Sign Language and Interpreter education and services that meet the individual and community needs. As reflected in The Registry of Interpreters for the Deaf, Inc. and the Conference of Interpreter Trainers standards, the program seeks to promote lifelong learning, individual growth and excellence through strengthening the intellect, character, capabilities, cultural awareness, sensitivity and language skills of all students. The program also functions as a resource to local, state, national, and international Deaf and non-Deaf communities by providing educational and cultural programs and services.**

Your IRTF should now analyze and discuss your responses to the above questions about your program's mission. Consider how the scope of your program might be improved in order to better serve our students. Please brainstorm about these issues and then answer the following questions.

6. Is the scope of our program, as documented in our mission statement, appropriate for the students and/or other clients that we serve?  
Yes, it addresses all aspects required for students to be successful

interpreters in the future.

7. Are there measurable ways that our program can determine whether we are meeting the goals of our mission statement?

Yes, this involves the ability to pass state and national interpreter certification exams, both written and performance, and the number of completers for our Interpreter Trainee Certificate and the Associate of Applied Science degree program coursework.

## **B. Enrollment**

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***For Enrollment Data, please see your program's Data Packet.***

Your Internal Review Task Force (IRTF) should meet to discuss and answer these questions about your program's enrollment. Refer to the Enrollment section of your Data Packet for supporting data. Please elaborate on your answers to capture the main ideas from your discussion.

1. Is the enrollment in our program adequate?

Yes, the total number of students from academic year 2004-2005 is 332.

2. Are there any spikes, dips or concerns in the overall enrollment trend for our program?

There are minor "dips," but no concerns. The IRTF feels this is typical of college enrollment overall.

3. Do we offer any courses with consistently low enrollment?

Yes. Interpreting is a specialized field. In the workforce; proportionally there are not as many interpreters as there are teachers, computer technicians, programmers, or doctors, etc. So the number of students enrolled in programs training for interpreting would therefore be lower as compared to other programs. The beginning ASL classes typically have a higher number of students compared to the advanced sign language and interpreting classes because people think it will be easy and when they began the classes they realize it is not as easy as they thought.

4. What is our reasoning for offering low enrollment courses?

Interpreting is a highly specialized field of study. Therefore, the interpreting program itself tends to show a low enrollment number, especially the interpreting classes. This is due to the challenging nature of the content and the high skill level required to pass these classes as well as the state tests. Not everyone can succeed in learning ASL or any other foreign language. ASL is now beginning to be accepted for more degree requirements as a foreign language. We would expect that as more colleges and universities begin to recognize ASL as a foreign language and accept it for degree requirements, the enrollment numbers will increase. The classes are also continued with low number of students because the community has a high demand for sign language interpreters. The demand for interpreters for Deaf individuals on the job, doctors appointments, court, video relay, education and anywhere else you can think of far exceeds the number of qualified interpreters we have.

5. Should any of our courses be removed from the catalog?

No, the program is still showing growth, evidenced by the yearly increase of the number of unduplicated students taking classes in the program. In addition, all the classes are required to produce good, skilled interpreters. In fact, these classes are just the minimum, more classes could easily be offered and interpreters continually have to expand their knowledge base and build their interpreting skills.

6. Taking into consideration Collin's demographics, are the students in our program diversified by gender and ethnicity?

Taking into consideration Collin County Community College's demographics, students in the program are not diversified by gender, however the students are diversified by ethnicity. Historically, interpreting has been a female dominated profession. As reflected in our numbers, the number of males coming in to the profession is increasing slowly. The program has several African American students who have successfully completed the program. As for Hispanics and Asians, the numbers are lower but this is not only typical of Collin County but of the interpreting community in general.

## **Analysis of Enrollment**

Analyze and discuss your answers to the above enrollment questions. Please brainstorm as a group about your program's enrollment and then answer the following questions.

7. Do we have enrollment characteristics or trends that are unique to our program data?

No, there are no unique trends in our program.

8. Are there potential areas of concern in our enrollment patterns?

No, 2004-2005 enrollment numbers show a steady incline.

9. What steps can we take to strengthen the enrollment in our program?

Collin County Community College needs to focus more in the area of recruitment. CCCC should be more active in college fairs and focus on high

schools students who are taking ASL, although the fact that high school students have the opportunity to take ASL is a fairly new phenomenon. Highly qualified, motivating teachers in the beginning classes help to increase the enrollment numbers in the advanced classes.

10. If the gender and ethnic diversity of our program students do not reflect Collin's population, what might be done to increase enrollment of underrepresented populations?

We believe our ethnic diversity is consistent with the college as a whole and gender diversity is consistent with the interpreting community throughout the nation.

## **C. Curriculum**

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Please answer the following questions specifically related to Workforce Education program requirements.

1. Does our program have an advisory committee?

- YES
- NO
- Not Applicable

If YES, what role does this committee play in the development of our curriculum?

This committee decides which classes will remain in the program or be deleted. The advisory committee also expresses needs, concerns and skills future interpreters will need to have in order to be successful.

2. If our program has an advisory committee, does the committee effectively contribute to ensuring the occupational relevance and adequacy of our curriculum as well as the establishment of skill and knowledge standards for our program's courses?

- YES
- NO
- Not Applicable

Describe the involvement level and activities of the advisory committee.

The advisory committee includes representatives from local interpreting agencies, the Deaf community, the interpreting community, local community colleges, as well as former students of our program who are now working in the field. The committee can address changes that are happening in the interpreting community, new skills or vocabulary that are arising for working interpreters, as well as how prepared they felt upon leaving the ASL/IPPD program and entering into the working world as interpreters.

Attach advisory committee meeting minutes from the last two meetings.

3. Please indicate whether your program complies with the following Texas Higher Education Coordinating Board (THECB) advisory committee guidelines.
- a. The advisory committee meets at least once per academic year?  
 YES  
 NO
  
  - b. Meeting minutes are kept in required format AND reflect evidence of industry involvement with the program and advisement on curricular matters?  
 YES  
 NO
  
  - c. The advisory committee certifies in writing that it has reviewed the program's equipment and facilities and made any recommendations it deems appropriate to help assure the program meets current business and industry standards?  
 YES  
 NO
  
  - d. The advisory committee certifies in writing that it has reviewed the program's budget and made any recommendations it deems appropriate to help assure the budget adequately supports the program?  
 YES  
 NO

- e. The program has evidence of efforts to diversify advisory committee membership?
- YES
- NO
- f. Advisory committee membership reflects diversity of the occupational field including large and small employers, ethnicity, and gender?
- YES
- NO
- g. The advisory committee is chaired by a representative of business/industry?
- YES
- NO

**Please discuss any NO responses given to any parts of question #3:**

Only the division dean can make decisions related to the budget of the program. The Department Chair does not even have records or statements as to the program's budget; however, as a matter of practice, the Department Chair does recommend to the dean purchase of equipment and materials and addition of needed faculty, staff, and facilities.

4. Does our program meet national, state, or professional licensing, certification, registration and accreditation requirements?

YES

NO

If YES, please describe:

5. Is our program accredited by any of the professional associations that accredit programs in our discipline?

YES

NO

Not Applicable

If YES, please list the associations:

6. Is our program linked with other public secondary or postsecondary institutions (articulation agreements, tech-prep programs, inverted degree plan, advanced placement, 1+1 programs, 2+2(+2) programs)?

YES

NO

If YES, please describe:

Postsecondary insitutions:

Texas Woman's University: We have a formal 2+2 articulation agreement, as students begin their course work at CCCCD, then finish their Bachelor's degree requirements at TWU.

University of Arkansas at Little Rock: Interpreting program accepts our coursework for students who want to pursue a BA degree in Interpreting using a 2+2 articulation agreement.

California State University at Northridge agrees to accept the beginning and advanced sign language courses, Fingerspelling and Deaf Culture courses as well as core courses required for the degree. This is also under a 2+2 articulation agreement.

7. Have we developed any program-specific articulation agreements for upper division study at other institutions?

YES

NO

If YES, please describe them:

All sign language courses under WECM guidelines are transferrable and the program has articulation agreements with Texas Women's University (TWU), University of Arkansas at Little Rock (UALR), and California State University at Northridge (CSUN).

8. In what ways does our program offer similar or preferable degree and certificate options compared to other community colleges?

Collin County Community College's program is comparable to 13 other colleges. The program offers a certificate then, if the student finishes the additional required classes can obtain an Associate of Applied Science degree.

9. How do our program course offerings and content compare to the offerings at some of our peer colleges and universities?

The courses offered are fairly consistent with other colleges in Texas. As for the content of the classes, there is no standard curriculum for sign language or interpreting classes. Collin County Community College faculty have developed student handbooks over the years to standardize teachings in their classes. Other colleges have not developed such materials and decide on what other books to use. The ASL/IPPD student handbooks combine materials from a variety of sources to provide our students with as much information as possible. Some of the other programs have inquired about buying the handbooks to utilize in their classes, however, this is not possible.

10. Why did we select the peer institutions discussed in #8 and #9? How are those institutions similar to Collin and in what ways are they different from Collin?



We compared ourselves to other community colleges that have Associate of Applied Science degrees in Interpreting. All programs are very similar because we all follow WECM guidelines as mandated by The Higher Education Coordinating Board. Comparatively our program has more Deaf faculty with higher degrees teaching the academic transfer credit courses. All of our sign language classes are taught by professors who have Master's degrees and our professors of interpreting classes are all certified interpreters, some of whom have Associate of Applied Science degrees and some have Bachelor's degrees. Our program also has a fully staffed sign language lab which other colleges do not have as of yet. The lab is staffed with native and near native ASL users. At this time, there are very few universities in the United States that offer a Bachelor's degree in Interpreting.

11. How is our curriculum designed to correspond to the institutions to which Collin students often transfer?

All of our sign language professors have Master's degrees and the sign language classes can be transferred to the universities which recognize sign language as a foreign language. Sign language and interpreting classes are also mostly transferable to other community colleges in Texas which also offer interpreter training since we all follow the WECM standards for required skills and course objectives pertaining to each class.

12. Do all associate degrees in our discipline contain at least 15 Semester Credit Hours (SCH) of general education including at least one course in each of the following areas: Humanities/Fine Arts, Social/Behavioral Science, and Natural Science/Math?

YES

NO

13. Has our program developed a competencies profile (basic skills, industry skills, SCANS), including a matrix of competencies to courses where the competencies are achieved?

YES

NO

Append a copy of an existing competency profile/matrix.

14. Are our college-level courses that are required course prerequisites included in the total hours for our program and to what extent are they identified in the degree plan?

Yes, the sign language classes and interpreting classes are offered in sequential order and all are applied to the degree plan for both the Interpreter Trainee certificate and Associates of Applied Science degree in Interpreting. (See attached degree plan.)

15. How do we know whether or not our course prerequisites are reasonable?

Sign language classes build upon each other therefore need to be taken in order. The interpreting classes require completion of the sign language classes prior to registering for them. Introduction to the Interpreting Profession can be a co-requisite to ASL IV. Acquiring basic sign skills is essential before a student can be expected to interpret. The interpreting classes build upon each other as well, with the standards being set higher for each class. Therefore, they must be taken in order as well.

16. How do we review and update the catalog descriptions of our program and its courses?

Every semester they are reviewed and updated as needed in order to correspond to changes made by either WECM, or SCANS.

17. What is our process for regularly evaluating course syllabi?

The Department Chair reviews syllabi on a yearly basis.

18. What is our process for reviewing course content?

The Department Chair meets with full-time and part-time faculty on an individual basis.

19. Does our program curriculum include a capstone experience (external learning experience, licensure exam, etc.) that certifies mastery of entry-level workplace competencies?

YES

NO

If YES, please explain:

Our program's capstone experience for the Interpreter Trainee Certificate is Introduction to the Interpreting Profession. For the Associate of Applied Science degree, the capstone is achieved in our Practicum II class. Upon completion of the program, students are prepared to take the State interpreting exam given by the Texas Department of Assistive and Rehabilitative Services, Office for Deaf and Hard of Hearing Services, Board for Evaluation of Interpreters.

20. How do we provide external learning experiences (Service Learning, Cooperative Education, Practicum, Internship, Clinical Education, Apprenticeship Program) to our program students?

Practicum I and II courses require 240 hours for each before obtaining an Associate of Applied Science degree. Practicum I provides students the opportunity to observe certified interpreters in a variety of settings. Practicum II allows students, along with the certified interpreter, to obtain some interpreting experience on assignments. The student works along side the certified interpreter who has agreed that the assignment is suitable for the student's skill level, as well as obtaining permission from Deaf person for the practicum student to work as an interpreter in that particular setting.

21. How do we provide collaborative learning experiences for our program students?

In our language classes, students are required and encouraged to participate in Outside Communication Events. These activities include events in the Deaf Community providing students the opportunities to interact with other Deaf individuals, other interpreters as well as to practice their skills they are learning. The ASL/IPPD program has a list of approved sites for students to attend to gain optimal experiences to enhance what they are learning in language classes. Our professors also collaborate with various practicum sites that satisfy students' needs for the required hours enabling the students to see interpreters at work as well as to make contacts with various interpreters and agencies which can be beneficial in the future. Practicum students are also required to attend interpreting workshops provided by various agencies/entities.

22. What evidence is there that our program offers courses in several formats (lecture, telecourse, short semester) to accommodate a variety of student needs and learning styles?

Due to the nature of languages classes, it is not something that can be taught in a minimester, two or five week semesters. We do offer courses during the 10 week Summer III semesters. Our classes have been done in a distance learning format before when there was a need for such services. We offer both day and night classes in an effort to be accommodating to students' needs. The classes are taught using a variety of visual aids, group projects, individual projects, lecture and discussion in order to allow students to practice signing or interpreting as well as increasing their comprehension all while meeting the needs of various learning styles. The course syllabi, course catalogs, and WebCT explain in more detail the type of assignments that are expected of the students as well as some of the teaching/learning styles that are utilized in the classroom.

23. How can we document that our students who complete courses in non-traditional formats (e.g., Maymester, Distance Learning, and Learning Communities) are expected to acquire comparable levels of knowledge and skills as our students in traditional course formats?

Maymester and learning communities are not used at this time. Distance learning, while not currently being offered, has been offered in the past. When distance learning classes are offered, the students at the distance learning site are expected to complete the same requirements as the students in the classroom on campus. This means the students have to videotape their projects and mail them to the instructor for evaluation. Upon completion of the instructor's evaluation, the videotapes are then mailed back to the students to review their feedback. Required lab hours are completed at certain times when the lab assistants drive to the distance learning classroom to work with the students. The time of this lab is scheduled per semester as needed at a convenient time for both the students and the lab assistants.

24. In what ways do we use various types of technology to facilitate student learning?

TV/VCR, videotapes, DVDs, CDs, camcorders and the internet are utilized to facilitate students' learning, as well as powerpoint presentations. These various technologies are used to show students various signing styles among the Deaf community, to record themselves in order to be evaluated, to watch videotapes/CDs to enhance comprehension, as well as to inform students about Deaf Culture or different events within the Deaf Community.

25. What activities or processes do we engage in so that we are aware of and adjust to national trends in our program area?

We fill out surveys from various universities and entities who train and/or hire interpreters. These surveys request information regarding research on professor credentials, salaries, accreditation credentials and program requirements and curriculum. The instructors in the ASL/IPPD department attend national, state, and regional conferences to gain access to the most up-to-date information in the field. Our department also subscribes to national and state publications from professional organizations; The RID Views, The NAD Mag, The CIT News, the InterpreTexan, and Deaf Texan newsletters.

26. In the past five years, what types of extracurricular activities have we sponsored as a service to our community?

The ASL/IPPD department has established and remained involved in the American Sign Language Club here on campus. We have assisted the North Central Texas Registry of Interpreters for the Deaf by being involved in various activities as well as providing a meeting place. We have collaborated with the community in establishing and providing interpreter development workshops. We have provided a meeting place and given workshops for Texas Association of the Deaf, as well as participate in events within the Deaf Community such as Deaf Celebration, and the Texas Society of Interpreters for the Deaf student pre-conference. We also annually host the state certification exam given by the Texas Department of Assistive and Rehabilitative Services, Office of Deaf and Hard of Hearing Services, Board for Evaluation of Interpreters. We are also a sponsor for Continuing Education Units through The Registry of Interpreters for the Deaf, Inc. This sponsorship allows us to grant CEU's to entities who provide professional development workshops for interpreters.

## **Analysis of Curriculum**

Please reflect on your responses to the above questions about your program's curriculum. Discuss and answer the following questions as a group.

27. Are there specific area of our curriculum that we can improve?

We can improve our emphasis on the interpreter's philosophy and professionalism. Practicum sites should be staffed with interpreters who hold a higher level of certification. For the interpreting classes, practice new venues of interpreting that are being made available due to technology, i.e. video relay, as well as staying current with state certification standards by incorporating practice in those areas that will be added to the new certification exam. For example, the addition of sight translation will be implemented on the exam effective September 2006.

28. How can we improve our program's curriculum, compared with our peer institutions, in terms of transfer courses, course offerings, and degree options?

Collaborate to establish comprehensive courses. Incorporate information related to new technology i.e. video relay interpreting. Offer fingerspelling receptive comprehension. Stay aware of what other universities and colleges are using as materials or teaching books since American Sign Language and interpreting classes have no set formalized standard curriculum. Also, we keep our curriculum in line with WECM and The Higher Education Coordinating Board guidelines.

29. How can our program increase our community involvement?

Continue including in the curriculum, or assignments, for the classes the requirement that students attend a specific number of outside events and write a reaction paper about their experiences. These both keep our students and the program in the community as well as providing practice for the students. We also can continue to encourage students to volunteer with local groups that work with Deaf people. For example, working with the Deaf Action Center in their literacy skills program or their annual Boys Summit, and Girls Summit, or working with Camp Sign, Deaf theatre groups in Houston or other areas and various other opportunities across the United States.

30. In what ways can we keep current with trends in technology as well as trends in our academic discipline?

Offer and or host workshops, bring in speakers, attend national conferences such as National Association of the Deaf, The Registry of Interpreters for the Deaf, Inc., statewide conferences such as Texas Society of Interpreters for the Deaf, Texas Association of the Deaf, and local conferences or meetings such as North Central Registry of Interpreters for the Deaf. To stay up with technology advances we are in the process of transferring videotapes to DVDs in the lab, as well as having students videotape themselves on digital cameras allowing them to be transferred to CDs or DVDs.

## D. Personnel & Resources

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Please discuss the following questions in your group. Please fully explain your answers.

Gender, Age, and Ethnicity of Full Time and Part Time Program Faculty Members

Demographic Info		# Full Time Faculty	# Part Time Faculty
Age	Under 30		1
	30-39		6
	40-49	1	4
	50-59		2
	60 and above		2
Gender	Female		10
	Male	1	3
Ethnicity	Asian/Pacific Islander		0
	Black		1
	Hispanic/Latino		0
	Native American		0
	White	1	12

1. To what extent are our faculty members diverse in terms of age, gender, and ethnicity?

The faculty members are not diverse due to a shortage of qualified ASL teachers with ethnic backgrounds which is well documented and evidenced by the statistics put out by the National Multicultural Interpreting Project (The NMIP handbook is available in the department Chair's office.)

