|  |  |
| --- | --- |
| **PROGRAM NAME:** Early Childhood Education | **AUTHORING TEAM CONTACT: Ann Butler** |
| **PHONE:** 972-378-8458 | **EMAIL: abutler@collin.edu** |

|  |
| --- |
| GUIDELINES  Time Frames   1. Scope:   The time frame of program review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. Deadline Dates:   January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  February 1st – Program Review Document due to Program Review Steering Committee   1. Years:   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range  of 1-2 pages or 500-1,000 words.  **EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made.   1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. Examples of Evidence Statements: 3. Poor example: Core values are integrated into coursework. (Not verifiable) 4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general) 5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service-learning opportunities. (Replicable, Verifiable)   **FOR MORE INFORMATION:** The Program Review Portal can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102). |

**Introduction/Preface**

☒EXECUTIVE SUMMARY

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

|  |
| --- |
| **Executive Summary (suggested sections/format-not required format)**  What does our program do?  Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.  Why we do the things we do? Program relationship to student demand.  Why we do the things we do? Program relationship to market demand.  How effective is our curriculum and how do we know?  How effectively do we communicate, and how do we know?  How well are we leveraging partnership resources and building relationships, and how do we know?  How have past Continuous Improvement Plans contributed to success?  How will we evaluate our success? |