2. How are our associate faculty members involved in discussions about curriculum, textbook selection, and other issues that affect student learning and program quality?

Associate faculty members can address their issues, or concerns about the program with the Department Chair at any time. Associate faculty can also bring to the Department Chair any books or additional instructional material that they would like to order to be used in the classroom. The instructors send handouts or information that they would like to have included in the handbooks to the Department Chair, and he ensures these are included for the next semester. The associate faculty teaching the interpreting classes meet together to discuss what areas are not being covered in one of the classes, which areas need more emphasis and to guarantee the information is being taught and reiterated in the classes.

3. Can we document that our full-time faculty members continued their professional development throughout the past academic year (2004-2005)?

Yes, the Department Chair has documentation of professional development listed on his yearly evaluation as well as the summaries that are submitted to the college after completion of such events. For some workshops, the Department Chair has a certification of completion to show attendance.

Please insert or append a list of professional development activities for full-time faculty members.

4. Can we document that throughout the past academic year (2004-2005) our full-time faculty members participated in task forces, committees, councils, Faculty Senate, and other activities for the improvement of educational programs at Collin?



Yes, Henry Whalen was on the search committee for a new Dean for the Division of Communications and Humanities, as well as on a search committee for a new ASL faculty member.

Please insert or append a list of participation by full-time faculty members.

Henry Whalen-search committee for a new Dean for the Division of Communications and Humanities.

Henry Whalen-search committee for new ASL faculty member.

Coleen Utzman-Program Assessment

5. Can we document that throughout the past academic year (2004-2005) our associate faculty members participated in task forces, committees, councils, and other activities for the improvement of educational programs at Collin?

Yes, several associate faculty members have served on different committees in the past year.

Please insert or append a list of participation by associate faculty members.

ASL/IPPD IRTF-Adrienne Kearney and Kenya Rutherford.

IPPD Advisory Board-Kenya Rutherford, Adrienne Kearney.

Helene Gilbert-search committee for a new faculty position.

6. How have our faculty members demonstrated engagement in the community or service to the community, in the past academic year (2004-2005)?

Henry Whalen, Department Chair, serves on the Dallas Community Center for the Deaf building committee. He is also the Chair for Deaf Celebration, as well as President of Texas Association of the Deaf. He is also a member of Conference of Interpreter Trainers. Associate faculty members also are on the Deaf Celebration Committee, as well as on the board for Jean Massieu Academy (a local charter school for Deaf children). Associate and full-time faculty have also served on advisory boards for other community colleges in the Dallas Fort Worth area. The full-time professor was also on the advisory committee for the Rehabilitation Service Administration in Little Rock, Arkansas. Various associate faculty and full-time faculty are members and/or officers of a variety of Deaf and or interpreting organizations on a local, state and national level. The names of these organizations are: The Registry of Interpreters for the Deaf, Inc., Texas Society of Interpreters for the Deaf, North Central Texas Registry of Interpreters for the Deaf, National Association of the Deaf, and Texas Association of the Deaf.

7. How are evaluations of our faculty members being used to improve the quality of instruction and the effectiveness of our program?

The faculty are expected to review the evaluations with the Department Chair. During that time, suggestion for improvements will be discussed as well as avenues for implementing these suggestions.

8. Are our assignments of faculty loads equitable and reasonable, taking into account factors such as number of preparations, number of students taught, the nature of the subject, faculty responsibilities other than teaching, and availability of support staff?

Currently, the program has 2 full-time ASL faculty members. One faculty member is now serving as the Department Chair, who is limited to teaching 4 classes per semester. He is also responsible for the lab staffing and scheduling and maintaining the student handbooks. Another faculty member is teaching a regular load plus one or two overload classes every semester. In addition, she is taking over the role of ASL Club advisor. Five adjunct faculty members teach the remaining courses. We feel the faculty loads at this time are reasonable.

9. Does our program have a sufficient number of faculty members affiliated with the program to allow faculty to provide effective teaching and student consultation, as well as to participate in curriculum development, and institutional governance?

No, we only have two full-time faculty members and have an unfilled position for an Instructional Associate. We will also need a full-time interpreting professor in the near future.

10. Does our number of support personnel meet our program's needs?

For the ASL Lab, yes, the number of support staff meets our needs at this time. The ASL Lab Assistants are available to provide living language models to supplement learning received in the classroom. Our program would benefit by hiring an Instructional Associate as well as filling the current position of full-time ASL faculty that we are now in the process of hiring. Occasionally, the need to have things typed or scanned is needed and there are not enough personnel to help with these duties.

11. Do the qualifications of our support personnel meet our program's needs?

Yes, the quality of our Lab Assistants is appropriate for their duties at this time. Our Instructional Associate position is currently not filled, but in the previous five years, the person occupying that job had been qualified. The division secretary and division administrative assistant also help our department from time to time for specific needs we have, and yes these people are qualified.

Space Allotted to Program

Type of Space	Room Location(s)	Total Square Feet
Faculty Office	B135	77
Classroom	BB107	767
Lab	BB108, BB221	1145
Storage	small storage place shared with other faculty	60 Total but space is shared.

**This information is provided on the assessment CD (See "Space Utilization" Excel files)**

12. How adequate is the space allocation for our program in terms of the following:

a. Convenient access to equipment?

Yes and No. No due to a document reader not being available in some of the classrooms.

b. Availability of audio visual aids?

Video equipment is available through Media Services. This semester Media Services has been good about the equipment arriving on time. However, in some previous semesters the equipment arrived late creating problems.

c. Lighting?

Yes, and we really appreciate the classrooms with windows providing natural light so we can turn off the lights to better see the overhead but still have light to be able to see signing.

d. Heating/Air conditioning/Ventilation?

Yes, sometimes classrooms are too hot, but the problem is solved fairly quickly after calling Physical Plant.

13. Do we have sufficient office space for our program?

No, associate faculty have to share the office space with other associate faculty. Also, occasionally there is a need to have a place to meet with students.

14. Do we have sufficient classroom space for our program?

Yes, our classrooms are large enough, at this time, to adequately accommodate our students.

15. Are our laboratories sufficient for our program's needs?

Yes, the space we have for the ASL and Interpreting Lab is adequate at this time.

16. Is our storage space sufficient for our program's needs?

No, we have many videotapes and are switching to DVD's, however, we will not be able to have them all on DVD. The space to keep these will soon be insufficient.

17. Is our equipment sufficient for our program's needs?

Yes, we have recently purchased new camcorders, new TVs, VCRs and DVD players,

18. Do we have adequate space for student or community use?

Yes, the ASL and Interpreting Labs are adequate.

19. What additional facilities or equipment are needed to support our program? How would these additions enhance our program?

At this time there is no need for additional equipment. The facilities are sufficient, however, in the classrooms and office space originally designed with the Spring Creek Campus there are no visual fire alarms. The newer wings have added these in the classrooms.

20. Is our program budget sufficient to meet our program's needs?

Refer to the Department Dean. The Dean is the only person who has knowledge of the budget. The Dean asserts that, with a few exceptions, the budget is currently sufficient to meet the program's needs.

21. Does our program receive adequate resources to provide for professional development?

Not at the present time; however, funding for FY 2007 has been requested to assist part-time faculty to attend trainings or conferences.

### **Analysis of Personnel & Resources**

Analyze your answers to the above questions and brainstorm on ways to improve the personnel and resources available to your program. Then please answer the questions below.

22. How can we improve faculty community service and participation on Collin committees?

Our faculty is very involved in the community. Full-time faculty is sufficiently involved on committees for Collin County Community College at this time. Part-time faculty is involved in committees related to our program.

23. How does the diversity of our faculty members compare with the diversity of the student population that our program serves?

The diversity of our faculty members in the program is not sufficient for the diversity of the student population. However, as mentioned previously the number of individuals in diverse populations having the credentials needed to be an ASL professor is low.

24. If our program needed to convince our Dean to increase the personnel resources and/or the material resources available to our program, what information would we use to support our position that we do not have adequate resources to fulfill our program's mission?

We would compare the number of students to the number of staff in order to make a case for hiring more personnel. We would also compare our program to others like it around the state.

## E. Student Outcomes

---

Please refer to the Student Outcomes data in your Data Packet and then discuss and answer the following questions with your IRTF.

1. Taking our mission into consideration, is the number of our former program students who are employed or have transferred adequate?  
Yes, many of our students begin interpreting while still in the program.

2. Taking our mission into consideration, is the number of our program graduates who are employed or pursuing further education adequate?  
Yes, most of our graduates begin professionally interpreting upon completion of our program. Several begin interpreting before they even complete the program. Many of our student go on to persue a Bachelor's degree from universities such as Texas Women's University, University of Arkansas at Little Rock, Lamar Univeristy, University of North Texas, California State University at Northridge, and Gallaudet University.

3. Does our program meet the minimum requirement of 15 graduates during the last three years?

YES

NO

4. Does our program meet the requirement that 85 percent of our graduates are either employed or pursuing further education?

YES

NO

5. Is our program labeled by the THECB (Texas Higher Education Coordinating Board) as having an underrepresented gender?

YES

NO

6. If YES to #5, is the enrollment of students of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

7. If YES to # 5, is the percentage of our graduates of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

8. Do our course completion rates meet the State standard of 80%?

YES

NO

9. Are our course completion rates comparable to Statewide course completion rates in our discipline? (Explain.)

No; however, the course completion rates have shown increasing progress. Depending on the course, the completion rate is at or above 80%. Also, with smaller class sizes when even just one student withdraws it affects the statistics.

10. How do our grade distributions relate to our program's mission as well as to the mission, core values, goals, and purpose of Collin College?

Our grade distribution rates relate to Collin County Community College's mission and goals by challenging our students, and setting high expectations for

our classes. The withdrawal rates in our more advanced classes decreases showing that our students rise to the challenge and are developing their character as hard workers.

11. To what degree do our grade distributions reflect a realistic range of student performance? Is there evidence of grade inflation or deflation?

There is no evidence of grade inflation or deflation. Our classes are graded on a point scale; at any time students can figure their grade and what is required to obtain the desired grade. Therefore, the grades are a direct reflection of the students' work in the classroom.

12. How do the grade distributions for our program courses compare with our program's totals, the Division's totals and the District's totals?

Excellent! The grade distributions are within the range of Division and District's total.

		2001-2002	2002-2003	2003-2004	2004-2005
		Pass Rate (%)	Pass Rate (%)	Pass Rate (%)	Pass Rate (%)
<b>Licensure Exam Pass Rate</b>	Program	75	73	89	50
	Texas Avg.	Not Available	Not Available	82	Not Available

13. IF APPLICABLE, does our program meet the state requirement of its licensure pass rate meeting or exceeding 90% OR is the percentage of students who take license/credential exams and pass no more than five percentage points below the state average for the last three years for the specific license/credential exam?

The numbers are less than 90% because students can decide on their own to take the state exam, Completion of the program is not required, nor is a faculty recommendation. The faculty may know that particular students are not ready to test; however, the faculty can only give their opinion to the students and some of the students test regardless. Also, certified interpreters who come back to take classes to refresh or improve their ASL skills take higher level certification test, even if they pass they are not included in our statistics.



14. What assessment methods are used by our program's faculty to assess student learning? *(For each assessment method listed, provide a brief description of how the results are used to enhance the program or student learning.)*

Assessment Method	Use of Results
Test-including a written, receptive and expressive	The written test includes book knowledge about information, while the expressive and receptive portions test a student's signing ability and comprehension.
Journals	Students have to observe interpreters and then write about their experience allowing them to process what they observed and learned.
Lab Activities Sheet/Lab Hours	This verifies that students are watching the videotapes and answering the questions, as well as interacting with Deaf individuals in Lab for practice.
Outside Communication Reaction Papers	This ensures students are involved with the Deaf Community and are practicing their signing skills in environments other than the classroom.
Group or individual presentations	Depending on the class, the presentation can be to invent a game to teach others ASL or about an aspect of Deaf Culture or various topics related to interpreting. Regardless of the topic, it allows students to research a topic and then share their knowledge with the others in class.
Videotapes	Videotapes are used to evaluate students' expressive signing skills, as well as their interpreting skills for the interpreting classes.
Portfolio Attendance	This is a cumulation of all the required work throughout the interpreting classes. Attendance is part of the grade in most of the classes in our program, since to learn a language it requires being in class to obtain the material.

15. Are there more efficient or effective methods that we could use to assess the student learning in our program?

Not at this time. Our classes use a variety of methods to test students learning thus enabling a variety of learning types to succeed.

## **Analysis of Student Outcomes**

Analyze and discuss the above responses concerning this program's student outcomes. Then please answer the following questions.

16. Do we have any courses with consistently low completion rates? If so, what are some possible reasons why and how should we address the problem.

Due to the complex nature of ASL as a foreign language, students enroll and drop out relative to the level of difficulty. {ask Henry about this statement: Also the retention rates of certain part-time faculty members need attention}

17. Do we have any courses with consistently high completion rates? If so, discuss possible reasons why and describe any successful strategies that we could shared with other programs.

Yes, Practicum I-SLNG 2266 and Practicum II-SLNG 2267. These courses are the capstones of both programs. Students know the requirements before registering and are looking forward to getting out in the field observing, and possibly to begin working.

18. Are there other assessment strategies that we should be using to capture how well our students are learning?

It would be fair if there was another assessment, not only rely solely on the state certification exam. Many of the students finish the program and enter into Deaf Education or other jobs working with Deaf people and do not pursue a career in interpreting.

## **F. Additional Information**

---

1. List any relevant information that the IRTF believes should be included in the assessment but was not requested in any of the other sections of the assessment.

The IRTF feels that the information provided in this assessment is sufficient.

Others: We provide practicum students to the Plano Independent School District, local interpreting agencies, University of Texas at Dallas, Richland College and many other sites.

ASL/IPPD Chairperson, as well as some of the other staff members, present workshops locally and nationally upon request.

2. Are there any circumstances or concerns that have not been addressed in any of the other sections of the assessment?

The problem with using the state certification exam as an assessment of our program is students can register and take the test at any time. They do

not need permission or approval from any of the faculty to be able to sit for the state certification exam. Some students take the test before faculty feel they are ready. When these students do not pass, it jeopardizes our statistics. Also, not all students who come into our program to take courses have the goal of becoming interpreters. Many of them go into other fields such as Deaf Education, Psychology and the medical field. They take sign language courses to better equip themselves to work in these areas.

## **G. Improvement Activity**

---

For the Improvement Activity, the Internal Review Task Force should engage in analyzing an issue, problem, or opportunity that is relevant to the program. This research topic can be a more in-depth analysis of a topic previously identified in Sections A-F of this document. The research can be qualitative

(e.g., interviews, focus groups, etc.) or quantitative (e.g., surveys, analysis of existing data, etc.). **The emphasis should be on program improvement.** Begin by reviewing this assessment document and then brainstorm as a group on the positive and negative aspects of the program.

Please provide a summary of the Improvement Activity below. The summary should include (1) a clear research question that is to be answered by the analysis, (2) what research methods were used and the steps involved in conducting the research, (3) the results of the research as they relate to program improvement, and (4) how the results will be used to enhance the quality of the program.

---

**Research Question:**

How can we keep up with the modern trends in the interpreting community such as site translation, and video realy interpreting?

**Research Method Used:**

We used a qualitative approach to be sure that these areas are included in our program during the interpreting classes. We want to maintain the quality of our students and the reputation of our program by ensuring that information included on the state exam is included in our coursework.

**Results of the Research:**

**Site translation will be introduced in the Introduction to the Interpreting Profession course and reinforced throughout the remainder of the courses in the program.**

**How the Results Were/Will Be Used:**

**This will be accomplished by having students interpret forms such as Immigration and Naturalization Services forms, job applications, and applications for housing, etc. These skills will be reinforced and expanded upon during Interpreting I and Interpreting II.**

## **PROGRAM STRENGTHS & EXCEPTIONAL ASPECTS**

The External Review Task Force (ERTF) should review and discuss the completed assessment document and decide on a list of strengths for the program. Strengths are positive practices or characteristics of the program.

Also, list and describe any aspects of the program that the ERTF feels are truly exceptional and merit special acknowledgement and recognition. For example, the program might have exceptional student outcomes or might be using a process or method that should be adopted by other Collin programs.

---

**Describe and document the strengths of the program.**

- a.
- b.
- c.

*(Insert rows as needed.)*

**Describe and document any exceptional aspects of the program.**

- a.
- b.
- c.

*(Insert rows as needed.)*

## **AREAS FOR IMPROVEMENT & RECOMMENDATIONS**

After listing the strengths of the program then the ERTF should identify areas where the program can improve.

The ERTF should also decide on recommendations for how to address each of the areas for improvement. There should be at least one recommendation for each area for improvement.

Also, recommendations should be based only on information contained in the assessment document. Try to include recommendations for improvements that are under the control of the program. For example, try not to give only recommendations requiring a larger budget.

---

**Describe and document the areas for improvement of the program.**

- a.
- b.
- c.

*(Insert rows as needed.)*

**Describe the recommendations for addressing each “area for improvement”.**

- a.
- b.
- c.

*(Insert rows as needed.)*



**2005-2006 Workforce Education Program Assessment**  
**CHILD DEVELOPMENT & EARLY CHILDHOOD**  
**ADMINISTRATION**

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Forms\Assessment Instruments\Workforce Education Program Assessment Instrument 2005-2006.doc



### **Collin College Mission Statement**

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

### **Collin College Core Values**

We have a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity.

### **Collin College Purpose Statement**

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.
- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas.

### **Collin College 2004-2006 Strategic Goals**

- Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
- Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.
- Meet the State challenge of broadening access to educational opportunities and support services for all student populations.
- Elevate the community's awareness of Collin College's academic, economic, cultural, and social impact to the community.
- Maximize the development and use of Collin College's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

**CHILD DEVELOPMENT & EARLY CHILDHOOD ADMINISTRATION  
2005-2006 Workforce Education Program Assessment  
Collin College**

**Program's Internal Review Task Force**

Sharon Hirschy  
Professor, Education/Child Development  
Task Force Chair

Elaine Boski-Wilkinson  
Academic Chair, Education/Child Development

Leda Cott  
Professor, Education/Child Development

Nita Thomason  
Adjunct Professor, Education/Child Development

**College's External Review Task Force**

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*Special thanks and acknowledgement go to Dr. Karen Laljiani and the El Centro Subcommittee for Institutional Effectiveness. Several ideas and techniques from the Laljiani Model were used when the Institutional Research Office at Collin College created the template of the Internal Review assessment document.*

## **EXTERNAL REVIEW SUMMARY**

**(To be filled out by the ERTF Chair. Please limit the summary to one page.)**

- ◆ A few bulleted phrases describing the program.
  
- ◆ A few bulleted phrases summarizing the results of each section of this assessment.
  
- ◆ List and describe the program's strengths, exceptional aspects, areas for improvement, and recommendations.

## EVALUATION SECTIONS

### A. Strategic Plan

---

The following questions will help your program to create a new mission statement or to revise an existing mission statement. Your Internal Review Task Force (IRTF) should meet to discuss and answer these questions about your program's mission statement.