|  |
| --- |
| **Complete the Executive Summary below after you have completed your review.** P**P Program’s Purpose**  Th The mission of the Collin College Department of Early Childhood Education is to prepare professionals through study and practical experience to  enhance the lives and education of children and families, and to promote change in Early Childhood Education emphasizing a focus on respect for  diversity, community, and advocacy for the industry.  **Program relationship to the College Mission & Strategic Plan**  The Early Childhood Program fulfills the Collin College mission statement by offering students the necessary education and training to successfully obtain an Associate’s Degree in Applied Science and/or certificate to become Childcare educators/teachers, directors and assistant directors of facilities, Head Start teachers, family day home providers, curriculum coordinators, paraprofessionals, Child Life specialists, Child Development Associates (CDA), public school teachers, pediatric medical professionals, social workers and child psychologists. The level of education the program provides is necessary for employment in the field of Early Childhood. The program challenges students to learn and develop the skills necessary for success in further studies and today’s Workforce. The program Advisory Board is fundamental in providing feedback to ensure the program is meeting the specific needs of the community and local Childcare and school facilities.  The college’s strategic goals are numbered below and the Early Childhood Education program's relationship to the goals are bulleted.   1. Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.  * Regularly examine student outcomes and ways in which they are facilitated to meet NAEYC accreditation standards * Continually evaluate and modify the program to meet the mandates of the Texas Higher Education Coordinating Board (THECB)  1. Develop and implement strategies to become a national exemplar in program and student outcomes.  * Annually evaluate and modify Key Assessments to maintain NAEYC accreditation * Mentor state-wide college faculty in developing assessments to meet NAEYC accreditation standards * Provide presentations and take leadership roles in local, state, and national organizations The National Association for the Education of Young Children (i.e. NAEYC); Texas Association for the Education of Young Children (TXAEYC); Texas Community College Teachers Association (TCCTA); Texas Computer Education Association (TCEA); the Billy Askew Literacy Conference; Child Development Educators Association (CDEA); the Collin County Association for the Education of Young Children (CCAEYC) Conference; the Collin County Early Childhood Coalition (CCECC), and area Childcare centers.  1. Create and implement comprehensive integrated pathways to support student transitions.  * Create opportunities for students to transition into the Collin College Early Childhood Education program through high school classroom presentations and provide information at high school resource fairs * Collaborate with local high schools to create articulation agreements * Collaborate with local college and universities to create pathways and articulation agreements  1. Implement the third Baccalaureate degree by Fall 2022 and continue adding 2+2 programs with university partners. 2. Develop and implement a comprehensive staffing and succession model.  * Ensure new faculty is mentored by retired faculty.   Involve faculty in identifying program qualifications for hiring. (Please see qualification requirements in the Appendix.)        6. Develop a coordinated and systematic approach to engage external stakeholders.   * Facilitate department faculty and administrators via bi-annual meetings with the Workforce Early Childhood Education Advisory Board consisting of industry owners/directors of Childcare programs, administrators and program specialists in social service agencies, university and college faculty and administrators, and local school district administrators. * Provide the local annual conference, F.I.N.E., engaging external stakeholders through vendor and presentation opportunities   **Program relationship to student demand**  Enrollments are on a downward trajectory over the past 5 years.  The increases and decreases are dependent on economic trends and the impact of COVID.  Online courses are very popular, and the courses usually fill quickly.  Our student population typically works full-time and therefore students prefer to take online courses to complete their degrees/certifications.  Online courses are extremely helpful for students in completing their 16 hours of required field observation during Childcare center business hours.  Every CDEC and TECA course, other than TECA 1354, requires 16 hours of field observation. We reached out to our peers and determined that our criteria for conducting observation hours “off the clock” was too rigid. A lot of our students are working in the childcare field. They can not afford to take time off to conduct observation. Early Childhood Education will set up guidelines to have student complete their observation hours “on the clock” (while they are being paid at work).  We will increase our marketing, outreach, and partnering efforts in order to increase enrollment in our program. We expect the program to steadily increase in numbers as we continue to offer more online courses.  Our student demographics closely mirror that of Collin College.  As we offer more online classes, we will be able to reach a more diverse demographic.  **Program relationship to market demand**  According to Jobs EQ, the need for Childcare workers and teacher’s assistants in Collin County will grow at a rate of 14-19% in the next seven years.  Due to low wages and a minimum requirement of GED/high school diploma for Childcare workers and teacher’s assistants, there is minimum incentive for the pursuit of higher education.  With certification and degrees, Childcare workers and teacher’s assistants may earn minimal increases in their salary.  House Bill 3 may provide money to the Early Childhood Education industry.  The bill requires “qualified” teachers of record who have a bachelor's degree and a teaching certificate.  We suggest to the college that one of our future bachelor’s degrees be in the field of Early Childhood Education.  According to the KERA article (in the market demand section), 4,000 early childhood educator positions will be available.  Dallas College had 4,000 applicants for 500 vacancies in their ECE bachelor’s program.  This signifies a strong demand in the market for a low cost ECE bachelor’s degree.  We will continue to partner with and market to local Childcare centers and ISDs to grow enrollment.  We will continue to call on our Early Childhood Advisory Board for guidance and marketing of our program.  We will continue to work with our Advising department to enroll students in appropriate course selections, collaborate with the Career Coaches to offer information sessions, annually present the F.I.N.E. (Find Investigate Navigate Educate) conference, career fairs, and other marketing activities.  **Curriculum**  Our course completion rates are higher than our course success rates.  One of the reasons for the low success rate can be attributed to the state-mandated 16 hours of required observation.  