1. What does our program do?  
We prepare students for working with children, adolescents and families.
2. What are the unique functions of our program?  
The program prepares students for working with children in all areas, including education, child care and social services. It emphasizes a respect for diversity, interface with the community, and the encouragement of advocacy on behalf of children.
3. How do Collin College students benefit from the way we carry out the assigned duties of our program?  
Students learn from professionals who have had many years of experience in working with children and who share that expertise with their students. Students receive practical experience as well as a theoretical foundation that prepares them to enhance the lives and education of children and families, and to promote change in Early Childhood Education.
4. How does the mission of our program support Collin's mission, core values, purpose, and strategic goals? (see page 2 of this document)  
The Department is committed to developing skills, challenging the intellect and fostering a passion for learning, service and involvement, creativity and innovation. We encourage students academically, involve them in local and national conferences in our field, and encourage service learning as part of our curricula.
5. **Revised Mission Statement for our program:**

The mission of the Collin County Community College Department of Child Development and Education is to prepare students for working with children, adolescents and families, emphasizing a focus on respect for diversity, interface with the community, and a focus on the role of advocate, while supporting the need for awareness and activism.

The Department prepares professionals through both theory and practical experience to enhance the lives and education of children and families, and to promote change in early childhood education.

The faculty fosters excellence and innovation in teaching and learning; values creativity, collaboration, nurturance, and professionalism; and strives to maintain a student-centered environment while providing opportunities for lifelong learning. The Department meets the guidelines set forth in the Core Values of Collin County Community College by committing to developing skills, challenging the intellect, and fostering a passion for learning, service and involvement, creativity and innovation, academic excellence, dignity, respect, and integrity.

Your IRTF should now analyze and discuss your responses to the above questions about your program's mission. Consider how the scope of your program might be improved in order to better serve our students. Please brainstorm about these issues and then answer the following questions.

6. Is the scope of our program, as documented in our mission statement, appropriate for the students and/or other clients that we serve?  
Our program is appropriate in its scope. It is providing service learning opportunities, field trips and lab experiences outside of the campus, as well as the opportunity through our courses and our Educator's Connection student organization to attend national and local conferences, be involved in community service activities, receive instruction from guest speakers who are recognized in our area and in the field of working with children. The program through the course objectives and classroom activities encourages innovation and creativity by allowing students to develop projects of interest to them. Many of our students are nontraditional and have the opportunity to adapt their coursework to what best meets their needs through a flexible format.
7. Are there measurable ways that our program can determine whether we are meeting the goals of our mission statement  
The program has conducted a student survey which measures some of the areas addressed in the mission statement. In addition, the number of students involved in lab experiences, and in service learning, as well as documentation of varying field trips and speakers could also document the mission statement.

## B. Enrollment

---

*For Enrollment Data, please see your program's Data Packet.*

Your Internal Review Task Force (IRTF) should meet to discuss and answer these questions about your program's enrollment. Refer to the Enrollment section of your Data Packet for supporting data. Please elaborate on your answers to capture the main ideas from your discussion.

1. Is the enrollment in our program adequate?  
The enrollment in the program is excellent! It is above our expectations.

<b>Academic Year</b>	<b>Unduplicated Students*</b>	<b>Contact Hours</b>
<b>2000-2001</b>	250	32,320
<b>2001-2002</b>	430	46,160
<b>2002-2003</b>	584	60,944
<b>2003-2004</b>	793	76,912
<b>2004-2005</b>	865	84,832

2. Are there any spikes, dips or concerns in the overall enrollment trend for our program?  
We have increased our enrollment numbers over the last five years by 346%.
3. Do we offer any courses with consistently low enrollment?  
Some of our courses that are very specialized will usually have lower enrollment.
4. What is our reasoning for offering low enrollment courses?  
Those courses are necessary for some of the specialized certificates and therefore, we must offer them as the need arises.
5. Should any of our courses be removed from the catalog?  
All of the courses listed in the catalog except one are required for either our degree program or one of our certificates. CDEC 1342 "Intro to Montessori" could be eliminated as it is not required for a certificate and is not taught.

6. Taking into consideration Collin's demographics, are the students in our program diversified by gender and ethnicity?

As our numbers have increased, our population has become more diverse and is very close to the diversity that is shown in Collin's demographics.

Academic Year	White	Black	Hispanic	Asian	Native American	Unknown	Total Students
2000-2001	77%	9%	7%	6%	0%	0%	250
2001-2002	80%	6%	8%	5%	1%	0%	430
2002-2003	74%	7%	12%	6%	1%	0%	584
2003-2004	74%	8%	11%	6%	1%	0%	793
2004-2005	75%	8%	11%	5%	1%	0%	865

Gender data indicates that the number of females in Child Development courses greatly outnumber the males. The demographics for Collin as a whole are 57% female and our numbers show a very small number of male students

Academic Year	Female	Male	Total Students
2000-2001	94%	6%	250
2001-2002	90%	10%	430
2002-2003	91%	9%	584
2003-2004	89%	11%	793
2004-2005	91%	9%	865

### Analysis of Enrollment

Analyze and discuss your answers to the above enrollment questions. Please brainstorm as a group about your program's enrollment and then answer the following questions.

7. Do we have enrollment characteristics or trends that are unique to our program data?

Our enrollment characteristics in terms of gender are reflective of the Child Development and Education fields as a whole. According to the National Education Association and the Utah State Office of Education only 1% of people employed in preschools and kindergarten are males and only 24% of teachers in elementary and high school are males. Since most of our students plan to teach in child care or elementary school, the numbers of males in our program is about the same or perhaps even greater than those working in our field in the larger workforce.

8. Are there potential areas of concern in our enrollment patterns?

We are interested in enlarging our population of minorities, including males. However, we do feel that the enrollment patterns for race and ethnicity is in line with the numbers for Collin, and that the enrollment of males in education and child care is a national concern.



9. What steps can we take to strengthen the enrollment in our program? High schools could be more heavily recruited by providing the students with more information about our program. The Tech Prep program can be utilized to bring more of these students to Collin to receive credit for their high school courses in Child Development.

10. If the gender and ethnic diversity of our program students do not reflect Collin's population, what might be done to increase enrollment of underrepresented populations?

Males can be encouraged to take child development courses as electives in preparation for involvement with children in fields such as health care, physical education, and social work as well as for preparing for fatherhood. Ethnic diversity could be encouraged by providing more program information to students in schools that have more diversity.

## C. Curriculum

---

Please answer the following questions specifically related to Workforce Education program requirements.

1. Does our program have an advisory committee?

YES

NO

Not Applicable

If YES, what role does this committee play in the development of our curriculum? The committee provides a two-way system of communication between the college and the community. The aid and advice of advisory committees help us prepare potential employees to meet the changing needs of the workplace. As a career, technical and academic program, the advisory board is a group of knowledgeable individuals and employers in the local community who inform the program of employment opportunities and trends in the industry.

2. If our program has an advisory committee, does the committee effectively contribute to ensuring the occupational relevance and adequacy of our curriculum as well as the establishment of skill and knowledge standards for our program's courses?

YES

NO

Not Applicable

Describe the involvement level and activities of the advisory committee.

The members of the advisory board are extremely involved civically, experientially, and personally with the program. They represent the interests of the community at large and are involved with soliciting and giving suggestions as to how the program needs to reflect the community and industry. Advisory committee meeting minutes from the last two meetings are found in the Appendix.

3. Please indicate whether your program complies with the following Texas Higher Education Coordinating Board (THECB) advisory committee guidelines.

a. The advisory committee meets at least once per academic year?

YES

NO

b. Meeting minutes are kept in required format AND reflect evidence of industry involvement with the program and advisement on curricular matters?

YES

NO

c. The advisory committee certifies in writing that it has reviewed the program's equipment and facilities and made any recommendations it deems appropriate to help assure the program meets current business and industry standards?

YES

NO

d. The advisory committee certifies in writing that it has reviewed the program's budget and made any recommendations it deems appropriate to help assure the budget adequately supports the program?

YES

NO

e. The program has evidence of efforts to diversify advisory committee membership?

YES

NO

f. Advisory committee membership reflects diversity of the occupational field including large and small employers, ethnicity, and gender?

YES

NO

g. The advisory committee is chaired by a representative of business/industry?

YES

NO

**Please discuss any NO responses given to any parts of question #3:**

4. Does our program meet national, state, or professional licensing, certification, registration and accreditation requirements?

YES

NO

If YES, please describe:

The program meets all current national and state standards.

5. Is our program accredited by any of the professional associations that accredit programs in our discipline?

YES

NO

Not Applicable

If YES, please list the associations:

6. Is our program linked with other public secondary or postsecondary institutions (articulation agreements, tech-prep programs, inverted degree plan, advanced placement, 1+1 programs, 2+2(+2) programs)?

YES

NO

If YES, please describe:

Yes, we have tech prep agreements for the following courses:

CDEC 1319, Child Guidance

CDEC 1335: Early Childhood Development: 3-5 years

CDEC 1313 Curriculum Programs for Early Childhood Education

We have agreements with the following high schools: Allen, McKinney North, McKinney, Plano, Plano East, Plano West, Blue Ridge, Caddo Mills, Celeste, Centennial, Community, Farmersville, Ford, Frisco, Greenville, Hebron, Princeton, Ryan, Sherman, The Colony, and Wolfe City.

The AAT is articulated with TWU, UNT, Texas Tech, SFA, UTD, Texas A&M and UTA.

7. Have we developed any program-specific articulation agreements for upper division study at other institutions?

YES

NO

If YES, please describe them:

We have articulation agreements for our program with UNT, TWU, Texas A&M Commerce, and UTA, Texas Tech, and SFA.

8. In what ways does our program offer similar or preferable degree and certificate options compared to other community colleges?

Our program offers the full range of degree and certificate options available in Texas to community college students in Child Development courses.

9. How do our program course offerings and content compare to the offerings at some of our peer colleges and universities?

Our programs offers many of the same courses offered by peer colleges. Students who complete our courses, even those which are electives, have found that most institutions have accepted them and the colleges report that our students do well in their courses.

9. Why did we select the peer institutions discussed in #8 and #9? How are those institutions similar to Collin and in what ways are they different from Collin?

Those institutions were identified because they have programs in Child Development and Early Childhood Education and have been very open to working with us.

10. How is our curriculum designed to correspond to the institutions to which Collin students often transfer?

The AAT degree is a new degree in teaching that has a seamless transfer to all of the state colleges and universities. Our curriculum is designed based on course objectives provided by the state. Faculty members of local four year programs serve on our advisory committee and we communicate with faculty in these programs often to insure that our curriculum is parallel.

12. Do all associate degrees in our discipline contain at least 15 Semester Credit Hours (SCH) of general education including at least one course in each of the following areas: Humanities/Fine Arts, Social/Behavioral Science, and Natural Science/Math?

YES

NO

13. Has our program developed a competencies profile (basic skills, industry skills, SCANS), including a matrix of competencies to courses where the competencies are achieved?

YES

NO

Append a copy of an existing competency profile/matrix.

See attached.

14. Are our college-level courses that are required course prerequisites included in the total hours for our program and to what extent are they identified in the degree plan?

Our flexibility in allowing students to take needed courses as required for employment and/or higher education encourages higher enrollment. There are currently no prerequisites for CDEC/TECA/EDUC courses. This allows students to take courses in sequences which will meet employment and scheduling demands.

15. How do we know whether or not our course prerequisites are reasonable?

The only course we offer that requires a prerequisite is our final Practicum course and it cannot be completed until the final semester of coursework, as it serves as a capstone

16. How do we review and update the catalog descriptions of our program and its courses?

The faculty reviews the catalog descriptions on a yearly basis by consulting WECM and AGDT guidelines by the state.

17. What is our process for regularly evaluating course syllabi?

All syllabi must be sent to the Program Chair every semester and she reviews them.

18. What is our process for reviewing course content?

Committees of faculty meet together to review lab requirements and to maintain common standards. The Program Chairman regularly visits classrooms to evaluate the teaching of content. Each course is required to follow the course objectives that are provided by WECM.

19. Does our program curriculum include a capstone experience (external learning experience, licensure exam, etc.) that certifies mastery of entry-level workplace competencies?

YES

NO

If YES, please explain:

All students completing certificates or degrees are required to complete a Practicum in their last semester in which a portfolio is developed, projects that demonstrate mastery are required, work videotaped and a review and evaluation of the student's work is provided.

20. How do we provide external learning experiences (Service Learning, Cooperative Education, Practicum, Internship, Clinical Education, Apprenticeship Program) to our program students?

All of our courses except 2 require a 16 hour lab experience. We provide a practicum in which students are required to work in the field. Service Learning is a requirement for our Abuse and Neglect course and is offered as an option in many other courses.

21. How do we provide collaborative learning experiences for our program students?

Many of our courses have been taught in local child care centers. We work with organizations such as the Collin County Child Advocacy Center to offer Service

Learning. Students are given the option of using NAEYC accredited program in the area in which to complete labs. Our advisory committee includes a broad base of child care, education and social services representatives.

22. What evidence is there that our program offers courses in several formats (lecture, telecourse, short semester) to accommodate a variety of student needs and learning styles?

We offer courses in most of the formats offered by the college including Weekend College, Maymester, Learning Communities, Online, and Distance Learning.

23. How can we document that our students who complete courses in non-traditional formats (e.g., Maymester, Distance Learning, and Learning Communities) are expected to acquire comparable levels of knowledge and skills as our students in traditional course formats?

The courses are regularly reviewed by the program chair and the instructors follow the course objectives in the development of the curriculum.

24. In what ways do we use various types of technology to facilitate student learning?

We are using technology to provide students with online instruction, video clips in classrooms, internet usage during classes, PowerPoint and the use of podcasting. We are teaching students how to develop electronic portfolios.

25. What activities or processes do we engage in so that we are aware of and adjust to national trends in our program area?

The fulltime faculty attend national conferences in our field. Two faculty members are co-chair elects of the Texas Child Development Educator's Association, an organization for two-year college child development faculty in Texas. One faculty member is on a national board on Technology and Early Childhood Education which reviews and sets policies concerning young children and Early Childhood Educators. We are beginning to review our program to prepare for a new National Accreditation of two-year college Child Development programs that is being offered next year. Another faculty member is on the North Texas Workforce Commission as the Child Care Representative.

26. In the past five years, what types of extracurricular activities have we sponsored as a service to our community?

Every year the program offers an Educator's Symposium in which child care providers and educators from throughout the community attend workshops and receive training in child care and education. In 2005 we sponsored a local broadcast of a statewide satellite conference on Pre-Kindergarten. Many of faculty members are active in local community groups.



## **Analysis of Curriculum**

Please reflect on your responses to the above questions about your program's curriculum. Discuss and answer the following questions as a group.

27. Are there specific areas of our curriculum that we can improve?

There is a need for more standardization of assessment. The use of the same rubrics for assessing the same course would assist us in being sure objectives are being met. There is a need for more supervision in labs and more opportunities for students to interact with a faculty member regularly in the lab setting.

28. How can we improve our program's curriculum, compared with our peer institutions, in terms of transfer courses, course offerings, and degree options?

We are exploring additional partnerships with other colleges and universities in this area, and that would increase our ability to provide seamless transfer.

29. How can our program increase our community involvement?

We can offer more courses in child care programs and educational institutions in the area. In addition, we could bring more speakers to the campus on topics of Child Development and invite the community.

30. In what ways can we keep current with trends in technology as well as trends in our academic discipline?

One of our fulltime faculty members is a member of several technology in education professional associations and shares the information she receives. All faculty members are encouraged to attend the Teaching and Learning Center offerings on using technology. Another faculty member has attended the Technology Symposium offered yearly at Collin. Professional Development opportunities regarding technology are attended regularly by many fulltime and associate faculty.

## D. Personnel & Resources

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Please discuss the following questions in your group. Please fully explain your answers.

Gender, Age, and Ethnicity of Full Time and Part Time  
Program Faculty Members

Demographic Info		# Full Time Faculty	# Part Time Faculty
Age	Under 30		
	30-39		3
	40-49	1	4
	50-59	2	4
	60 and above		
Gender	Female	3	11
	Male		
Ethnicity	Asian/Pacific Islander		1
	Black		2
	Hispanic/Latino		1
	Native American		
	White	3	8

1. To what extent are our faculty members diverse in terms of age, gender, and ethnicity?

See chart above.

2. How are our associate faculty members involved in discussions about curriculum, textbook selection, and other issues that affect student learning and program quality?

Prior to each semester, associate faculty members meet with Child Development/Education Academic Chair, Elaine Boski-Wilkinson and the other full-time faculty to discuss issues affecting student learning, program quality and textbook selection. Associate faculty members attend textbook information/sales presentations offered by textbook representatives and have an active part in evaluating and selecting textbooks used in the courses they teach.

3. Can we document that our full-time faculty members continued their professional development throughout the past academic year (2004-2005)?

Yes

Please insert or append a list of professional development activities for full-time faculty members.

See attached documents.

4. Can we document that throughout the past academic year (2004-2005) our full-time faculty members participated in task forces, committees, councils, Faculty Senate, and other activities for the improvement of educational programs at Collin?  
Yes.

Please insert or append a list of participation by full-time faculty members.  
See attached documents.

5. Can we document that throughout the past academic year (2004-2005) our associate faculty members participated in task forces, committees, councils, and other activities for the improvement of educational programs at Collin?  
Yes.

Please insert or append a list of participation by associate faculty members.  
See attached documents.

6. How have our faculty members demonstrated engagement in the community or service to the community, in the past academic year (2004-2005)?

Presenters/Trainers at numerous teacher conferences and workshops  
Hurricane Katrina Relief Efforts  
Numerous Church volunteer activities  
Service on Educational Foundations and Boards  
Involvement with Special Arts Festival, March for Respect  
Women with Disabilities Support Work  
Tutoring/mentoring  
Parent Teacher Association  
Food Pantry Volunteer Service  
DAEYC Board of Directors  
International Student Support Groups  
Scottish Rite Hospital Support  
League of Women Voters  
Lost Boys of Sudan support groups

7. How are evaluations of our faculty members being used to improve the quality of instruction and the effectiveness of our program?

Written reports and verbal discussions occur between faculty members and their corresponding supervisor as part of the evaluation process for the purpose of improving instruction and program effectiveness. The compilations of data from the end-of-semester Student Evaluations and the student forms are available for each faculty member early in the following semester. Faculty members read these forms and use them to improve instruction. State and national trends that are research based are discussed by the faculty and after implemented to improve quality and effectiveness of our program.

8. Are our assignments of faculty loads equitable and reasonable, taking into account factors such as number of preparations, number of students taught, the nature of the subject, faculty responsibilities other than teaching, and availability of support staff? An area needing evaluation is the workload of our Academic Chair Elaine Boski-Wilkinson. Considering her number of preparations, number of students, wide range of subjects, shortage of support staff and her many faculty responsibilities other than teaching, we recommend:

- \* release time of a minimum of one course per semester
- \* compensation commensurate with the position
- \* parttime student helper

9. Does our program have a sufficient number of faculty members affiliated with the program to allow faculty to provide effective teaching and student consultation, as well as to participate in curriculum development, and institutional governance?

Yes

10. Does our number of support personnel meet our program’s needs?

For the most part, our support staff is excellent. Due to growth in our program, we recommend hiring one additional full time support person. Because only two people are in the office, it is sometimes difficult to get assistance, particularly when preparing for and during the Child Development Advisory Board meetings. Since we utilize support staff for taking minutes, mailings, typing and distribution, we need three full time support staff in the division.

11. Do the qualifications of our support personnel meet our program’s needs?

Yes, the qualifications do meet our program’s needs.

Space Allotted to Program

Type of Space	Room Location(s)	Total Square Feet
Faculty Office	CPC: H233; SPC: B132 & H 233; PRC: U153	CPC: 100 SPC: 77; 100 PRC: 80
Classroom	CPC: B314 & B317; SPC: I111 & I112; PRC: U139 & U140	CPC: 550 & 500; SPC: 750 & 750 PRC: 750 & 750
Lab	CPC: E103-105 & E207; SPC: B164-178; PRC	CPC: 1938 SPC: 144, 48, 48 PRC: 0
Storage	CPC: E105 SPC; PRC	CPC: 104 SPC: 0 PRC: 0

**This information is provided on the assessment CD (See “Space Utilization” Excel files)**

12. How adequate is the space allocation for our program in terms of the following:

a. Convenient access to equipment?

We have sufficient access to equipment at this time and no improvement is needed.

b. Availability of audio visual aids?

The availability of audio/visual aids is insufficient at the Preston Ridge Campus; our program is in need of access to at least one ELMO in the Preston Ridge Campus classroom (s). The Spring Creek Campus and the Central Park Campus have adequate availability of audio/visual aids at this time.

c. Lighting?

Lighting at Preston Ridge and Central Park are adequate. Spring Creek Campus needs lighting adjusted in the classroom so that the screen can be seen without turning all of the lights out.

d. Heating/Air conditioning/Ventilation?

The heating, air conditioning and ventilation at all campuses is sufficient; there is no improvement needed at the present time.

13. Do we have sufficient office space for our program?

The office space at the Spring Creek Campus for the Academic Chair is inadequate at this time. Due to the complex duties and the large amount of resource material required for this position, a larger office for the faculty member who holds this position needs to be addressed.

In addition, at the Spring Creek Campus, there is an immediate need for office space for the position of Lab School Instructor; preferably to be housed in the Child Care Lab School at Spring Creek. This is necessary due not only to the ongoing volume of paperwork associated with this position, but also the need for central access to the Lab Instructor by students who will need continuous assistance with Labs, Observations, and Assignments. The permanent location of the Lab Instructor's office would facilitate ease of access by students, and would also provide a convenient and accessible place for students to meet with the Lab Instructor on an as-needed basis, to obtain help with course assignments.

14. Do we have sufficient classroom space for our program?

Classroom space for our program is insufficient at the Preston Ridge Campus. To illustrate: One of the classrooms used for Child Development/Education courses at Preston Ridge for the Spring Semester 2006 was actually an art classroom, which had metal tables, several easels crowding the space, and insufficient projection/overhead ability for the Professor. There was not a lectern available in the classroom, so a

temporary situation was set up for use of a classroom computer, DVD player, video player, and overhead projector. In addition, the professor and students were in the position of sharing the space with the art classes, which required moving large, heavy metal tables and chairs, and painting easels and other art equipment prior to each class meeting. This particular classroom situation was insufficient to meet the needs of the course Professor for the use of creative and innovative, hands-on educational techniques.

The classrooms at the Spring Creek Campus and at the Central Park Campuses are sufficient for program needs at this time, although tables would be more appropriate for Child Development rather than individual desks to accommodate the hands-on activities encouraged in many of the courses.

15. Are our laboratories sufficient for our program's needs?

**Spring Creek.** The Spring Creek Campus, which at present houses a Child Care Lab School, is in need of expansion and some renovation. Due to the recent continued growth of the program, along with the small amount of space the Lab School occupies, (see Space Allocated Table) there is a need for expansion of the Lab School. In addition, the growth of the Education/Child Development courses, along with the recent addition of the AAT (Associate of Arts in Teaching Degree) option, makes this a plausible alternative. The program offers courses in infant/toddler/and school-aged children and programs which require lab observations. Expansion of the lab school to provide expanded care would benefit our students. There are no school-aged children at the lab school at this time.

At the Spring Creek Lab School, there is also a need for areas on-site in which program students would have the ability to work on projects, activities, and assignments, as well as develop materials for use with the children enrolled therein.

Our program, along with our Lab Schools, is viewed as models of excellence in the child care community, as well as in the community at large. Therefore, it is of the utmost importance that our program, classified as an Exemplary program by the Texas Higher Education Coordinating Board, and our Lab Schools, both NAEYC accredited, represent the best practices in our field.

**Central Park.** The Central Park Campus houses only two Lab School classrooms, aged 2-5 years, for use by students for observation. The community in which the Central Park Campus is located (Mc Kinney) could utilize additional Child Care facilities for families with young children. Therefore, expansion of the Lab School would benefit not only program students, but the community as well, and would serve to spotlight program excellence, therefore attracting more students to the program. Renovation at the Central Park Lab School is necessary as well. The Central Park Campus Lab School has no observation rooms from which program students may observe children unnoticed. One-way glass mirrors and bathroom facilities in both classrooms need to be addressed.

**Preston Ridge.** At present, there is no laboratory site available at the Preston Ridge Campus, although a multitude of requests have been made by students who attend classes at PRC.

It is recommended that on-site workspace and resource materials be available to students at all three campuses, to facilitate completion of course requirements. It has been noted that statewide, similar programs provide materials, equipment, and workspace for students and for our program to continue to compete with those offered in the area, our facilities must begin to address and meet these needs.

16. Is our storage space sufficient for our program's needs?

At the present time, there is very little storage space available for valuable equipment, including video camera equipment, digital camera equipment, computer equipment, and numerous early childhood education/child development text and other printed resources. We have three metal cabinets in the Spring Creek campus. There is no other secure facility for these materials which does not share access by various other college personnel. The child care program requires many hands-on materials, including curricular development materials, educational games and materials for demonstration, and equipment such as CPR mannequins and large electronic infants that are used in teaching. All of these materials must be stored and the campuses have provided inadequate space.

17. Is our equipment sufficient for our program's needs?

Equipment needs have increased due to the steady increase in enrollment, and the launch of full-time faculty at the Preston Ridge Campus and additional classes at Central Park Campus. Enrollment has increased steadily during the past 5 years, and with increasing enrollment comes the need for equipment for faculty and staff that will help fulfill the needs of students. Equipment needs include: computer equipment/specific child care software; video cameras which allow students to tape lab sessions for later discussion/presentation; lab facility upgrades at the Central Park Campus, allowing students to complete various required lab assignments as unseen observers; addition of a Child Care Lab School at Preston Ridge Campus, to allow students there access to a program of excellence to observe for lab requirements. The addition of equipment that would allow the instructors to view the lab school through a closed-circuit setup for observation during class time would be very beneficial for students and faculty. The Spring Creek campus also needs equipment in our main classroom that would allow students to have experience in the development of learning materials. This equipment would include a laminating machine, die cuts, computer and printer that could be used throughout the day by students and during classes.

18. Do we have adequate space for student or community use?

Due to the explosion in growth in the Frisco area, especially growth in the demographic of families with young children, a Lab School at the Preston Ridge Campus would be a very valuable addition to the program for students and community members

alike. Lab School presence in the Frisco community would increase awareness of the College as a whole, and would ultimately attract new students to the program.

Renovation at the Central Park campus would facilitate the goals of the program reflecting the core values of the college and better serve the needs of students and community at CPC. A workroom at Spring Creek campus would facilitate the “hands-on” approach to learning as well as office space for the lab school instructor.

19. What additional facilities or equipment are needed to support our program? How would these additions enhance our program?

The construction of additional lab facilities at Preston Ridge and expanded facilities at the other two campuses would provide necessary observations. Due to the large volume of students using Spring Creek Lab School and the lack of a facility close to Preston Ridge, many students are doing lab observations outside. This has been difficult as very few of the facilities available to our students meet National Association for the Education of Young Children Accreditation standards.

20. Is our program budget sufficient to meet our program’s needs?

The program budget at this time addresses the immediate needs of the program. However, additional funding is needed for adding space and the purchase of larger equipment.

21. Does our program receive adequate resources to provide for professional development?

The program has been receiving adequate funding for professional development. Collin College and the Social and Behavioral Sciences Division has show a commitment to faculty development in order to enhance the quality of the program provided to students.

### **Analysis of Personnel & Resources**

Analyze your answers to the above questions and brainstorm on ways to improve the personnel and resources available to your program. Then please answer the questions below.

22. How can we improve faculty community service and participation on Collin committees?

The faculty has shown a strong commitment to community service and involvement in Collin committees. Faculty members serve on the Council on Excellence board, Online Advisory Board, search committees, Sunset Review committees, teach workshops during Faculty Development Week, serve as advisors to Tech Prep, and in many other capacities (see attachment).

Faculty are also very involved in the community including serving on boards of local agencies, presenting information on Child Development and Education for local organizations, working in local youth programs and food pantries.



While improvement is probably not needed for our faculty, outreach to the community in the form of mailings and visibility at more events related to children might enhance the perception of our involvement.

23. How does the diversity of our faculty members compare with the diversity of the student population that our program serves?  
Our faculty composition is comparable to our demographics. However, it is a goal of the program to add diversity whenever possible to our teaching faculty.

24. If our program needed to convince our Dean to increase the personnel resources and/or the material resources available to our program, what information would we use to support our position that we do not have adequate resources to fulfill our program's mission?  
The program at present has sufficient personnel resources. However, if the program continues to grow as it has, then additional fulltime faculty will be needed based on our numbers. Material resource additions could be supported by the additional student population.

## E. Student Outcomes

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Please refer to the Student Outcomes data in your Data Packet and then discuss and answer the following questions with your IRTF.

1. Taking our mission into consideration, is the number of our former program students who are employed or have transferred adequate?

	1998-1999			1999-2000			2000-2001		
	<i># employed or transferred</i>	<i>Total # former program students</i>	<i>%</i>	<i># employed or transferred</i>	<i>Total # former program students</i>	<i>%</i>	<i># employed or transferred</i>	<i>Total # former program students</i>	<i>%</i>
<b>Child Dev.</b>	5	6	83%	23	35	66%	10	18	56%

Considering the size of our program and the growth, the numbers here are adequate.

2. Taking our mission into consideration, is the number of our program graduates who are employed or pursuing further education adequate?

	1998-1999			1999-2000			2000-2001		
	<i># employed or transferred</i>	<i>Total # program graduates</i>	<i>%</i>	<i># employed or transferred</i>	<i>Total # program graduates</i>	<i>%</i>	<i># employed or transferred</i>	<i>Total # program graduates</i>	<i>%</i>
<b>Child Dev.</b>	6	7	86%	5	6	83%	7	8	88%

The number of our program graduates as identified by the data is adequate.

3. Does our program meet the minimum requirement of 15 graduates during the last three years?

YES

NO

4. Does our program meet the requirement that 85 percent of our graduates are either employed or pursuing further education?

YES

NO

5. Is our program labeled by the THECB (Texas Higher Education Coordinating Board) as having an underrepresented gender?

YES

NO

6. If YES to #5, is the enrollment of students of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

x NO

7. If YES to # 5, is the percentage of our graduates of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

8. Do our course completion rates meet the State standard of 80%?

x YES

NO

9. Are our course completion rates comparable to Statewide course completion rates in our discipline? (Explain.)

Course	Fall 2003	Spring 2004	Fall 2004
	Completion Rate (%)	Completion Rate (%)	Completion Rate (%)
CDEC1313		94%	
CDEC1317		93%	100%
CDEC1319	65%	83%	76%
CDEC1323	76%	85%	86%
CDEC1335			56%
CDEC1340	100%	79%	
CDEC1359	93%	93%	75%
CDEC2166	33%	100%	
CDEC2304		79%	
CDEC2315	81%		
CDEC2322			98%
CDEC2324	94%		
CDEC2326		82%	

CDEC2328	100%		83%
CDEC2336	92%		
CDEC2341		85%	
EDUC1301	90%	80%	73%
EDUC2301	88%	93%	75%
TECA1303	76%	84%	84%
TECA1311	89%	78%	89%
TECA1318	91%	87%	84%
TECA1354	86%	79%	79%

CIP Code	Fall 2004 Completion Rates (%)	
	Statewide	CCCCD
<b>130101</b> (Education, Gen.)	89%	80%
<b>131202</b> (Elementary Educ. & Teaching)	89%	84%
<b>190706</b> (Child Development)	90%	56%
<b>190708</b> (Child Care & Support Services Mgt.)	89%	83%
<b>190709</b> (Child Care Provider/Assistant)	92%	86%

Our course completion rates, while they appear somewhat below other state completion rates, are within norms for our discipline. For example, the Child Development completion rates as shown, are based on one course, CDEC 1335, which is a course that deals with a small subpopulation of children. The numbers in most of our courses in Fall of 2004 are within norms.

10. How do our grade distributions relate to our program’s mission as well as to the mission, core values, goals, and purpose of Collin College?

	Duplicated Enrollment	% A	% B	% C	% D	% F	% Withdrawal	% Audit
<b>Program Total</b>	1,442	48%	16%	6%	2%	9%	19%	0%
<b>Collin</b>	121,267	29%	22%	13%	4%	10%	20%	0%

The program is academically rigorous and promotes scholarship. The grade distribution demonstrates our commitment to education that is project and student-driven. We use fewer exams and more experiential evaluations. These nationally have shown a much higher rate of higher grades.

11. To what degree do our grade distributions reflect a realistic range of student performance? Is there evidence of grade inflation or deflation? The distribution is appropriate considering the type of courses and evaluative components. While the number with “A” is somewhat high the percentage distribution of “B” is lower than Collin. The number of failing grades is about the same.

12. How do the grade distributions for our program courses compare with our program's totals, the Division's totals and the District's totals?

Refer to chart and #11. Division totals were not provided

13. IF APPLICABLE, does our program meet the state requirement of its licensure pass rate meeting or exceeding 90% OR is the percentage of students who take license/credential exams and pass no more than five percentage points below the state average for the last three years for the specific license/credential exam?

Licensure is not applicable.

14. What assessment methods are used by our program's faculty to assess student learning? *(For each assessment method listed, provide a brief description of how the results are used to enhance the program or student learning.)*

Assessment Method	Use of Results
Rubrics	Rubrics are used to give students a guideline on how to develop projects. They are then used by the instructor to evaluate the project.
Exams	Exams are given to evaluate student learning of objective material, particularly in regard to readings and lectures. Students are also given case studies and other material that is subjective to explain in an effort to evaluate the ability to apply and utilize information.
Portfolio	Portfolios are being developed in several classes as a method of ascertaining student ability to apply information learned in course work. They are both reflective and objective as they require students to reflect on experiences as well as require specific artifacts to demonstrate competence.
Multimedia Assessment	Students are assessed through the use of videotaping of their work with children in order to assess actual ability in the classroom.
Project Approach	Projects which meet the objectives of the course are developed, usually in groups, to present information and to apply principles learned. The participation and contributions of individual members is assessed by all of the group members through an assessment form, as well as by the instructor.

15. Are there more efficient or effective methods that we could use to assess the student learning in our program?

The use of portfolio could become program-wide with certain artifacts required for certain course and the portfolio built as the student goes through courses. The completed portfolio at the end of their college experience would be invaluable as they seek employment or go to four-year programs, many of which now require a portfolio before graduation.

### **Analysis of Student Outcomes**

Analyze and discuss the above responses concerning this program's student outcomes. Then please answer the following questions.

16. Do we have any courses with consistently low completion rates? If so, what are some possible reasons why and how should we address the problem.

Most of our courses have consistently higher completion rates. Some of the courses that have lower completion rates are those in which people are usually seeking certificates. These students have traditionally been less stable and more likely to drop out of courses. In addition, the small numbers of students taking these classes often skews the percentages of those dropping. Follow-up with students who drop could be helpful, but even more, initial counseling with nontraditional students to encourage and offer assistance with writing, reading and math skills would enhance their confidence and ability to complete.

17. Do we have any courses with consistently high completion rates? If so, discuss possible reasons why and describe any successful strategies that we could shared with other programs.

Our practicum course has consistently high completion rates which are due to the fact that it is the last required course before graduation. Courses in Child Development are successful because many of them have hands-on, experiential curricular approaches which students find very satisfying.

18. Are there other assessment strategies that we should be using to capture how well our students are learning?

The use of group evaluation, rubric, multimedia assessment, portfolio and exams creates a well-balanced assessment strategy that responds to all learning styles.

## **F. Additional Information**

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1. List any relevant information that the IRTF believes should be included in the assessment but was not requested in any of the other sections of the assessment.

The program was awarded Exemplary status by the Texas Higher Ed Coordinating Board in 2005. The growth of the program resulted in the addition of one new fulltime faculty member in 2004, an additional new fulltime faculty member in 2005, and a fulltime lab instructor in 2006.

The National Association for the Education of Young Children began in the Spring of 2006 to offer an Associate Degree Program Accreditation for Child Development and Education Programs. This will require an extensive self study of the program by examining:

- Program mission and goals
- Conceptual framework
- Quality of teaching and field experiences
- Student support and advising
- Faculty qualifications, responsibilities, and professional development
- Program organization and infrastructure
- Learning opportunities for students
- Evidence of student performance relative to NAEYC standards and supportive skills

When the program completes the self-study a peer review will be conducted by a three person review team from other colleges. The expectation is that the self-study will take a minimum of one year and probably, two years. Programs in the pilot study report the need for a faculty member to have release time in order to concentrate on this evaluation and the process of assisting faculty members in aligning all courses to meet NAEYC standards.

2. Are there any circumstances or concerns that have not been addressed in any of the other sections of the assessment?

No.

## G. Improvement Activity

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For the Improvement Activity, the Internal Review Task Force should engage in analyzing an issue, problem, or opportunity that is relevant to the program. This research topic can be a more in-depth analysis of a topic previously identified in Sections A-F of this document. The research can be qualitative (e.g., interviews, focus groups, etc.) or quantitative (e.g., surveys, analysis of existing data, etc.). **The emphasis should be on program improvement.** Begin by reviewing this assessment document and then brainstorm as a group on the positive and negative aspects of the program.

Please provide a summary of the Improvement Activity below. The summary should include (1) a clear research question that is to be answered by the analysis, (2) what research methods were used and the steps involved in conducting the research, (3) the results of the research as they relate to program improvement, and (4) how the results will be used to enhance the quality of the program.

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### **Research Question:**

Does the program meet student's perceived needs and how can it be improved?

### **Research Method Used:**

A student survey was developed and all classes were given the survey. Online classes were able to respond to an online database. The results were collected and analyzed. All students in all classes were required to complete the entire form for every class. However, those that responded to a question as to whether they had taken the survey before, were excluded from the final analysis.

### **Results of the Research and How the Results Will be Used:**

There were 263 unduplicated responses to the survey, 50 of them online. The online data was analyzed separately from those done in the classroom due to the survey structure. The complete results are available in the appendix. While the online data was analyzed separately the responses with very few exceptions were statistically similar. Some of the highlights of the results include:

- A significant number of students (51%) are employed by child care facilities or schools, and some students (8%) are taking courses not for degrees or certificates, but for professional development. This indicates a significant need in the child care and educational community in training for staff. After reviewing this information, our program is planning to implement an increased outreach to local child care programs and other educational facilities to make them more aware of our courses and the fact that we can provide courses at their facility.