For example, even if a student is earning a high grade for the semester, if the 16 hours of field observation are not completed, the student will automatically fail the course, as mandated by the Texas Higher Education Coordinating Board. If a student is enrolled in Early Childhood courses, the TSI (Texas Success Initiative) is not required nor do the courses have prerequisites.  This reduces barriers of entry into the program and indicates our students may need a higher level of support due to previous educational gaps.  We will look into setting guidelines for students to complete their observation hours “on the clock” to keep up with industry standards, and lower any unnecessary barriers.  Many students work full-time, long hours, are head of single-parent households, and earn low wages.  Based on faculty observation, student lack of knowledge in technology hinders success in our courses.  There are some courses, such as the CDA (Child Development Associate) 1-3, that lead to a national credential.  In those classes, CDA- required activities and assignments can create obstacles to completing the courses successfully. The absence of prerequisites makes it difficult to assess if students have dropped out of the program.  Full time workers like to take online classes because it fits into their work schedule. However, many of them need more support. We will request faculty that teach online courses to hold optional zoom meetings, especially at the beginning of the class.  The faculty will continue to examine teaching strategies to ensure that course requirements for these technical courses are not creating unnecessary barriers.  Faculty will clarify instructions to NAEYC key assessment and ensure they are aligned to the corresponding rubric. Faculty will continue to discuss course objectives and use assessments that are appropriate for the type of course and student population.  Faculty will use NAEYC (National Association for the Education of Young Children) materials to align courses with NAEYC standards. In addition, faculty will continue to provide information about, and promote the support resources and assistance available to students on campus.  **Communication**  Faculty communicate effectively with students via office hours, individual conferences, student course evaluations, and student surveys.  We incorporate student feedback to facilitate program improvement.  Student concerns are addressed by communication with the Discipline Lead and Associate Dean.  Program concerns regarding communication are addressed in monthly faculty meetings.  The website is maintained by a designated individual in the division and is currently being revised.  We need to have a separate website from the education department. Faculty and division administration needs to regularly evaluate the accuracy of the information on the department website.  Having an accurate website with contact people and phone numbers can help us drive enrollment and graduation rates.  Additional publications are provided to students, including fact sheets and flyers.  Each semester, both on campus and online, we inform students of the program through our student orientations.  We also inform them of our program through email distribution and the F.I.N.E. (F.I.N.E., Investigate, Navigate, Educate) Program (February 2017, 2018, 2019, 2020, 2021, 2022).  F.I.N.E. is an education fair for prospective and current students sponsored by the department on an annual basis.  The Early Childhood Education Advisory Board meets biannually to discuss and evaluate the program and website.  **Leveraging partnership resources and building relationships**  The Early Childhood Program enlists the Texas Workforce Commission, Texas A&M AgriLife, Bright Horizons, Kids R Kids, Plano Independent School District, Region 10 Education Service Center, Early Childhood Intervention, The United Methodist Childcare programs, Friday Nite Friends, The Goddard School, Collin College Lab School, Apple Creek Preschool and Kindergarten Prep, and an array of ISD’s for public Childcare and private Child- care facilities. These partners collaborate with the program to ensure quality placements for students, tours of facilities and serve as mentors to students, professors, and the program in general.  Some of our community partners are represented by individuals on the Advisory Board.  Written articulation agreements between Texas Woman’s University (TWU) and Midwestern State University (MSU); and continuous partnerships with the University of North Texas (UNT) and TX A&M ensure a seamless transition for students from Collin College’s two-year program to the College/University four-year program.  **Continuous Improvement Plans contributed to success**  NAEYC requires students to achieve a minimum of 80% on their Key Assessments.  As a department, we analyzed the CIP data for years 1 and 2.  The class average was lower than 80%.  This indicates that not all students achieved the NAEYC requirement.  The faculty and Lab Instructor met weekly for two semesters, analyzing each NAEYC key assessment to ensure clarity between the instructions and the rubric.  This will reduce student confusion; therefore, students will earn higher grades.  **Evaluation of success**  We realized the assessments were not as clear as they could have been.  Some of the rubrics did not align with the instructions.  We re-evaluated our Key Assessments to ensure clarity in the instructions and that the rubrics aligned with the directions.  This assisted students to better understand the learning outcomes and to create a quality product.  We are still in the process of measuring the success of the revamped Key Assessments, as we had two full-time faculty and a Lab Instructor retire during this time.  For the next CIP we will continue to evaluate the same student outcome as we did for year one and two of this program review.  We hope to determine if improving our assessments correlates with improved student key assessment grades and success.  However, next year we will assess the number of students achieving 80%, instead of the class average.  During years one and two of this program review, we noticed that some students did not attempt the Key Assessments and in turn significantly lowered the class average for the NAEYC Key Assessment assignments.  Full-time and adjunct faculty collaborated well in this process.  We will continue to work as a team to gather data and improve student success and program learning outcomes. We will continue to partner with local Childcare centers, work with the college Public Relations department, and with Weekend College to grow the program.  The department hopes to continue to grow the online course offerings.  Every CDEC and TECA class (other than TECA 1354) requires 16 hours of mandatory field observation.  Without online classes, many students will not have the time to complete the required 16 hours of field observation for each CDEC and TECA course (other than 1354) in which they are enrolled.  Taking student course evaluations into consideration, faculty have created OAB (Online Advisory Board) district-wide templates for TECA 1311, TECA 1303, TECA 1354, TECA 1318, CDEC 1317, CDEC 1319, CDEC 1323, CDEC 2322, and CDEC 2324 to facilitate clear course management regardless of the course instructor.  All full-time faculty and most adjuncts have completed the rigorous Quality Matters training.  The department will set up guidelines to remove additional barrier to our student by allowing them to complete their observation hours at their place of employment. |
|  |

Section I. *Are We Doing the Right Things?*

**☐1. WHAT DOES OUR PROGRAM DO?**  
 **What is the program and its context?**This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

* *Program’s purpose (Include the program’s purpose/mission statement if one exists.)*
* *Program learning outcomes or marketable skills*
* *Brief explanation of the industry/industries the program serves*
* *Career paths and/or degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

|  |
| --- |
| **PROGRAM’S PURPOSE / MISSION**  [Early Childhood Education and Education - Collin College](https://www.collin.edu/department/childdevelopment/)  The mission of the Early Childhood Education is to *prepare professionals through study and practical experience to enhance the lives and education of children and families, and to promote change in Early Childhood Education emphasizing a focus on respect for diversity, community, and advocacy for the industry.*  The mission statement can be found on the Early Childhood Education website.  Early Childhood Education (AAS) recently changed its name from Child Development to Early Childhood Education.  ECE also shared a website with Education (AAT).  We are now developing two separate websites for the Early Childhood Education and for the Education programs.  **OVERVIEW of PROGRAMS**  Degrees at Collin College consist of **Associate in Applied Science Degrees** (AAS Early Childhood Education- 60 credit hours). Students can also continue an advanced degree through articulation agreements with Texas Women’s University, and Midwestern State University.  Most Early Childhood Education (previously known as Child Development) courses with prefix TECA transfer to most four-year universities in Texas.  Formal meetings have taken place with the University of North Texas and Texas A&M Commerce regarding the transferability of CDEC (ECE Workforce classes) and TECA courses to their four-year institutions.    Certificates at Collin College are: Certificate Level 1 Early Childhood Educator (0-8 Years) - 39 credit hours; Certificate Level 1 Child Development Associate (CDA) - 16 credit hours; OSA Early Childhood Administrator -9 credit hours; OSA Child Development Associate -9 credit hours; OSA Special Educator (0-8 Years) - 9 credit hours.  The Early Childhood Education program at Collin College launched in 1988, opening with the Plano campus.  The lab school at Plano campus was also opened in 1988.  The lab school at the McKinney campus that occupied two rooms was opened in 1993 and was closed in 2006.  In 2005, the Plano lab school earned accreditation status with NAEYC (National Association for the Education of Young Children).  The McKinney lab school earned their NAEYC accreditation in 2006.  The Collin College Early Childhood Education program received the Higher Education NAEYC accreditation in 2010.  The status was renewed for the Early Childhood Education program in 2017.  The Early Childhood Education (ECE) faculty and staff are invested in student success. Our department meets monthly, if not more. When collaborating on new projects, faculty typically meet once a week. Our ECE department is accredited by NAEYC (National Association for the Education of Young Children). ECE maintains standards within WECM (CDEC courses), ACGM (TECA courses), and NAEYC.  Faculty help students connect classroom theory to their observation experience. Students learn to be responsible and accountable to be successful in class. Their character and intellect are reinforced through different assignments, hands on activities, reflective writing, individual and group projects, cooperative work experience, guest speakers, field trips, Service-Learning experiences, and local industry and community events.  Collin ECE offers a well-rounded education for students seeking an Occupational Skills Award, Certificate 1, and/or an AAS. Articulation agreements with TWU (Texas Woman’s University), MSU (Midwestern State University), and Tarleton University, available for students who desire to continue to a four-year bachelor’s degree. The ECE department is continuously looking for additional universities/colleges/high schools with whom to partner and draft articulation agreements.  At the college, specifically in the Early Childhood Education (ECE) Program, the “Workforce Program Coach” positions were developed specifically for Workforce programs. These new positions (Career Coaches) were a resource implemented to assist with increasing recruitment, with completion rates, and with job preparation. Career Coaches not only met with students who were actively taking classes in the program, but they worked with potential students as well.    **CAREER and DEGREE PATHS**  Early Childhood Education: The program prepares students for careers in the Early Childhood Education industry, including Childcare teachers, Childcare administrators, curriculum coordinators in Childcare centers, paraprofessionals/teacher assistants, special education assistants, Head Start teachers, nannies, home Childcare providers, youth and community workers, early childhood assessors/Childcare specialists, Texas Rising Star mentors, assessors, and tutors.    **ARTICULATION AGREEMENTS**  Agreements specific to the Early Childhood Education programs have been secured with:   * Tarleton State University: B.A.A.S. (Bachelor of Applied Arts and Sciences) Child Development and Family Studies   <https://catalog.twu.edu/undergraduate/professional-education/human-development-family-studies-counseling/child-development-bs/>   * Texas Woman’s University: B.S. Child Development   <https://catalog.twu.edu/undergraduate/professional-education/human-development-family-studies-counseling/child-development-bs/>   * Midwestern State University B.A.A.S. (Bachelor of Applied Arts and Sciences) degree with Childhood Adolescent Studies Concentration   <https://msutexas.edu/academics/education/baas/_assets/the-baas-degree-with-childhood-and-adolescent-studies-concentration.pdf>*(Please see Appendix for articulation agreements.)*  **INDUSTRY/INDUSTRIES THAT THE PROGRAM SERVES**  Early Childhood Education:  The program serves the Early Childhood industry, including Childcare centers, Independent School Districts, government agencies, military bases, hospitals, licensing, and adoption agencies.    **LEARNING OUTCOMES and MARKETABLE SKILLS**  AAS Early Childhood Educator (0-8 Years) and Certificate Level 1-Early Childhood Educator (0-8 Years): Program Learning Outcomes include PLO. 1 The student will advocate appropriately for children and families by developing an advocacy project.  PLO.2 The student will be able to identify and analyze appropriate developmental and learning skills in young children including age-appropriate skills, materials, and interactions.  PLO. 3 The student will appropriately observe, document, and assess behavior and development in young children.  PLO. 4 The student will be able to evaluate and uphold ethical standards and other professional guidelines.    Certificate Level 1-Child Development Associate (CDA), OSA-Early Childhood Administrator, OSA-Child Development Associate (CDA) and OSA-Special Educator (0-8 Years): Program Learning Outcomes include PLO.2 The student will be able to identify and analyze appropriate developmental and learning skills in young children including age-appropriate skills, materials, and interactions.  PLO. 3 The student will appropriately observe, document, and assess behavior and development in young children.  PLO. 4 The student will be able to evaluate and uphold ethical standards and other professional guidelines.    Early Childhood Educator Marketable Skills include:  (<https://www.collin.edu/academics/programs/MrktSkills_EarlyChildhoodEducator.html>)     * Identify appropriate resources and materials to support learning for every child. * Apply developmental practice and theory, observation techniques, assessments, and recognition of growth and development patterns of children. * Develop, organize, and lead activities designed to promote the physical, mental, and social development of children. * Evaluate developmentally appropriate materials, equipment, and environments to support the attainment of desired concepts and skills * Communicate effectively and respectfully with children and families from many communities with diverse perspectives. * Identify and apply strategies to maintain positive, collaborative relationships with diverse families.     **REGULATORY STANDARD**  Both programs adhere to the follow Regulatory Standards:   * THECB (<https://www.highered.texas.gov/>) * Collin College Core Values including:  Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity (<https://www.collin.edu/aboutus/missioncorevalues.html>) * Texas State Licensing Standards (<https://www.dfps.state.tx.us/child_care>). * NAEYC (National Association for the Education of Young Children) Higher Education Accreditation Standards (<https://www.naeyc.org/accreditation/higher-e/standards>)     The Early Childhood Education A.A.S. degree programs are fully accredited by the National Association for the Education of Young Children. The original accreditation was achieved in 2010.  A second review took place in 2017 and re-accreditation was awarded.  The accreditation is current through 2024.  The NAEYC Higher Education Accreditation system is recognized by the Council for Higher Education Accreditation (CHEA) for a seven-year term beginning May 2021.    Our CDEC courses are listed in the Workforce Education Curriculum Manual (WECM) while our TECA courses are listed in the (ACGM) Lower Division Academic Course Guide Manual. |
|  |