- Since 80% of our students work, including 40% working fulltime, it is critical that more flexible options for classes be provided. While less than 30% of students have tried summer, online, Wintermester, or Springmester courses, significant numbers indicated a desire to take these courses. 55% of students stated they would like to take online courses, 43% Maymester, 45% Wintermester, and 72% were interested in summer courses. Many of the comments requested more courses offered during the summer and online. The program has increased its number of online courses so that all of our TECA courses are online beginning Fall 2006 and as enrollment increases, more of our CDEC courses will be added to online offerings. The program will be giving greater consideration to the offering of more courses during the summer and the Wintermester and Springmester.
- Students are very interested in taking Learning Communities. Although only 7% have taken them, 84% indicated they would be interested. The program is offering more Learning Communities during the 2006-2007 school year and more are planned for the next year.
- Students indicated that they preferred Tuesday, Thursday courses to courses taught on Monday, Wednesday, Friday. More effort is being made to accommodate those needs. Offering courses on Monday and Wednesday might also be an answer as it could be inferred that the preference is not the days but the number of days the course requires.
- Most of our students (66%) plan to complete a bachelor's degree in Child Development, Education or Early Childhood Education, while only 16 % do not plan to complete any bachelor's degree. Those wanting a degree in our field include 22% who plan to complete the AAT and 26% who plan to complete an AAS in Child Development. Several students in their comments indicated a lack of information on the AAT from advisors. When looking at these numbers it is important that we provide students with more information regarding the AAS and AAT and encourage their completion of these programs before transfer. This also indicates that since we have such a high percentage of students planning to pursue a bachelor's degree, that we need more articulation agreements for transfer. This past year we have met with several colleges including UNT, TWU, Texas A&M Commerce, Texas Tech and others to work on articulation agreements.
- The surveys indicate that while our lab schools are being used, a significant number of students have to go off-campus for their labs. Most of these students need school-age observations that, because of our limited facilities, we cannot offer. A significant number of students (40%) said that they would use a lab school at Preston Ridge if it was available.

## **PROGRAM STRENGTHS & EXCEPTIONAL ASPECTS**

The External Review Task Force (ERTF) should review and discuss the completed assessment document and decide on a list of strengths for the program. Strengths are positive practices or characteristics of the program.

Also, list and describe any aspects of the program that the ERTF feels are truly exceptional and merit special acknowledgement and recognition. For example, the program might have exceptional student outcomes or might be using a process or method that should be adopted by other Collin programs.

---

**Describe and document the strengths of the program.**

- a.
- b.
- c.

*(Insert rows as needed.)*

**Describe and document any exceptional aspects of the program.**

- a.
- b.
- c.

*(Insert rows as needed.)*

## **AREAS FOR IMPROVEMENT & RECOMMENDATIONS**

After listing the strengths of the program then the ERTF should identify areas where the program can improve.

The ERTF should also decide on recommendations for how to address each of the areas for improvement. There should be at least one recommendation for each area for improvement.

Also, recommendations should be based only on information contained in the assessment document. Try to include recommendations for improvements that are under the control of the program. For example, try not to give only recommendations requiring a larger budget.

---

**Describe and document the areas for improvement of the program.**

- a.
- b.
- c.

*(Insert rows as needed.)*

**Describe the recommendations for addressing each “area for improvement”.**

- a.
- b.
- c.

*(Insert rows as needed.)*

# **Appendix A**

## **Faculty Professional Activities**

## **Fulltime Faculty Professional Activities**

### **Elaine Boski-Wilkinson, Academic Chair**

#### **Continuing Professional Development Activities in 2004-05**

Completed 12 hours of Doctoral Coursework

2005 Educator's Symposium (Presented at Conference)

2005 CIRCLE Training

2005 NAEYC Professional Development Institute

NAEYC Annual 2005 Conference

2005 Texas Early Care Conference

2005 TAEYC Annual Conference

2005 Texas Community College Teachers Association

CCCC Faculty Retreat 8-22-05 8:30am-1:30pm

Faculty Development Week 8-23-25, 2005

Departmental Associate Faculty Meeting 8-24-05 5:30pm-9pm

Current Memberships: NAEYC, TAEYC and SECA, NACCTEP (National Association for Community College Teacher for Education and Preparation), CDEA Texas (Child Development Educators Association of Texas for Associate Degree Programs), ACEI, ASCD (Association of Supervisors and Curriculum Development); Kappa Delta Pi; TCCTA, Associate Degree Early Childhood Educators (ACCESS).

#### **Task Forces, Committees, Councils for Collin:**

Council on Excellence, Secretary

Educator Symposium Co-Chair

American Heart Association CPR Instructor

Global Edge Steering Committee

Cooperative Work Experience Advisory Board

Faculty on Line Group

Master Calendar Task Force

T.L.E.S. Conference

Early Childhood/Education Search Committees

Child Development Program Assessment Committees

Teacher Certification Mentor Search Committee

Department of Child Development and Education Chair

Primary Advisor to student organization, Education Connection  
PE Search Committee  
Social Science and Physical Education Program Assessment Committee  
ASL Search Committee  
Math Search Committee  
Faculty Association member

### **Community Engagement/Service**

Texas Association for the Education of Young Children presenter  
Collin County Association for the Education of Young Children presented  
at “Super Saturday”  
Texas Campfire Association Trainer and Presenter  
Keynote Speaker at the United Methodist Preschool Association of Texas  
National Association of Community College Teacher Education Programs,  
presenter at Annual Conference  
Family Day Care Associations presenter  
Career Education Department at Plano Independent School District  
presenter  
Co-chair of Educator’s Symposium at CCCCD in Spring  
Texas Community College Teacher’s Association  
Textbook reviewer for Delmar, Mayfield and Prentice Hall publishing  
companies  
Elected Co-President Elect in the Child Development Education  
Association  
North Central Texas Workforce Commission Child Care Representative  
Family Network Advisory Board, Treasurer  
Region 10 Preschool Advisory Board  
Bright Horizons National Recruiting Advisory Board

## **Leda Cott, Fulltime Faculty**

### **Continuing Professional Development Activities in 2004-05**

New Faculty Orientation 8-16-05, 8am to 4pm

All College Day 8-17-05 9am to 5pm

Social and Behavioral Sciences Division Meeting 8-18-05 9am-12pm

Tech Prep Meeting 8-18-05 4:30pm-6:30pm

New Faculty Orientation 8-19-05 8am-1pm

Department Meeting 8-19-05 1:30pm-5:30pm

CCCC Faculty Retreat 8-22-05 8:30am-1:30pm

Faculty Development Week 8-23-05 9am to 4pm

Faculty Development Week 8-24-05 9am to 4pm

Departmental Associate Faculty Meeting 8-24-05 5:30pm-9pm

CCCC Welcome Breakfast 8-25-05 9am to 12pm

Faculty Development Week 8-25-05 1pm to 5pm

Departmental Meeting 8-30-05 1pm to 3pm

Departmental Meeting 9-1-05 12:45 to 3pm

“Tech Prep 101” 9-1-05 4:30pm to 6:30pm

Departmental Meeting; Tech Prep 9-6-05 12:45 to 2pm

All Campus Meeting 9-7-05 3:30pm

Educators Connection Meeting 12:00 to 1:00pm

Faculty Association Meeting 9-9-05 1pm to 2pm

Departmental Meeting: Textbooks 9-9-05 2pm-4pm

PRC Faculty Meeting 9-13-05 3pm-5pm

Tech Prep Focus Group Meeting 9-15-05 4:30-6:30pm

“Teaching Students for Engagement” Paul Loeb; 9-20-05 3pm-4pm

Educators Connection Meeting 9-23-05 1pm-2pm

Child Development/Education Advisory Board Meeting 10-05-05 12pm-1:30

Educator’s Connection Meeting 10-11-05 12:30pm to 1:30pm

Faculty Association Meeting 10-14-05 1pm-3pm

“Classroom Incivilities” Workshop 10-20-05 1:30pm-3pm

Tech Prep Steering Committee Meeting 10-20-05 4:30pm to 5:30pm

Educator’s Connection Meeting 10-24-05 1pm to 2pm

Victor Lee Lewis, speaker on Diversity 10-25-05 12:30pm to 2:30pm

Speaker Ken Wooten on Child Predators 10-25-05 7pm to 9pm  
Department Meeting 10-26-05 12:30-2:30  
Tech Prep Meeting 10-27-05 4pm to 5pm  
Department Meeting 10-28-05 2:15pm  
Department Meeting 11-3-05 1:30pm to 2:30pm  
Websites for Professors Workshop 11-4-05 1pm to 3pm  
National Satellite Conference, “Engaging Leaders in the Pre-K  
Movement”  
11-10-05 12:45 to 3pm  
Faculty Association Meeting 11-18-05 1pm to 3pm  
11-29-05 QEP Meeting 3pm to 5pm  
Department Meeting 11-30-05 12:30pm to 1:30pm  
“Doing Grades on Oasis” 12-1-05 3:30pm to 5pm  
“Teaching Adults” 12-1-05 1:30pm to 3pm  
NAEYC National Conference in Washington, D.C. 12-7-05 to 12-10-05  
National Recruiting Advisory Board 12-9-05 8:30-11:30

### **Task forces, Committees, Councils for Collin:**

Tech Prep Focus Group Meeting 9-15-05 4:30-6:30pm  
Child Development/Education Advisory Board Meeting 10-05-05  
Tech Prep Steering Committee Meeting 10-20-05 4:30pm to 5:30pm  
Tech Prep Focus Group Meeting 10-27-05 4pm to 5pm

### **Community Engagement/Service**

Guest Speaker/Presenter 8-4-05 Faculty In-Service Day/Early Childhood  
Educators 8:30am-2pm  
Guest Speaker at TWU class 11-4-05 10:30-12:00  
Bright Horizons National Recruiting Advisory Board 12-9-05 8:30-11:30



## **Sharon Hirschy, Fulltime Faculty**

### **Continuing Professional Development Activities in 2004-05**

2005 Educator's Symposium (Presented at Conference)

2005 NAEYC Professional Development Institute

NAEYC Annual 2005 Conference

2005 Texas Early Care Conference

2005 TAEYC Annual Conference

2005 SECA Annual Conference (Presented at Conference)

2005 Texas Community College Teachers Association

Annual Conference on the Prevention of Child Abuse 2005 (I took students to this)

I completed several workshops on Technology and distance learning through our Teaching and Learning Center

Completed 10 hours of doctoral course work during 2005

CCCC Faculty Retreat 8-22-05 8:30am-1:30pm

Faculty Development Week 8-23-25, 2005

Departmental Associate Faculty Meeting 8-24-05 5:30pm-9pm

Online Seminars in Distance Education

TLC workshops on teaching online and using Excel for grading

Active member of: ACCESS (Associate Degree Early Childhood Educators), NAEYC, TAEYC and SECA, NACCTEP (National Association for Community College Teacher for Education and Preparation), ISTE (International Society for Technology in Education), CDEA Texas (Child Development Educators Association of Texas for Associate Degree Programs), Kappa Delta Pi, Texas Community College Teacher's Association

### **Task forces, committees, councils for Collin**

The Online Advisory Board Member representing the Social Science Department.

Early Childhood/Education Search Committees for faculty and lab instructor

Committee Member of the Sunset Review Committee for the Center for Teaching and Learning and the Teacher Accreditation Program for Collin County

Social Sciences Representative to Career Pathways Project of the Texas Education Association appointed by the Dean

Advisor, Education Connection Student Organization

Tech Prep Coordinator for Child Development for Fall 2004-Spring 2005

Member, Global Edge Steering committee 2004-2005

**Community Engagement/Service**

Textbook reviewer for Delmar, Mayfield and Prentice Hall publishing companies

Texas Campfire Association Trainer and Presenter

Texas Association for the Education of Young Children Workshop Presenter

Southern Early Childhood Association Workshop Presenter

NAEYC Technology and Young Children Forum Member at Large

Young Women's Leader for Church

Advisory Board Member for Bright Horizons

Co-President Elect of CDEA

State Board member for Texas Association for Parent Educators

Organized Collin County Participation in National Satellite Conference,  
"Engaging Leaders in the Pre-K Movement" 11-10-05

Presenter, 2004 Irving ISD Teacher In-service

National Association for the Education of Young Children Technology and  
Young Children Forum Member at large

# **Associate Faculty Professional Activities**

**Keri Harvey**

## **Continuing Professional Development Activities 2004-05**

Region 10 O & M Certification  
Completion of doctoral courses toward degree  
Presented for Faculty Inservice 8-2005

## **Task forces, Committees, Councils for Collin**

Staff Meetings 8-2-04, 1-11-05  
Associate Faculty meeting 8-25-04  
Allyn Bacon Textbook Meeting 10-20-04

**Norma Johnson**

## **Continuing Professional Development Activities in 2004-05**

National Academic Advising Association National Conference  
Associate Faculty Orientation/Training at Dallas Baptist University  
CCCC Staff Development Workshop: Interaction Management

## **Task Forces, Committees, Councils for Collin**

Directing the advising models project for the district which includes working with deans, chairs and faculty

## **Community Engagement/Service**

Church outreach – collection and distribution of clothes for Katrina evacuees

## **Cathy Kelly**

### **Continuing Professional Development Activities in 2004-05**

Facilitator, National Satellite Conference, "Engaging Leaders in the Pre-K Movement"

11-10-05 12:45 to 3pm

### **Task Forces, Committees, Councils for Collin**

Staff Meetings 8-2-04, 1-11-05

Associate Faculty meeting 8-25-04

Allyn Bacon Textbook Meeting 10-20-04

Special Populations Textbook Meetings 10-29, 11-5, 11-19, 1-07, 1-28

### **Community Engagement/Service**

Church Youth Program

Church Food Pantry

Church Prayer Group

Parent Teacher Association at daughters' school

## **Donna Kirkwood**

### **Continuing Professional Development Activities in 2004-05**

14 hours of in-service training at my school in August

10 hours of self-instructional materials

### **Community Engagement/Service**

St. Luke Community Church Hurricane Katrina relief efforts

Adopted family of Katrina evacuees through First United Methodist Church-Plano

Denton Christian Preschool Training presenter

## **Shannon Knight**

### **Continuing Professional Development Activities 2004-05**

Five on-line seminars and workshops on distance education

### **Task forces, Committees, Councils for Collin**

Staff Meetings 8-2-04, 1-11-05

Associate Faculty meeting 8-25-04

Allyn Bacon Textbook Meeting 10-20-04

Special Populations Textbook Meetings 10-29, 11-5, 11-19, 1-07,  
1-28

### **Community Engagement/Service**

Community garage sale benefitting McKinney Education

#### Foundation

Sunday School Teacher

Mothers of Preschoolers (MOPS)

Stonebridge United Methodist Church

PTA Appreciation Committee

Church activities (taught 1st and 2nd grade Sunday School, served  
on VBS planning team, taught adult Sunday School)

PTA member at C.T. Eddins Elementary, served on Teacher  
Appreciation Committee, parent volunteer in front office of C.T.  
Eddins, parent volunteer in classroom at Crosspoint Clubhouse  
Preschool

Soccer team mom

Little League Baseball dugout coach

Spoke at Mothers of Preschoolers meeting at Stonebridge United  
Methodist Church 1/05

Serve on Steering Committee of Mothers of Preschoolers

## **Susy Mathews**

### **Continuing Professional Development Activities 2004-05**

Texas Association for the Education of Young Children  
Conference

Lab School Instructor, Preschool Classroom, CCCCD  
Adjunct Professor, CCCCD

### **Task forces, Committees, Councils for Collin**

Staff Meetings 8-2-04, 1-11-05  
Allyn Bacon Textbook Meeting 10-20-04

### **Community Engagement/Service**

Member of NAEYC  
Church Activities

## **Patricia Nagorski**

### **Continuing Professional Development Activities 2004-05**

CCCC Computer Training

### **Task forces, Committees, Councils for Collin**

Staff Meetings 8-2-04, 1-11-05  
Allyn Bacon Textbook Meeting 10-20-04

### **Community Engagement/Service**

Very Special Arts Festival volunteer  
March for Respect volunteer  
Support two women with disabilities to better use their  
communities  
Reading Tutor volunteer

## **Kim Southwell**

### **Continuing Professional Development Activities 2004-05**

Early Childhood Language and Literacy Training  
UT-Austin – Vaughn Center – Reading Academy  
Southwest Academy Scottish Rite Dyslexia training  
27 hours of doctoral coursework  
Conferences including Educator Symposium & Fall Forum -  
TWU

### **Task forces, Committees, Councils for Collin**

Early Childhood Language and Literacy Training  
Staff Meeting 8-2-04, 1-11-05  
Associate Faculty meeting 8-25-04  
Educator's Symposium 4-16-05

### **Community Engagement/Service**

(Teach Bible School to Kindergarten & first graders) & assist  
Music program  
School board forums  
PTA (Music Parent Committee at Erikson Middle School/Allen)  
Children's volunteer coach,  
Scout leader  
Collin County 4-H club leader and sponsor  
Speaker at parenting groups etc. (McKinney Heritage Center,  
Parent Education workshops).