**☐****2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.**

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan)**: <https://www.collin.edu/aboutus/strategic_goals.html>.
* **Student and Community Centered Institution:**
* *Student Centered*: Collin offers a well-rounded education to all students for continuation in the field of Child Development or Early Childhood Education. There is an option to continue to a four-year degree plan at several four-year universities. This augments the original AAS at Collin College. The program continues to seek improvement in working with students to create a seamless certificate process and/ or AAS completion. The advantage of additional support via career coaches ([https://www.collin.edu/studentresources/support/internships/Workforcecoaches.html](https://www.collin.edu/studentresources/support/internships/workforcecoaches.html)) has been a positive option to disseminate information regarding graduation and/or certificate completion, course direction, and employment options. The program strives to keep students engaged through interactive learning and collaboration with area industry partners and schools.

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
* *Think broadly increasing completion, articulation agreements, pathways from high schools, etc.*
* *Analyze the evidence you provide. What does it show about the program?*

|  |
| --- |
| **Provide program-specific evidence of actions that the program supports the Collin College mission:**  “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*  The Early Childhood Program fulfills the Collin College mission statement by offering students the necessary education and training to successfully obtain an Associate Degree in Applied Science and/or certificates to become Childcare educators/teachers, directors and assistant directors of facilities, Head Start teachers, family day home providers, curriculum coordinators, paraprofessionals, Child Life specialists, Child Development Associates (CDA), public school teachers, pediatric medical professionals, social workers, and child psychologists. The level of education the program ensures is necessary for employment in the field of Early Childhood. The program challenges students to learn and develop the skills necessary for success in further studies and in today’s Workforce. The program Advisory Board is fundamental in providing feedback to ensure specific needs of the community and local Childcare and school facilities are being met.  Published program learning outcomes are listed on the Child Development Website: https://www.collin.edu/department/childdevelopment/  Evidence of program-specific actions that support the Collin College mission includes:   * Membership in; and accreditation by, NAEYC (National Association for Education of Young Children; ([www.NAEYC.org](http://www.NAEYC.org)) * Key Assessments, which require students to advocate, create, develop, and examine Developmentally Appropriate Practice in Early Childhood Education (Childcare.extension.org) * On-site observations and participation in Early Childhood classrooms and programs (see chart) * The use of technology and varied other equipment to simulate real-world experience, for example; by housing and maintaining simulation babies (<https://www.realityworks.com/product/realcare-baby-3-infant-simulator/>) in the I-111 classroom on the Plano Campus. * Volunteering by students at family service organizations and agencies, and completion of a department learning contract addressing professionalism and ethical standards (<https://collincollege620-my.sharepoint.com/:b:/g/personal/jbrisco_collin_edu/EfhuV9tAj2ROmCx2T6Jdd7MBCnMKqwXG44xgh_t6sF9BaA?e=VavmAV>) * Students reflect upon ethical standards and character-strengthening experiences through teacher evaluations (<https://collin.instructure.com/courses/897148/assignments/9521202?module_item_id=20552448>)   and lab experience summaries (<https://collin.instructure.com/courses/897148/assignments/9521204?module_item_id=20552445>)   * Faculty offer an annual local conference (i.e., Find, Investigate, Navigate, Educate: F.I.N.E.);   https://www.collincollegenews.com/2017/01/18/new-education-fair-is-f-i-ne/ ), and an Educators Symposium (https://www.collin.edu/news/PressReleases/2002-2003/20030502educatorsSymposium.html )  which are offered for students, early childhood educators, and the community, as well as for networking opportunities, educational presentations, and participant training sessions and workshops.  **Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan)**  **STRATEGIC GOALS 2020-2025**   * Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.   + Regularly examine student outcomes and ways in which they are facilitated to meet NAEYC accreditation standards (Please see Appendix for NAEYC Accreditation)   + Continually evaluate and modify the program to meet the mandates of the Texas Higher Education Coordinating Board: THECB,  (<https://www.highered.texas.gov/)> * Develop and implement strategies to become a national exemplar in program and student outcomes.   + Annually evaluate and modify Key Assessments to maintain NAEYC accreditation. (Please see Appendix for examples of Key Assessment rubrics.)   + Mentor state-wide college faculty in developing assessments to meet NAEYC accreditation standards. (Please see Appendix for accreditation standards.)   + Provide presentations and take leadership roles in local, state, and national organizations; i.e. NAEYC: ([www.naeyc.org](http://www.naeyc.org)); the Texas Association for the Education of Young Children: TXAEYC (<https://www.txaeyc.org/> ); the Texas Community College Teachers Association: TCCTA (<https://www.tccta.org/>); Texas Computer Education Association:   (<https://tcea.org/>);  the Billy Askew Literacy Conference (https://twu.edu/reading-recovery/news-events/); the Child Development Educators Association: CDEA (<https://www.cdea.org>) ; the Collin County Association for the Education of Young Children: the CCAEYC Conference (<http://conference.caeyc.org/>) ; the Collin County Early Childhood Coalition: CCECC, and area Childcare centers.   * Create and implement comprehensive integrated pathways to support student transitions.   + Create opportunities for students to transition into the Collin College Early Childhood Education program through high school classroom presentations and by providing information at high school resource fairs   + Collaborate with local high schools to create articulation agreements   + Collaborate with local colleges and universities to create pathways and articulation agreements * Implement the third Baccalaureate degree by Fall 2022 and continue adding 2+2 programs with university partners. * Develop and implement a comprehensive staffing and succession model.   + Retired faculty provide mentoring to new faculty   + Faculty are involved in identifying program qualifications for hiring * Develop a coordinated and systematic approach to engage external stakeholders.   + Workforce Early Childhood Education Advisory Board ([https://www.collin.edu/community/AdvisoryCommitteeHandbook.pdf /](https://www.collin.edu/community/AdvisoryCommitteeHandbook.pdf%20/)) consisting of industry owners/directors of Childcare programs, administrators and program specialists in social service agencies, university and college faculty and administrators, and local school district administrators, meet with the department faculty and administrators bi-annually.   + THE PURPOSE OF THE ADVISORY COMMITTEE   + Workforce education programs at Collin College are a vital part of both the college and the community. Since these programs are designed to prepare students for employment and continuous learning in rapidly changing business; human service, and technical environments; it is essential that the college establish and maintain partnerships with knowledgeable individuals in local communities. The success of Collin College’s Workforce education programs relies on the active involvement of such advisory committee individuals.   + THE ROLE OF THE ADVISORY COMMITTEE   According to the Guidelines for Instructional Programs in Workforce Education, (GIPWE), provided by the Texas Higher Education Coordinating Board, institutions must establish an industry-based advisory committee for each Workforce education program or cluster of closely related programs. Programmatic advisory committees may also be required by the accrediting agencies of some professions. The broad purposes of an advisory committee are: 1) to help the college document the need for a Workforce education program; and 2) to ensure that the program has both adequate resources as well as a well-designed curriculum to provide students with the skills and knowledge necessary to successfully meet the needs of business and industry. The advisory committee is one of the principal means of ensuring meaningful business and industry participation in program creation, enhancement, and revision.   * + Our local annual conference, such as F.I.N.E., engages external stakeholders through vendor and presentation opportunities.   The Child Development Program fulfills the Collin mission statement by offering students the necessary education and training to successfully earn an Associate’s degree in Applied Science and/or certificates to become Childcare educators/teachers, directors, and assistant directors of facilities, Head Start teachers, Family Day Home providers, curriculum coordinators, paraprofessionals, and Child Development Associates: CDA.  The program challenges students to learn and develop the skills necessary for success in further studies and in today’s workforce.    **Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college** [**core values**](http://www.collin.edu/aboutus/missioncorevalues.html)**:***“We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity.”*  **Learning:**  Child Development faculty is committed to teaching, and the students are committed to learning.  The program outcomes offer evidence that students are actively involved in the learning process. The faculty and staff who work within the Child Development program at Collin College are dedicated to the success of the students studying within the discipline. Faculty strive to develop relevant skills by introducing students to the history and scope of the Early Childhood industry. Responsibility and accountability are required by the students to complete their various coursework and to earn their grades. Students are required to record Anecdotal Records after each Lab Observation. Program students also learn soft skills including leadership, teamwork, and work ethics.  **Service and Involvement**: Service-Learning is an intricate learning pedagogy in Child Development. Students partner with area non-profits to assist with community outreach and needs in the field. Examples: The Early Childhood Program partners with the Texas Workforce Commission, Texas A&M AgriLife, Bright Horizons, Kids R Kids, the Plano Independent School District, Region 10 Education Service Center, Early Childhood Intervention, The United Methodist Childcare programs, Friday Nite Friends, The Goddard School, Collin College Lab School, Apple Creek Preschool and Kindergarten Prep, and an array of ISD’s for public Childcare and private Childcare facilities. These partners collaborate with the program to ensure quality placements for students, tours of facilities, and provide mentors to students, to professors, and to the program in general.  Some of our community partners are represented by individuals on the Advisory Board.  **Creativity and Innovation:** Studentsare required to participate in class projects, which often encourage a great deal of creativity and innovation. Students are required to participate in labs and activities throughout the program.  Students must actively participate in observation opportunities at Head Start, private Childcare facilities, public schools and organizations or agencies.  Students are required to develop portfolios and present them to their classmates.  Faculty utilizes creative and innovative ways to present difficult material and works together to ensure student success.  **Academic Excellence**: It is important for Child Development students to have a broad appreciation and understanding of the various segments of the Early Childhood Education industry, achieved by both certificate and degree completion. As the students’ progress through their certificate or degree plan, they master a variety of technical and soft skills. Technical skills include how to write and execute anecdotal records and how to complete case studies (for example, in the courses TECA 1354 and TECA 1303). Soft skills are practiced during group project work and during on-site and off-site observation lab experiences. Soft skills are also developed through teamwork and interactive service in the community via Service-Learning requirements and opportunities, collaborative projects, peer-to- peer communication, and sharing of goals. The course professors and the Lab Observation teachers regularly evaluate attendance and academic excellence by providing an in-depth curriculum and maintaining high standards.  