## **Glenda Strange**

### **Continuing Professional Development Activities in 2004-05**

Texas Association for the Education of Young Children annual conference  
National Association for the Education of Young Children Leadership  
Conference  
Presented at Collin County Association for the Education of Young  
Children --Children's Assessments--November 17, 2005--2 hours  
Attended NAEYC Leadership Conference; Miami, Florida June 5 - 8,  
2005

### **Task Forces, Committees, Councils for Collin**

Attended Staff Meetings on 8-2-04 and 1-11-05  
Attended the Allyn Bacon Textbook Meeting 10-20-04

### **Community Engagement/service**

Pre-service training at Community Child Development Center  
Training at Staff meetings at local child development center  
Dallas Association for the Education of Young Children Board of  
Directors  
Bright Horizons Advisory Committee  
Spoke at Brookhaven Parent-Child Study Center Parent Meeting--  
Communication--11-18-05--1 hour



## **Nita Thomason**

### **Continuing Professional Development Activities 2004-05**

Associate Faculty Meeting 8-25-04  
Leading Small Groups Training 9-18-04  
Isaacson Lecture @Eisemann 9-27-04  
Class "Raising Gender-Healthy Kids" 11-3-04  
Os Guinness Lecture @ SMU 3-31-05

### **Task forces, Committees, Councils for Collin:**

Staff Meetings 8-2-04, 1-11-05  
Allyn Bacon Textbook Meeting 10-20-04  
Special Populations Textbook Meetings 10-29,11-5,11-19,1-07,1-28

### **Community Engagement/Service:**

American Friendship Partner Orientation 8-18-04, 1-04-05  
International Student Welcome Party UTD 8-20-04,1-14-05  
International Students Inc. of UTD Garage Give-Away 8-21-04, 1-22-05,  
5-21-05  
Orientation to American Culture for new UTD Students 9-2-04  
Teaching Mentoring Class @ RBF 9-12,19-04  
Friendship Partner Matching Party UTD 10-3-04,2-13-05  
Rainbow Connection Fund Raising 10-14-04,4-8-05  
Lost Boys of Sudan service 10-19-04  
RISD Religious Task Force 10-26-04,4-5-05  
RBFC Fall Carnival 10-30-04  
Mentoring Training for ICF 11-13-04  
Scottish Rite Hospital Fund Raising 12-07-04  
Rainbow Connection Board President  
International Student Progressive Dinner Host 12-11  
Prayer Team Co-leader for MasterPlan Building Campaign  
RBFC Women's Ministry Board  
Educator's Symposium Speaker 4-16-05  
League of Women Voters Candidate Forum 4-14-05,4-21-05

# **Appendix B**

## **Scans and Advisory Board Minutes**

**SCANS/Course**  
**Crosswalk**  
*Certificate: Early Childhood Special*  
*Educator*  
*CIP # 20.0201*

	CDEC 1313	CDEC 1319	CDEC 1359	CDEC 1370	CDEC 2166	TECA 1318	TECA 1354		
<b>COMPETENCIES</b>									
<b>1. (RS) RESOURCES:</b>									
A. Allocates time	X	X	X	X	X	X	X		
B. Allocates money	X	X	X	X	X	X	X		
C. Allocates material/facility resources	X	X	X	X	X	X	X		
D. Allocates human resources	X	X	X	X	X	X	X		
<b>2. (IN) INTERPERSONAL SKILLS:</b>									
A. Participates as a member of a team	X	X	X	X	X	X	X		
B. Teaches others	X	X	X	X	X	X	X		
C. Serves clients/customers	X	X	X	X	X	X	X		
D. Exercises leadership	X	X	X	X	X	X	X		
E. Negotiates	X	X	X	X	X	X	X		
F. Works with cultural diversity	X	X	X	X	X	X	X		
<b>3. (IF) INFORMATION SKILLS:</b>									
A. Acquires and evaluates information	X	X	X	X	X	X	X		
B. Organizes and maintains information	X	X	X	X	X	X	X		
C. Interprets and communicates information	X	X	X	X	X	X	X		
D. Uses computers to process information	X	X	X	X	X	X	X		
<b>4. (SY) SYSTEMS:</b>									
A. Understands systems	X	X	X	X	X	X	X		
B. Monitors and corrects performance	X	X	X	X	X	X	X		
C. Improves and designs systems	X	X	X	X	X	X	X		
<b>5. (TE) TECHNOLOGY:</b>									
A. Selects technology	X	X	X	X	X	X	X		
B. Applies technology to task	X	X	X	X	X	X	X		
C. Maintains and troubleshoots technology	X	X	X	X	X	X	X		
<b>6. (BS) BASIC SKILLS:</b>									
A. Reading	X	X	X	X	X	X	X		
B. Writing	X	X	X	X	X	X	X		
C. Arithmetic	X	X	X	X	X	X	X		

D. Mathematics	X	X	X	X	X	X	X		
E. Listening	X	X	X	X	X	X	X		
F. Speaking	X	X	X	X	X	X	X		
<b>7. (TS) THINKING SKILLS:</b>									
A. Creative thinking	X	X	X	X	X	X	X		
B. Decision making	X	X	X	X	X	X	X		
C. Problem solving	X	X	X	X	X	X	X		
D. Seeing things in the mind's eye	X	X	X	X	X	X	X		
E. Knowing how to learn	X	X	X	X	X	X	X		
F. Reasoning	X	X	X	X	X	X	X		
<b>8. (PQ) PERSONAL QUALITIES:</b>									
A. Responsibility	X	X	X	X	X	X	X		
B. Self-esteem	X	X	X	X	X	X	X		
C. Social	X	X	X	X	X	X	X		
D. Self-management	X	X	X	X	X	X	X		
E. Integrity/Honesty	X	X	X	X	X	X	X		

**CHLD DEVELOPMENT and EDUCATION  
ADVISORY BOARD MEETING  
Wednesday, March 8, 2006**

**Those in attendance:**

**Mac Standlee  
Elaine Boski-Wilkinson  
Sharyn Art  
Gary Hodge  
Marty Mills  
Kyle Slack  
Patsy Robles-Goodwin  
Nicole Field  
Sharon Hirschy  
Lucy Long  
Autry Daniel**

**Rhonda Ferlita  
Karen Marks  
Sandy Gorham  
Kelly Mires  
Tammie Williams  
Janet Galantay  
David Glickman  
Susan Casone  
LeAnn Kite  
Leda Cott  
Matt Cloutier**

All were greeted by **Elaine Boski-Wilkinson** and invited to help themselves to lunch.

**Mac Standlee** called the meeting to order at 12:30pm.

He opened by introducing himself and turned it over to Elaine Boski-Wilkinson to introduce the Dean of Social and Behavioral Sciences, Gary Hodge.

**Gary Hodge** explained that his division recently acquired Child Development back after having it under another area for the past few years. He welcomed them back to his division. He went on to explain that he has visited with the Vice President of Instruction, Dr. Thom Chesney, about incorporating Education and Early Childhood's name somehow into the division's title at some future date. He has made several suggestions and is waiting for a final decision to be made. He thanked everyone for their participation in the Advisory Board.

**Karen Marks** commented that she thought that Child Development and Education would blend well with the Social Sciences courses. She said that a lot of their volunteers work with play therapy and counseling, using Psychology. She said she thought their discipline would integrate well within the Social and Behavioral Sciences division.

**Gary Hodge** agreed and pointed out that being in a division where you have courses such as Psychology and Sociology; there is a good blend with Early Childhood courses. There is a lot of interaction between the different disciplines in his division and, having observed Elaine's and Sharon Hirschy's classes, he would like, at some future time, to have the three of them (Dr. Leda Cott, Elaine Boski-Wilkinson, and Sharon Hirschy) offer a program to benefit all of our instructors. Gary pointed out that a lot of instructors

take nothing but courses in their discipline and never even have to take an Education course where they learn how to teach, prior to actually teaching. He would like to

utilize our Education instructors to give some instruction in that to others within our division.

**Gary Hodge** said if anyone had any questions after he left, they could let Elaine Boski-Wilkinson, or Sharyn Art, the secretary, know and he would be glad to address them later.

**Elaine Boski-Wilkinson** thanked Gary Hodge for stopping in, and he left for another meeting.

**Mac Standlee** commented positively about his past experiences with Gary Hodge and his division when he was a student. He felt that he and his division “bent over backwards” to help students and he felt it was a positive thing for Child Development and Education to be back under Social & Behavioral Sciences division.

**Karen Marks** questioned whether this might give more validation to Child Care Workers. Many times, she said, people look down on Child Care Workers as low income providers.

**Elaine Boski-Wilkinson** said that “we are all about uplifting the profession” and mentioned that that was why she has Education Representatives on the Board, as well as Child Development Specialists. She stated “we are an Educational, Professional field.” She told the Board that it was important to her, as well as Gary Hodge, the dean, to have her disciplines treated that way. She said he has a real understanding of the Child Development and Education programs. She feels it is a key to him being helpful when she has to come in and present ideas to him regarding her area. He understands what can and cannot be done and is helpful to Elaine in working through issues that come up. Elaine finished by stating that they were very, very lucky to be in the Social & Behavioral Sciences area again.

**Mac Standlee** had everyone go around the table to introduce themselves.

After the introductions, **Mac Standlee** asked everyone to look over the Minutes of the last meeting of the Child Development Board, held October 5, 2005.

**Mack Standlee** asked if there were any corrections or deletions to the Minutes from October 5, 2005, prior to them voting on them. There was no response.

**Marty Mills** moved for approval.

**Rhonda Ferlita** seconded approval.

The Minutes were unanimously approved as presented, with no objections.

**Mack Standlee** asked **Elaine Boski-Wilkinson** to take the floor to talk about the Child Development Program.

**Elaine Boski-Wilkinson** asked that all members check the Advisory Board listing and let us know so that we can make any corrections necessary.

Next, she covered CDEA (Child Development Educators' Association). She explained that it is a group that came out of the TCCTA (Texas Community College Teachers' Association) that meets yearly. CDEA is a group of Child Development specialists who come from both 2 year and 4 year colleges to talk about issues that are happening in our state and key in on Child Development issues. This month, she said, both Sharon Hirschy and she were elected Co-President Elects. She wanted the Board to know what they were involved with although they are not sure yet what their job will be. They will let you know as they find out. She wanted the Board to know that they are branching out and are not just involved locally, but wish to become part of the state initiatives. She would also like to take any messages that this Board has to the state level if it has not been addressed already.

**Elaine Boski-Wilkinson** asked **Sharon Hirschy** to speak about the Program Assessment.

**Sharon Hirschy** explained that every 5 years each program has to do a self-assessment. Child Development is currently undergoing this and she is Chairing the process. They assess what students think about the program, and would like input from the Board about how they would like to see the program evolve over the next five years. We look at not only what we have already done but what we hope to accomplish over the next 5 years. She said some of Board members might not know, but some NAEYC has an Accreditation process for 2 year Associate Degree programs. We are planning on going through the Accreditation process for our program also. Sharon stated that she and Elaine Boski-Wilkinson had been attending several meetings over the last two years at National Conferences. Accreditation will actually become effective this month where people can become Accredited. It is a long term process to go through as those who have gone through something similar can relate to. They will look at our program, evaluating it according to the standards they expect and making sure we conform to that. You will see changes in our program as it becomes more standardized in some of our courses. We will need to make sure that we meet the course objectives. We are going to put those objectives in the assessment so that we can measure what the students are learning and what they can do with what they have learned. We might go to Portfolio Assessment. She said that as they develop the program assessment, they would be able to integrate the Accreditation into the program. Sharon suggested that if anyone had something that they "wished the college was doing" with their program, please to e-mail them. They appreciate suggestions.

**Elaine Boski-Wilkinson** then added that because we are going through this Assessment and it does work with the NAEYC Accreditation, it also works well with the division name change that Gary Hodge has suggested. Gary wanted to incorporate the Child Development and Education disciplines somehow in the division name. As it stands now, it is called “Social & Behavioral Sciences”. Elaine asked for the Board’s suggestions. She questioned whether “Child Development” truly represents who we are on the Board. She asked if we needed to go ahead and expand that name or incorporate something else...she wanted the Board’s thoughts. Right now, she said, we are the “Child Development Department” and only she is stuck in Education. We do teach Education as well as Child Development but, as Elaine pointed out, when our students go on to finish their 4 year degree, they do go on to do Education, in some way. Many of our students transfer to 4 year colleges so does the name “Child Development” include all we do here; in other words, does it describe enough about what we do here?

**Janet Galantay** commented that the term “Child Development” seems to be on its way out, and that now the more popular phrases she is hearing now are “Early Childhood Educator”, and “Early Childhood Education”.

**Sharon Hirschy** stated that even broader than that we have the AAT (Associates of Arts in Teaching) degree that includes all child education starting at the Pre-K level and going through the 12<sup>th</sup> grade.

**Elaine Boski-Wilkinson** mentioned the brochures that were included in the packets given to everyone at their seats which go over this.

**Autry Daniel** stated that from the Education side of it, the “no child left behind” statement; Child Development just doesn’t fit or emphasize teacher’s assistance. Child Development doesn’t have a negative connotation; however, it does not really cover the Education part of what we cover.

**Karen Marks** mentioned that Plano had announced that it was going to be starting a child care facility for teachers, starting in 2007. She wondered what name they were going to use.

**Autry Daniel** said that it would be more than a day care center so they will not call it that. He stated that it would be more about education.

**Karen Marks** asked what degree they would be looking for in people who would work there.

**Autry Daniel** stated that they would be more like classroom assistants, with a minimum of a Certificate; they want them as qualified as they can be.



**Karen Marks** then asked about behavior with the children, stating that there are not a lot of Behavioral Therapists working in the district. She talked about there being Counselors at some of the different campuses but felt that there was a need for more Behavioral Therapists to work with the children.

**Elaine Boski-Wilkinson** then responded that being a part of Social & Behavioral Sciences, it is there, but in terms of the program, we do not concentrate on behavioral implications; rather it is more of the early childhood education experience. Our certificates are Teacher Assistance Specialization, created really in response to the ISDs. She went on to state that we have Infant and Toddler Specializations; CDA Certificates; 2 different degrees in teaching: the AAT (Associate of Arts & Teaching), and the AAS (Associate of Applied Science in Child Development); a School-age Educator Specialization; a Special Educator Specialization. So we do not want to be “pigeon-holed” in any one particular area, but stay broad and remain inclusive about what we do.

**Sharon Hirschy** suggested that we might want to consider the title “Child Development and Education Program”. She thought the title might be more inclusive.

**Patsy Robles-Goodwin** mentioned that there had been a trend in Universities to move Early Childhood Education out of the Education area and to put it into the Human Development area. She went on to say that the trend now is to go back. There is a difference between students who want to become certified to become teachers and those who do not wish to become teachers but want to work with children in other areas. So she stated that one of the things they are doing at the University is defining those students and separating them based on their goals.

**Leda Cott** spoke about her experiences with TWU while she was getting her Doctorate there. She talked about Child Development being tied with Human Development. She had to decide when taking classes there between Childhood Education or Child Development. She ended up getting all three degrees in Child Development but the way that TWU separated the two is that they described Child Development as the more “all encompassing” and more about the family and the entire life cycle and the child in the family and in the school, rather than just focusing on the early childhood. So Child Development seems more of a global term. So I chose that because although I took Education courses I was more involved in courses about the child in the family, both for the child and other members of the family in the different stages. She stated that it is very difficult to whittle it down to one term. There are distinctions about whether you want to be certified or do you want to work in another area of Child Development.

**Sandy Gorham** then stated that you need to be inclusive, therefore “Childhood Development and Education” might work as a title.

**Elaine Boski-Wilkinson** asked if that would be a recommendation from the Board. Should our name be changed from just “Child Development” to “Child Development and Education”?

**Tammie Williams** asked if it would be confusing to others outside of the Board as to what the word “Education” might mean? Will the term “Education” include all the things that others might understand Education to be?

**Elaine Boski-Wilkinson** said that the only thing it would not include would be the Alternative Teacher Certification Program. For some reason that is a separate entity. The Teaching, Learning and Professional Development has not changed. We had been under it as well. Now that we are out of it, we have the Education piece that is the AAT degree but the only thing we do not have is the Alternative Certification.

**Leda Cott** asked if we added “Education” we might attract more to us. She has experienced people not understanding a degree in “Child Development” but when you say “Education” or “Early Child Education” there seems to be some understanding about what you do. People will then understand that you are teaching those who will teach children. So Leda stated that she thought adding “Education” to our title would add more clarity.

**Mac Standlee** wanted to know what other colleges or Universities call these programs there.

**Elaine Boski-Wilkinson** stated that we are on a list server through CDEA and it seems that most colleges are experiencing similar challenges. A question that went out not too long ago was “what’s everybody calling themselves these days”? There were a gambit of all kinds of “Early Childhood Education” to “Family Studies” to “Child Development” to “The Center for Teacher Preparation”. It seems everyone is going through this. No one has come up with the perfect answer.

**Mac Standlee** stated that adding the word “Education” has a lot of positive influence to it. He also stated that it seemed like it gets confusing with Day Cares because they cover day care and after school programs. It is not to say that you do not hire “teachers” who are educated but if you throw the word “child” or “childhood education”, it can become confusing.

**Elaine Boski-Wilkinson** asked the two students who were present to comment on what they thought when they signed up for classes and heard these titles.

**Kyle Slack** said that he enrolled in classes due to his field and the job working at My Gym Child’s Fitness Center. He is still looking into what exact field he will study.

**Nicole Field** said she just knew she wanted to work as a teacher in Special Education, looked at the criteria required by UNT and went in that direction.

**Sharon Hirschy** stated that she noticed that when she asked her students at the beginning of the semester what they were planning on doing, the vast majority of them said that they were planning to become teachers, in a public school. This is normally the majority of what we get in our courses. She said we still have a fair amount of those wanting to be in Child Care so we really need to pull together a title that will encompass them all.

**Mac Standlee** said that he has two former Public School teachers who work on his staff. They taught until they had children of their own; then, they started working for him once *their* children went to school. They seem to love what they do now but they started off with a degree in Education. They use that education in what they do now.

**Janet Galantay** stated that anyone who works in a NAEYC accredited center will have to eventually be degreed. With that we are taking in both the words “Child” and “Education”.

**Elaine Boski-Wilkinson** stated that we have to be mindful that the reason why we have an Advisory Board is because Child Development is a Work Force Education Program. She went on to say that we need to really keep that as a focal point for this group but we also need to be representative of everything else that we do. I do not think that the Coordinating Board would mind “Child Development and Education” as our title, however, if we were to say “Education Committee”, they would question where the “Child Development” went.

**Janet Galantay** made the motion that we call ourselves “Child Development and Education”.

**Marty Mills** seconded the motion.

**Mac Standlee** asked if anyone had a comment before a vote was taken.

**Karen Marks** mentioned that when we say “Child Development” a lot of the times the word that comes up that is questioned was the word “child”. What if we did not use the word “child”? When we say “child” are we saying it is someone under the age of 18?

**Elaine Boski-Wilkinson** responded that it would cover up through age 18.

**Karen Marks** asked what if we called it Early Social and Behavioral Development Program?

**Elaine Boski-Wilkinson** replied that the fear would be that the Coordinating Board really would not understand what we did. She went on to say that part of what we really

do is look at aligning ourselves with the school systems and how they view the market, and our 4 year institutions because we feed into the 4 year schools. Child Development and Education is a nice match with name recognition. She felt that it might be more confusing.

**LeAnn Kite** stated that she felt the title that they had come up with seemed to fit the bill for all the requirements we had for the program.

**Sharon Hirschy** stated that everyone has students in a variety of fields that are looking for that background but she always feels that they are looking for that child development background.

**Elaine Boski-Wilkinson** mentioned that she did not want us to move away from the whole family ingredient in what we do in child development as well.

**Mac Standlee** repeated that the title we were looking at was “Child Development and Education”. He stated if there were no more comments, he would call for a vote. He asked for all in favor to say “aye”.

All said “aye”. There were no “nays”.

**Mac Standlee** declared that that motion passed.

**Elaine Boski-Wilkinson** now directed the Board to pull out the budget for Child Development. She explained that most of the budget covers the salary for 3 full-time faculty members and 12 part-time faculty. Also the budget is divided by campuses, making the Spring Creek Campus budget larger, with more classes being held there. The budget at Preston Ridge Campus should expand now that we have a full-time instructor, Dr. Leda Cott, on board there. Central Park Campus has always been smaller for our department. We have more part-timers at Central Park. Classroom supplies and copier expenses are also listed on the budget. We have very little expense for Guest Lecturers. We pay rental on pagers. We have meeting expenses, like the meeting today, allowing us to offer you food and beverage. Travel money reimburses us for any travel we have that is work related, such as teaching off campus, or travel between campuses. Professional Development covers full-time Instructors attending conferences, like the NAEYC Conference that Sharon Hirschy, Leda Cott, and she were able to attend in December. Sharon Hirschy is going to a technology conference in Orlando shortly. We were all able to go to the TCCTA Conference also. Our budget covers membership dues, and postage as well. Instructional materials covers our equipment (desks, computers, camera) that we can use on campus is also.