The passing level for Child Academic Excellence is clearly reflected in program outcomes.  *Dig* All **Dignity and Respect**: Students are treated with respect and dignity. Collin College and the Child Development program do not discriminate based on race, color, religion, age, sex, national origin, disability, or veteran status. The Child Development program has program-specific rules to which students agree when they enter the program.  The rules are meant to reflect the level of dignity and respect that must be afforded to classmates, children, and teachers in a Childcare and educational setting.  Students and faculty are responsible for adhering to the rules.  Issues are addressed following the outline published in the Program Manual (https://sites.google.com/view/offcampuslabsites/home/).  Students are always treated with respect; this is verified in program surveys.  The way in which students are required to interact with each other in the classroom is emphasized in each of the course syllabi. It is also emphasized via class discussion the professionalism that is required for students to be successful in the Early Childhood Education industry. Professionals who visit the program’s courses also set an example of how one should conduct oneself in a public environment.  **Integrity**: Students discuss ethical issues in the Child Development courses. Students learn that it is important to have a clear moral compass when working in the Childcare industry, as unfortunately there are many opportunities to implement bad and sometimes illegal decisions. Case studies are used to evaluate what the students would do in each situation that may compromise their integrity and ethics in such courses as TECA 1354 (Child Growth and Development) and TECA 1303 (Family and Community). (Please see rubrics in the Appendix.) Integrity is a personal quality demonstrated by program faculty and administration.  We provide a strong example for the students and encourage discussion in class, labs, and Childcare so students may realize the importance of integrity in the Childcare setting.  The program-specific rules the students agree to ensure adherence to the principle of integrity.  **Provide program-specific evidence that supports how the program supports the college** [**strategic plan**](http://www.collin.edu/aboutus/PDFs/Strategic_Plan_Approved_9-25-12.pdf):    <https://www.collin.edu/aboutus/index.html>.  **Collin College Strategic Plan: Vision 2016: Strategic Goal #1:  Improve academic success by implementing strategies for completion.**    **Strategic Goal #3:  Engage faculty, students, and staff in improving a district-wide culture of adherence to the Collin College Core Values.  We have a passion for:  Learning; Service and Involvement; Creativity and Innovation; Academic Excellence; Dignity and Respect, Integrity.**  Child Development faculty are committed to teaching and the students are committed to learning.  Program outcomes are evidence that students are actively involved in the learning process.  Students are involved in multiple projects such as community Service-Learning activities, the college Childcare conference, and the educator’s symposium.  Faculty are involved in presentations at local and national conferences, trainings and participation in activities that promote the Child Development profession.  Faculty sponsors the students in all activities.  Faculty is involved in college service at the departmental, division, and college-wide levels.  Students are required to participate in labs and activities throughout the program.  Students must actively participate in observation opportunities at Head Start, private Childcare facilities, public schools and organizations or agencies.  Students are required to develop their portfolios and present them to their classmates.  Faculty utilizes creative and innovative ways to present difficult material and works together to ensure student success.   The program strives for academic excellence by providing an in-depth curriculum and maintaining high standards.  The passing level for Child Development classes is 73%.   The program is actively involved with Kappa Delta Pi, the International Honor Society for Education.  Academic Excellence is clearly reflected in program outcomes.  All students are treated with respect and dignity. Collin College and the Child Development program do not discriminate based on race, color, religion, age, sex, national origin, disability, or veteran status. The Child Development program has program-specific rules to which students agree when they enter the program.  The rules are meant to reflect the level of dignity and respect that must be afforded to classmates, children, and teachers in a Childcare and educational setting.  Students and faculty are responsible for adhering to the rules.  Students are always treated with respect; this is reflected in the program surveys.  Integrity is a personal quality demonstrated by program faculty and administration.  We provide a strong example for the students and encourage discussion in class, labs, and Childcare so students may realize the importance of integrity in the Childcare setting.  The program-specific rules to which the students agree ensure adherence to the principle of integrity.    **Strategic Goal #4:  Enhance the College’s presence in the community by increasing awareness, cultivating relationships, building partnerships, and developing resources to respond to current and future needs.**  The Child Development Program enlists the Texas Workforce Commission, Texas A&M AgriLife, Bright Horizons, Kids R Kids, the Medical Center of McKinney, the Scottish Rite Hospital, the Plano Independent School District, Region 10 Early Education Service Center, Childhood Intervention, The United Methodist Childcare programs, Friday Nite Friends, Perkins Grants and an array of ISD’s for public Childcare and private Childcare facilities.  These partners collaborate with the program to ensure quality placements for students, tours of facilities, guest speakers and mentors to students, professors, and to the program in general. |