She then mentioned that she is wanting to create a Lab Instructor position. This would be someone who would be in the Lab Schools, an Associate Professor with at least a Masters Degree, in Early Childhood or Education. That person would help the students with their lab experiences. We would also want to equip that room with paper, pencils, laminating machines, and anything that our students could use for instruction. That is where the

budget for \$8000 is. It is on hold for now because we do not know where they can put this room. We will be pursuing this. As our Advisory Board, and through our Assessment process it came to their attention that we should be sharing the budget with you.

Elaine also mentioned that when we start supplying that room, she will probably asking for the Board's input as to what equipment you feel we should have in that room. Hopefully we can go over this at our next meeting. By then, we will hopefully know the size of the room and where the room will be. As always, she said, the Board's comments, and suggestions are welcomed.

**LeAnn Kite** asked when the fiscal year was for Elaine.

**Elaine Boski-Wilkinson** told her it ran from Sept 1<sup>st</sup> through August 31<sup>st</sup> of each year. She also mentioned that Gary Hodge, her dean, is the keeper of her budget. Elaine mentioned that she has never kept the budget, however with the changing role of the Chairpersons in the Fall, she may be keeping the budget. She hopes to know a little more by the next time we meet.

**Mac Standlee** asked Dr. Leda Cott to give the Board her report on Tech Prep.

**Dr. Leda Cott** stated that she had been very busy lately with Tech Prep. They have been re-doing their end of course exam. They are revising those to make sure that the items on the course exam cover the course objectives. They need to match more closely. She went on to say that she had a meeting with the high school teachers last week and they exchanged updates. She said she is working on getting complimentary copies of textbooks we use at Collin, for them, so that they can see what we are teaching and be covering the same material.

**Sharon Hirschy** asked Leda to explain Tech Prep for those who were new to the Advisory Board.

**Dr. Leda Cott** explained that Tech Prep is a really interesting program for which she is the Liaison between Collin College and the high schools regarding Child Development and Education disciplines. The students in high school who have taken certain child development education courses have the opportunity to further their education in these areas at Collin College. The students can receive college credit for these courses as long as they meet certain criteria. One of the criteria is achieving a grade of 85 or better on the end of the course exam, maintain a "B" average and complete a certain number of hours at Collin College. If they take 6 hours at Collin college they can then receive credit for the Tech Prep courses they have taken previously.

**Mac Standlee** asked Janet Galantay if she would like to speak about the Educators' Symposium coming up.

**Janet Galantay** started out by telling the Advisory Board that this would be the 11<sup>th</sup> year to host the Educator's Symposium. It had been called "Super Saturday" prior to this. She stated that it was an all-day Saturday program where Administrators, Teachers, and Caregivers participate. They will hear a Keynote Speaker, covering any number of

related topics, followed by break-out sessions. They have had as many as 410 people participate in this event. They have raised the level of speakers in recent years and lunch is served.

**Elaine Boski-Wilkinson** emphasized that it is for all Educators and Administrators, not just those in Child Development. They also have break-out sessions for those in public school as well.

**Janet Galantay** then stated that it will be held April 8, 2006, this year. We will use the Conference center for much of the program. Janet mentioned that since we have to book the rooms a year prior to the event, when the date was set they did not realize that it would conflict with the DAEYC event in Dallas. Therefore some of their presenters are going to be unable to come to our Educator's Symposium. Janet said that they welcome anyone on the board who would like to make a presentation at the Symposium to contact Elaine Boski-Wilkinson or herself about this.

**Elaine Boski-Wilkinson** mentioned that we have a number of individuals who come that not only are interested in Child Care but also have aspirations of eventually working within school systems. She said that those who are affiliated with public schools, if you have someone who could present, they would love to have them come and share their expertise.

**Janet Galantay** mentioned that there is a discount for Collin College students to attend this and they have door prizes. Janet then told everyone that there was a brochure regarding this in their packet.

**Mac Standlee** stated that it is a very good conference with the material being very organized and appropriate. He said he highly recommended it. He then introduced Nicole Field who is an Officer with Educator's Connection.

**Nicole Field** started by stating that Educator's Connection was fairly new organization to Collin College. It is an organization helping to put those who wish to pursue a degree in education some resources for information and support. They have had speakers come to talk to their group, mentioning that David Glickman had been one of those speakers recently. She stated that last year a group of students in this were fortunate to go to the NAEYC conference in D.C. Sharon Hirschy, Dr. Leda Cott, and Elaine Boski-Wilkinson were their advisors for that.

**Elaine Boski-Wilkinson** stated that Nicole Field and her fellow students who participated in the NAEYC conference would be presenting to the CCCCD Board of Trustees meeting later this year regarding their trip to Washington, DC.

**Sharon Hirschy** said that she was impressed because our students stood up in front of the Town Hall Meeting at NAEYC to talk about what we need to do as a profession

to further child development and to get the word out on what we need. It was exciting to see our students standing up and speaking up for their field. Many people were impressed by them and approached us later about them coming to talk to another group of people.

**Mac Standlee** then announced that we would cover Community Updates. He asked if anyone had anything going on that they would like to share with the group.

**Rhonda Ferlita** stated that they were currently updating their resource book. They provide lists for parents of Day Care providers. When asked, she verified that they cover Head Start programs and all of Collin County. She asked that anyone present who would like to be included on their list contact her with their information.

**Karen Marks** then announced that Collin County Association for the Education of Young Children (CCAIEYC) was going to have their annual banquet on April 4<sup>th</sup>. There guest speaker will be Dan Powers, a very good speaker.

**David Glickman** mentioned that Dan Powers is their Political Director at the Collin County Advocacy Center and that he is not only a great speaker but an incredible human being.

**Tammy Williams** brought up that her Frisco school received NAEYC accreditation. The entire Board offered their congratulations.

**David Glickman** brought up that April is Child Abuse/Awareness Month and they have several programs going on in connection with the Child Advocacy Center. They need to distribute some brochures throughout all of Collin County, covering all schools. He requested that anyone who have the time to help distribute, even some of these, contact him. This is to raise awareness for Elementary students.

**Lucy Long** then passed around a flyer about Practical Parenting to all attendees. She reminded everyone of the upcoming Conference, and said to mark their calendars for October 30-31.

**Elaine Boski-Wilkinson** said she had some statistics for the Board. Enrollment count for Spring students was 654 students, with 548 of them being in CDEC and TECA courses; 106 in EDUC courses. Between the three campuses; Preston Ridge, Spring Creek, and Central Park, we have 33 classes. Two sections are at Central Park, 5 at Preston Ridge Campus which are all Dr. Leda Cott's classes, and 13 sections at Spring Creek. We have

11 Distance Learning classes (meaning online) and 2 others, for example, when an instructor goes off-site to teach, such as Applecreek or Region 10. Elaine mentioned that when they attended TCCTA, many of the other programs were talking about how enrollment had gone down for them. She said it made them feel good to know that their enrollment was going up. She thanked the Board for their part in making the program grow.

**Mac Standlee** then talked about the changes and growth Child Development and Education programs had experienced under Elaine Boski-Wilkinson's direction. He mentioned that he had known her for 28 years, since she was a full-time mom. He said that she took a passion and turned it into a career. He said that he and the Board were very pleased with the way the program has developed since she has been with Collin College. He then presented her with a plaque thanking her for her service to the Child Development and Education programs at Collin County Community College.

It read "As a result of her dedication to provide the best educational environment for the students in the Child Development Program at Collin County Community College, Elaine Boski-Wilkinson is hereby recognized as the inspiration in the advancement of the Child Development Program. This program offers an exceptional encompassing curriculum that provides North Texas with outstanding graduates. Her professionalism impacts the heart of our community....its children. March 8, 2006 The Child Development Advisory Board".

**Elaine Boski-Wilkinson** thanked the Board and said that it is not work when it is your passion. She also said that this meant more to her than any other award she could receive. She also mentioned that no one does this kind of stuff alone. She acknowledged the Board, the new Full-time Faculty, and Part-time faculty who help her. She said that without the passion everyone here she could not have done it. The bottom line has always been..."what's good for the children". We do want to graduate the best teachers out there that we can. She thanked everyone for their commitment to the field of Child Development and Education.

**Tammie Williams** then asked about the possibility of hiring a "Job Placement Specialist" in the department who could help make connections for students.

**Elaine Boski-Wilkinson** said it was an excellent idea and maybe it could be incorporated into the Lab Instructor position, just as a beginning.

**Mac Standlee** entertained the motion to dismiss the meeting.

**Rhonda Ferlita** made the motion to dismiss.

**Marty Mills** seconded the motion.



**Mac Standlee** dismissed the Advisory Board at 2:00 pm.

## **Appendix C**

### **2005-2006 Student Surveys Conducted by Child Development/Education Program**

## 2005-2006 Classroom Survey Summary

<b><i>This Course Name:</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
CDEC 1323	7	3.3	3.3	3.3
CDEC 1317	6	2.8	2.8	6.1
CDEC 2322	17	8.0	8.0	14.1
CDEC 2328	0	0.0	0.0	14.1
CDEC 2336	4	1.9	1.9	16.0
CDEC 1340	0	0.0	0.0	16.0
CDEC 1319	10	4.7	4.7	20.7
CDEC 1313	3	1.4	1.4	22.1
CDEC 1359	12	5.6	5.6	27.7
CDEC 2166	13	6.1	6.1	33.8
CDEC 2304	10	4.7	4.7	38.5
TECA 1303	23	10.8	10.8	49.3
TECA 1354	41	19.2	19.2	68.5
TECA 1311	10	4.7	4.7	73.2
TECA 1318	28	13.1	13.1	86.4
EDUC 1301	18	8.5	8.5	94.8
EDUC 2301	11	5.2	5.2	100.0
<b>Total</b>	213	100.0	100.0	

<b><i>I am taking this course:</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Online	2	0.9	0.9	0.9
Face to face in classroom	204	95.8	95.8	96.7
Through Distance Learning in a satellite center	7	3.3	3.3	100.0
<b>Total</b>	213	100.0	100.0	

<b><i>(Q1) I am taking this course because:</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
It is a requirement for my degree.	121	56.8	57.6	57.6
It is a requirement for my certificate.	35	16.4	16.7	74.3
It is an elective in my degree.	23	10.8	11.0	85.2
It is an elective in my certificate.	5	2.3	2.4	87.6
I want to improve my parenting skills and am not pursuing a degree or certificate.	3	1.4	1.4	89.0

I want to improve my skills as a teacher and am not pursuing a degree or certificate.	17	8.0	8.1	97.1
I am taking this solely as a transfer course.	6	2.8	2.9	100.0
<b>Sub Total</b>	210	98.6	100.0	
<b>No Answer Given</b>	3	1.4		
<b>Total</b>	213	100.0		

**(Q2) I am taking the following types of courses: (mark all that apply)**

**\*Additional Child Development**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	107	50.2	50.2	50.2
Yes	106	49.8	49.8	100.0
Total	213	100.0	100.0	

**\*Social Sciences**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	183	85.9	85.9	85.9
Yes	30	14.1	14.1	100.0
Total	213	100.0	100.0	

**\*Math and Science**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	153	71.8	71.8	71.8
Yes	60	28.2	28.2	100.0
Total	213	100.0	100.0	

**\*Health and Nursing**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	205	96.2	96.2	96.2
Yes	8	3.8	3.8	100.0
Total	213	100.0	100.0	

**\*Humanities and Communications**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	179	84.0	84.0	84.0
Yes	34	16.0	16.0	100.0
Total	213	100.0	100.0	

**\*Other**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	157	73.7	73.7	73.7
Yes	56	26.3	26.3	100.0

Total	213	100.0	100.0	
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<b>(Q3) I am currently employed in:</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Child care	66	31.0	31.7	31.7
Public or private schools	41	19.2	19.7	51.4
Other	57	26.8	27.4	78.8
Not Employed	44	20.7	21.2	100.0
<b>Sub Total</b>	208	97.7	100.0	
<b>No Answer Given</b>	5	2.3		
<b>Total</b>	213	100.0		

<b>(Q4) If employed in child care or schools, are you a:</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Director / Assistant Director	14	6.6	11.9	11.9
Owner of Child Care Center	1	0.5	0.8	12.7
Support staff such as secretary, cook, etc.	6	2.8	5.1	17.8
Teacher / Assistant Teacher	78	36.6	66.1	83.9
Family Child Care Provider	12	5.6	10.2	94.1
Paraprofessional in Public School / Head Start	7	3.3	5.9	100.0
<b>Sub Total</b>	118	55.4	100.0	
<b>No Answer Given</b>	95	44.6		
<b>Total</b>	213	100.0		

<b>(Q5) Employment Status:</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Full-time	82	38.5	39.2	39.2
Part-time	84	39.4	40.2	79.4
Currently not employed	43	20.2	20.6	100.0
<b>Sub Total</b>	209	98.1	100.0	
<b>No Answer Given</b>	4	1.9		
<b>Total</b>	213	100.0		

<b>(Q6) I am planning to complete the following certificates: (mark all that apply)</b>
<b>*CDA</b>

	Frequency	Percent	Valid Percent	Cumulative Percent
No	176	82.6	82.6	82.6
Yes	37	17.4	17.4	100.0
Total	213	100.0	100.0	
<b>*Infant Toddler</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	204	95.8	95.8	95.8
Yes	9	4.2	4.2	100.0
Total	213	100.0	100.0	
<b>*Special Educator</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	197	92.5	92.5	92.5
Yes	16	7.5	7.5	100.0
Total	213	100.0	100.0	
<b>*Early Childhood Administrator</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	197	92.5	92.5	92.5
Yes	16	7.5	7.5	100.0
Total	213	100.0	100.0	
<b>*School-Age Educator</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	153	71.8	71.8	71.8
Yes	60	28.2	28.2	100.0
Total	213	100.0	100.0	
<b>*Early Childhood Educator</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	149	70.0	70.0	70.0
Yes	64	30.0	30.0	100.0
Total	213	100.0	100.0	
<b>*A certificate that is not Child Development and Education</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	199	93.4	93.4	93.4
Yes	14	6.6	6.6	100.0
Total	213	100.0	100.0	
<b>*Marketable Skills</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	203	95.3	95.3	95.3
Yes	10	4.7	4.7	100.0
Total	213	100.0	100.0	
<b>*Paraprofessional</b>				

	Frequency	Percent	Valid Percent	Cumulative Percent
No	210	98.6	98.6	98.6
Yes	3	1.4	1.4	100.0
Total	213	100.0	100.0	
<b><i>*I do not plan to complete a certificate</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	179	84.0	84.0	84.0
Yes	34	16.0	16.0	100.0
Total	213	100.0	100.0	

<b><i>(Q7) I am planning to complete the following Associate's Degree:</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Associate of Applied Science in Child Development	54	25.4	26.1	26.1
Associate of Applied Science in another area	2	0.9	1.0	27.1
Associate of Arts in Teaching	46	21.6	22.2	49.3
Associate of Arts	37	17.4	17.9	67.1
Associate of Science	7	3.3	3.4	70.5
Other (Please specify)	16	7.5	7.7	78.3
I do not plan to complete my Associate's degree	45	21.1	21.7	100.0
<b>Sub Total</b>	207	97.2	100.0	
<b>No Answer Given</b>	6	2.8		
<b>Total</b>	213	100.0		

<b><i>(Q8) I am planning to complete a Bachelor's Degree in the following:</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Early Childhood Education	59	27.7	28.6	28.6
Education	65	30.5	31.6	60.2
Child Development	12	5.6	5.8	66.0
Psychology	3	1.4	1.5	67.5
Sociology	2	0.9	1.0	68.4
Nursing	5	2.3	2.4	70.9
Other (Please specify)	26	12.2	12.6	83.5
I do not plan to complete my Bachelor's degree	34	16.0	16.5	100.0
<b>Sub Total</b>	206	96.7	100.0	
<b>No Answer Given</b>	7	3.3		
<b>Total</b>	213	100.0		

<b>(Q9) I am planning to pursue a teaching certificate</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	155	72.8	74.5	74.5
No	53	24.9	25.5	100.0
<b>Sub Total</b>	208	97.7	100.0	
<b>No Answer Given</b>	5	2.3		
<b>Total</b>	213	100.0		
<b>(Q9A) If yes, what group do you plan to teach?</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Preschool	27	12.7	18.0	18.0
Special Education	8	3.8	5.3	23.3
Elementary	88	41.3	58.7	82.0
Middle School	6	2.8	4.0	86.0
High School	8	3.8	5.3	91.3
College	0	0.0	0.0	91.3
Undecided	13	6.1	8.7	100.0
<b>Sub Total</b>	150	70.4	100.0	
<b>No Answer Given</b>	63	29.6		
<b>Total</b>	213	100.0		

<b>(Q10) Approximately how many courses do you still need to complete?</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
1/4 or less	44	20.7	21.3	21.3
About 1/2	45	21.1	21.7	43.0
1/2 to 3/4	56	26.3	27.1	70.0
This is my first semester	29	13.6	14.0	84.1
This is my last semester	33	15.5	15.9	100.0
<b>Sub Total</b>	207	97.2	100.0	
<b>No Answer Given</b>	6	2.8		
<b>Total</b>	213	100.0		

<b>(Q11) I will complete my coursework at Collin County Community College:</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
This semester	65	30.5	31.6	31.6
Within 1 year	84	39.4	40.8	72.3
Within 2 years	43	20.2	20.9	93.2
Within 3 years	11	5.2	5.3	98.5
Within 5 years	1	0.5	0.5	99.0
More than 5 years	2	0.9	1.0	100.0



<b>Sub Total</b>	206	96.7	100.0	
<b>No Answer Given</b>	7	3.3		
<b>Total</b>	213	100.0		

<b>(Q12) Do you prefer to take your Child Development or Education course (TECA, EDUC, CDEC) in: (mark all that apply)</b>				
<b>*Morning</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	86	40.4	40.4	40.4
Yes	127	59.6	59.6	100.0
Total	213	100.0	100.0	
<b>*Afternoon</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	176	82.6	82.6	82.6
Yes	37	17.4	17.4	100.0
Total	213	100.0	100.0	
<b>*Evening</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	128	60.1	60.1	60.1
Yes	85	39.9	39.9	100.0
Total	213	100.0	100.0	

<b>(Q13) Which days do you prefer to take your Child Development Classes?</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Classes taught Monday, Wednesday, and Friday	63	29.6	31.7	31.7
Classes taught Tuesday and Thursday	80	37.6	40.2	71.9
Classes taught on the weekend	11	5.2	5.5	77.4
No preference	45	21.1	22.6	100.0
<b>Sub Total</b>	199	93.4	100.0	
<b>No Answer Given</b>	14	6.6		
<b>Total</b>	213	100.0		

<b>(Q14) Have you taken a Child Development or Education course:</b>				
<b>*Online</b>				

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	50	23.5	27.5	27.5
No	132	62.0	72.5	100.0
<b>Sub Total</b>	182	85.4	100.0	
<b>No Answer Given</b>	31	14.6		
<b>Total</b>	213	100.0		
<b>*Maymester</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	8	3.8	4.8	4.8
No	160	75.1	95.2	100.0
<b>Sub Total</b>	168	78.9	100.0	
<b>No Answer Given</b>	45	21.1		
<b>Total</b>	213	100.0		
<b>*Wintermester</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	20	9.4	11.4	11.4
No	156	73.2	88.6	100.0
<b>Sub Total</b>	176	82.6	100.0	
<b>No Answer Given</b>	37	17.4		
<b>Total</b>	213	100.0		
<b>*Summer</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	27	12.7	15.4	15.4
No	148	69.5	84.6	100.0
<b>Sub Total</b>	175	82.2	100.0	
<b>No Answer Given</b>	38	17.8		
<b>Total</b>	213	100.0		

<b>(Q15) Would you like to take a Child Development Course:</b>				
<b>*Online</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	96	45.1	55.5	55.5
No	77	36.2	44.5	100.0
<b>Sub Total</b>	173	81.2	100.0	
<b>No Answer Given</b>	40	18.8		
<b>Total</b>	213	100.0		
<b>*Maymester</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	71	33.3	43.6	43.6
No	92	43.2	56.4	100.0
<b>Sub Total</b>	163	76.5	100.0	

<b>No Answer Given</b>	50	23.5		
<b>Total</b>	213	100.0		
<b>*Wintermester</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	73	34.3	45.1	45.1
No	89	41.8	54.9	100.0
<b>Sub Total</b>	162	76.1	100.0	
<b>No Answer Given</b>	51	23.9		
<b>Total</b>	213	100.0		
<b>*Summer</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	131	61.5	72.0	72.0
No	51	23.9	28.0	100.0
<b>Sub Total</b>	182	85.4	100.0	
<b>No Answer Given</b>	31	14.6		
<b>Total</b>	213	100.0		

**(Q16) A Learning Community is when two courses from different departments in the college are offered together as one course. Have you ever taken a Learning Community course?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	14	6.6	6.7	6.7
No	194	91.1	93.3	100.0
<b>Sub Total</b>	208	97.7	100.0	
<b>No Answer Given</b>	5	2.3		
<b>Total</b>	213	100.0		

**(Q17) Would you be interested in taking a Learning Community course that included Child Development or Education classes?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	175	82.2	84.1	84.1
No	33	15.5	15.9	100.0
<b>Sub Total</b>	208	97.7	100.0	
<b>No Answer Given</b>	5	2.3		
<b>Total</b>	213	100.0		

<b>(Q18) What site do you currently use for your labs? (mark all that apply)</b>				
<b>*SCC</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	147	69.0	69.0	69.0
Yes	66	31.0	31.0	100.0
Total	213	100.0	100.0	
<b>*CPC</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	204	95.8	95.8	95.8
Yes	9	4.2	4.2	100.0
Total	213	100.0	100.0	
<b>*Off Campus Lab</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	108	50.7	50.7	50.7
Yes	105	49.3	49.3	100.0
Total	213	100.0	100.0	
<b>*No Lab Required</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	175	82.2	82.2	82.2
Yes	38	17.8	17.8	100.0
Total	213	100.0	100.0	

<b>(Q19) Would you use a lab school for your course observations at the Preston Ridge Campus if it were available?</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	84	39.4	40.0	40.0
No	126	59.2	60.0	100.0
<b>Sub Total</b>	210	98.6	100.0	
<b>No Answer Given</b>	3	1.4		
<b>Total</b>	213	100.0		

<b>(Q20) What kind of changes and improvements would you like to see in the Child Development and Education program?</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent

Changes in the advising system (Be specific)	14	6.6	15.1	15.1
Changes in course offerings (Be specific)	41	19.2	44.1	59.1
Changes in course labs (Be specific)	18	8.5	19.4	78.5
Other (Be specific)	20	9.4	21.5	100.0
<b>Sub Total</b>	93	43.7	100.0	
<b>No Answer Given</b>	120	56.3		
<b>Total</b>	213	100.0		

<b>(Q21) Gender:</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	20	9.4	9.4	9.4
Female	192	90.1	90.6	100.0
<b>Sub Total</b>	212	99.5	100.0	
<b>No Answer Given</b>	1	0.5		
<b>Total</b>	213	100.0		

<b>(Q22) Ethnicity:</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Black, Non-Hispanic	16	7.5	7.9	7.9
Asian / Pacific Islander	15	7.0	7.4	15.3
White, Non-Hispanic	132	62.0	65.3	80.7
Hispanic	34	16.0	16.8	97.5
Native American, Non-Hispanic	1	0.5	0.5	98.0
Other (Please specify)	4	1.9	2.0	100.0
<b>Sub Total</b>	202	94.8	100.0	
<b>No Answer Given</b>	11	5.2		
<b>Total</b>	213	100.0		

<b>(Q23) Are you the first person in your family to attend college?</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	47	22.1	22.8	22.8
No	159	74.6	77.2	100.0
<b>Sub Total</b>	206	96.7	100.0	
<b>No Answer Given</b>	7	3.3		
<b>Total</b>	213	100.0		

<b>(Q24) Your age range:</b>				
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	Frequency	Percent	Valid Percent	Cumulative Percent
Under 18	2	0.9	0.9	0.9
18-25	118	55.4	55.9	56.9
26-35	46	21.6	21.8	78.7
36-40	20	9.4	9.5	88.2
41-50	15	7.0	7.1	95.3
Over 50	10	4.7	4.7	100.0
<b>Sub Total</b>	211	99.1	100.0	
<b>No Answer Given</b>	2	0.9		
<b>Total</b>	213	100.0		

<b>(Q25) Years in college:</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Freshman	51	23.9	25.5	25.5
Sophomore	101	47.4	50.5	76.0
Other (Please specify)	48	22.5	24.0	100.0
<b>Sub Total</b>	200	93.9	100.0	
<b>No Answer Given</b>	13	6.1		
<b>Total</b>	213	100.0		

<b>(Q26) CCCC Student Status:</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Full-time	109	51.2	52.4	52.4
Part-time	99	46.5	47.6	100.0
<b>Sub Total</b>	208	97.7	100.0	
<b>No Answer Given</b>	5	2.3		
<b>Total</b>	213	100.0		

<b>(Q27) Have you filled this questionnaire out in any other Child Development or Education class?</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	0	0.0	0.0	0.0
No	209	98.1	100.0	100.0
<b>No Answer Given</b>	4	1.9		
<b>Total</b>	213	100.0		

Source: SPSS program (I:\IRO\Putman\Five-Year Program & Service Assessments\2005-2006 Assessment Documents\Data\Child Development\Student Survey\Combined Child Development data\_no repeats.sav) run on 7/14/06

# Online Survey 2005-2006

<b><i>This Course Name:</i></b>	
	Frequency
CDEC 1319	7
EDUC 1301	12
TECA 1303	19
TECA 1354	12
<b>Sub Total</b>	50
<b>No Answer Given</b>	1
<b>Total</b>	51

<b><i>I am taking this course:</i></b>	
	Frequency
Online	50
<b>Sub Total</b>	50
<b>No Answer Given</b>	1
<b>Total</b>	51

<b><i>(Q1) I am taking this course because:</i></b>	
	Frequency
It is a requirement for my degree.	30
It is a requirement for my certificate.	2
It is an elective in my degree.	10
It is an elective in my certificate.	0
I want to improve my parenting skills and am not pursuing a degree or certificate.	0
I want to improve my skills as a teacher and am not pursuing a degree or certificate.	4
I am taking this solely as a transfer course.	4
<b>Sub Total</b>	50
<b>No Answer Given</b>	1
<b>Total</b>	51

<b><i>(Q2) I am taking the following types of courses: (mark all that apply)</i></b>	
<b><i>*Additional Child Development</i></b>	
	Frequency
No	21
Yes	30
<b>Total</b>	51
<b><i>*Social Sciences</i></b>	
	Frequency

No	39
Yes	12
Total	51
<b>*Math and Science</b>	
	Frequency
No	27
Yes	24
Total	51
<b>*Health and Nursing</b>	
	Frequency
No	48
Yes	3
Total	51
<b>*Humanities and Communications</b>	
	Frequency
No	46
Yes	5
Total	51
<b>*Other</b>	
	Frequency
No	39
Yes	12
Total	51

<b>(Q3) I am currently employed in:</b>	
	Frequency
Child care	13
Public or private schools	18
Other	12
Not Employed	8
<b>Total</b>	<b>51</b>

<b>(Q4) If employed in child care or schools, are you a:</b>	
	Frequency
Director / Assistant Director	2
Owner of Child Care Center	0
Support staff such as secretary, cook, etc.	1
Teacher / Assistant Teacher	23
Family Child Care Provider	3
Paraprofessional in Public School / Head Start	5
<b>Sub Total</b>	<b>34</b>
<b>No Answer Given</b>	<b>17</b>
<b>Total</b>	<b>51</b>



<b>(Q5) Employment Status:</b>	
	Frequency
Full-time	23
Part-time	21
Currently not employed	7
<b>Total</b>	<b>51</b>

<b>(Q6) I am planning to complete the following certificates: (mark all that apply)</b>	
<b>*CDA</b>	
	Frequency
No	48
Yes	3
Total	51
<b>*Infant Toddler</b>	
	Frequency
No	47
Yes	4
Total	51
<b>*Special Educator</b>	
	Frequency
No	46
Yes	5
Total	51
<b>*Early Childhood Administrator</b>	
	Frequency
No	47
Yes	4
Total	51
<b>*School-Age Educator</b>	
	Frequency
No	34
Yes	17
Total	51
<b>*Early Childhood Educator</b>	
	Frequency
No	22
Yes	29
Total	51
<b>*A certificate that is not Child Development and Education</b>	
	Frequency
No	49
Yes	2

Total	51
<b>*Marketable Skills</b>	
	Frequency
No	51
Yes	0
Total	51
<b>*Paraprofessional</b>	
	Frequency
No	50
Yes	1
Total	51
<b>*I do not plan to complete a certificate</b>	
	Frequency
No	44
Yes	7
Total	51

<b>(Q7) I am planning to complete the following Associate's Degree:</b>	
	Frequency
Associate of Applied Science in Child Development	3
Associate of Applied Science in another area	3
Associate of Arts in Teaching	21
Associate of Arts	8
Associate of Science	1
Other (Please specify)	1
I do not plan to complete my Associate's degree	13
<b>Sub Total</b>	50
<b>No Answer Given</b>	1
<b>Total</b>	51
<b>Other:</b>	
Nursing	

<b>(Q8) I am planning to complete a Bachelor's Degree in the following:</b>	
	Frequency
Early Childhood Education	20
Education	19
Child Development	1
Psychology	1
Sociology	0
Nursing	2
Other (Please specify)	4
I do not plan to complete my Bachelor's degree	4
<b>Total</b>	51

<b>Other:</b>
Applied Behavior Analysis
Music education and Psychology
Physical Therapy
Secondary Education

-

<b>(Q9) I am planning to pursue a teaching certificate</b>	
	Frequency
Yes	41
No	10
<b>Total</b>	<b>51</b>
<b>(Q9A) If yes, what group do you plan to teach?</b>	
	Frequency
Preschool	6
Special Education	1
Elementary	27
Middle School	3
High School	3
College	0
Undecided	1
<b>Sub Total</b>	<b>41</b>
<b>No Answer Given</b>	<b>10</b>
<b>Total</b>	<b>51</b>

<b>(Q10) Approximately how many courses do you still need to complete?</b>	
	Frequency
1/4 or less	5
About 1/2	22
1/2 to 3/4	16
This is my first semester	5
This is my last semester	3
<b>Total</b>	<b>51</b>

<b>(Q11) I will complete my coursework at Collin County Community College:</b>	
	Frequency
This semester	12
Within 1 year	26
Within 2 years	9
Within 3 years	4
Within 5 years	0
More than 5 years	0

<b>Total</b>	51
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<b>(Q12) Do you prefer to take your Child Development or Education course (TECA, EDUC, CDEC) in: (mark all that apply)</b>	
<b>*Morning</b>	
	Frequency
No	27
Yes	24
<b>Total</b>	<b>51</b>
<b>*Afternoon</b>	
	Frequency
No	41
Yes	10
<b>Total</b>	<b>51</b>
<b>*Evening</b>	
	Frequency
No	21
Yes	30
<b>Total</b>	<b>51</b>

<b>(Q13) Which days do you prefer to take your Child Development Classes?</b>	
	Frequency
Classes taught Monday, Wednesday, and Friday	6
Classes taught Tuesday and Thursday	23
Classes taught on the weekend	4
No preference	18
<b>Total</b>	<b>51</b>

<b>(Q14) Have you taken a Child Development or Education course:</b>	
<b>*Online</b>	
	Frequency
Yes	41
No	9
<b>Sub Total</b>	<b>50</b>
<b>No Answer Given</b>	<b>1</b>
<b>Total</b>	<b>51</b>
<b>*Maymester</b>	
	Frequency
Yes	1

No	31
<b>Sub Total</b>	32
<b>No Answer Given</b>	19
<b>Total</b>	51
<b>*Wintermester</b>	
	Frequency
Yes	4
No	30
<b>Sub Total</b>	34
<b>No Answer Given</b>	17
<b>Total</b>	51
<b>*Summer</b>	
	Frequency
Yes	4
No	29
<b>Sub Total</b>	33
<b>No Answer Given</b>	18
<b>Total</b>	51

<b>(Q15) Would you like to take a Child Development Course:</b>	
<b>*Online</b>	
	Frequency
Yes	45
No	5
<b>Sub Total</b>	50
<b>No Answer Given</b>	1
<b>Total</b>	51
<b>*Maymester</b>	
	Frequency
Yes	23
No	10
<b>Sub Total</b>	33
<b>No Answer Given</b>	18
<b>Total</b>	51
<b>*Wintermester</b>	
	Frequency
Yes	21
No	11
<b>Sub Total</b>	32
<b>No Answer Given</b>	19
<b>Total</b>	51
<b>*Summer</b>	
	Frequency
Yes	32
No	5

<b>Sub Total</b>	37
<b>No Answer Given</b>	14
<b>Total</b>	51

**(Q16) A Learning Community is when two courses from different departments in the college are offered together as one course. Have you ever taken a Learning Community course?**

	Frequency
Yes	3
No	48
<b>Total</b>	51

**(Q17) Would you be interested in taking a Learning Community course that included Child Development or Education classes?**

	Frequency
Yes	42
No	9
<b>Total</b>	51

**(Q18) What site do you currently use for your labs?  
(mark all that apply)**

<b>*SCC</b>	
	Frequency
No	33
Yes	18
<b>Total</b>	51

<b>*CPC</b>	
	Frequency
No	48
Yes	3
<b>Total</b>	51

<b>*Off Campus Lab</b>	
	Frequency
No	28
Yes	23
<b>Total</b>	51

<b>*No Lab Required</b>	
	Frequency

No	39
Yes	12
Total	51

<b>(Q19) Would you use a lab school for your course observations at the Preston Ridge Campus if it were available?</b>	
	Frequency
Yes	21
No	29
<b>Sub Total</b>	50
<b>No Answer Given</b>	1
<b>Total</b>	51

<b>(Q20) What kind of changes and improvements would you like to see in the Child Development and Education program?</b>	
<b><u>Changes in the advising system:</u></b>	
A bit more flexibility working with parents and full time workers.	
I did not get many options offered to me by my advisor. They did not seem to be very knowledgeable on transferring to finish my degree. I was told to go to the other schools and ask. That is difficult when you are not familiar with the school.	
I really can't think of any; it has been really comforting that my Professors both have been more than understanding about scheduling issues with my online course work, and advice when it is needed!	
I took this course on line and I think it was fine	
I was not aware of the Associates in Teaching until I had talked to my 4th advisor.	
It would be helpful if the advisors could help with what classes are needed for transfer and not just what are needed for the degrees as CCCC.	
learn course in the pre-school	
learn course in the pre-school	
More interaction with other students	
None	
<b><u>Changes in course offerings:</u></b>	
as many online courses that you can offer	
Course offerings during the summer and at Preston Ridge if onsite.	
For me the online courses have been very helpful.	

Have more night classes or weekend.
I really received a lot out of this course it was fine to me.
I would like more to be offered online.
I would like to see more of a variety offered online
I would like to see the Child Nutrition class offered online.
More child development courses offered in summer sessions
More courses offered at the Preston Ridge Campus.
More courses offered during evening and for summer I and II
More online classes
More online courses
more times
none
none
None
Offer more courses
offer more online courses
There is a limited number of courses for Fundamentals of Math which is required to complete your bachelor's in elementary education. I will be done in the Fall with my AA but would have liked to have finished with the AAT. This was not an option for me due to the limited number of Fundamentals of Math courses that are offered.
Wider variety of courses
<b>Changes in course labs:</b>
Make them easier to understand.
maybe allowing longer periods of observation as an option to be O.K'd by staff.
More places to be able to do labs
My lab was in a high school and it was fine
none
none
none
perhaps make them not so demanding on time, because a lot of people have jobs
Preston Ridge lab would be great to have.
way too much time at labs if you have a job it is nearly impossible to fulfill required I lost my job because of the time I was requesting off
<b>Other:</b>
I would like to have something set in stone that I am authorized to care for Children at a daycare. I would like to be able to take just one year and one class to cover all these aspects to achieve this goal.



I would prefer the class content to focus more on Elementary aged children and not just early childhood and preschool aged.
More online courses
no changes. I am taking one other teca online cours and both professor's do a great job responding to any problems or questions each student has.
None
none
none
none
There isn't anything else that I can honestley think about; it's a great program, and I look to finishing any other CDEC coursework that may come up for me in the future.

<b>(Q21) Gender:</b>	
	Frequency
Male	5
Female	46
<b>Total</b>	<b>51</b>

<b>(Q22) Ethnicity:</b>	
	Frequency
Black, Non-Hispanic	7
Asian / Pacific Islander	5
White, Non-Hispanic	28
Hispanic	9
Native American, Non-Hispanic	1
Other (Please specify)	1
<b>Total</b>	<b>51</b>

**Other:**

Asian and White

<b>(Q23) Are you the first person in your family to attend college?</b>	
	Frequency
Yes	15
No	36
<b>Total</b>	<b>51</b>

<b>(Q24) Your age range:</b>	
	Frequency
Under 18	0

18-25	28
26-35	16
36-40	3
41-50	4
Over 50	0
<b>Total</b>	<b>51</b>

<b>(Q25) Years in college:</b>	
	Frequency
Freshman	9
Sophomore	28
Other (Please specify)	13
<b>Sub Total</b>	<b>50</b>
<b>No Answer Given</b>	<b>1</b>
<b>Total</b>	<b>51</b>
<b><u>Other:</u></b>	
4	
1 year	
1 year	
College Graduate starting masters program	
dual admission with unt	
have atleast 90 hrs or more	
Junior	
junior	
Junior	
Junior	
Junior	
Senior	

<b>(Q26) CCCC Student Status:</b>	
	Frequency
Full-time	27
Part-time	24
<b>Total</b>	<b>51</b>

Source: SPSS program (I:\IRO\Putman\Five-Year Program & Service Assessments\2005-2006 Assessment Documents\Data\Child Development\Student Survey\Child Development online data.csv