**☐3. Why we do the things we do: Program relationship to student demand**

**Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College’s overall student demographic distributions** [**http://inside.collin.edu/iro/programreview/prfilehostpage.html**](http://inside.collin.edu/iro/programreview/prfilehostpage.html)**). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data files for your program** **<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>).**

*Suggested/possible points to consider:*

* *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*
* *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
* *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop* *and describe a plan to do so.*
* *How does your program support (or plan) to support attraction of a diverse student population?*
* *Check with Institutional effectiveness for Data Reports -names of reports*
* *Analyze the evidence you provide. What does it show about the program?*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Make a case with evidence to show that students want the Degree or Certificate and can complete the program.**  There are over 160 licensed Childcare facilities listed by the Texas Workforce Commission in Collin County ([https://www.twc.texas.gov/programs/Childcare/](https://www.twc.texas.gov/programs/childcare/)) and with the current growth in Collin County enrollment is expected to increase (<https://cavenderhomes.com/news/collin-county-population-growth/>). The program has been very aggressive in recruiting students.  A Perkins Grant ([https://tea4avcastro.tea.state.tx.us/eGrants/21-22/22420006/Perkinsproguide.pdf /](https://tea4avcastro.tea.state.tx.us/eGrants/21-22/22420006/Perkinsproguide.pdf%20/)) was secured by the Child Development and Education Department in 2015. Child Development faculty visited with school counselors, parents, and students to explain the program.  In addition, the department regularly provides faculty-staffed booths at college programs and events in which high schoolers are invited, to learn more about the program.  During 2017 as part of an Innovation grant, we created F.I.N.E.: Find, Investigate, Navigate, Educate, (<https://search.yahoo.com/search?p=collin+college+F.I.N.E.+conference&ei=UTF-8&fr=w3i&type=W3i_DS,202,0_0,Search,20140207,20034,0,31,0>) an education fair that provides high school students, prospective students, current Collin students and community members with opportunities to learn more about the program and the degrees and certificates we offer.   We are also planning to provide additional resources and information to Childcare programs.  **Unduplicated Student Enrollment by Program per Term (derived from IRO Program Review website)**     |  |  | | --- | --- | | **Term** | **Count of Enrolled Program Majors** | | Fall 2016 | 492 | | Winter 2016/Spring 2017 | 499 | | Summer 2017 | 281 | | Academic Year 2016-2017 Total | 1,271 | | Fall 2017 | 485 | | Winter 2017/Spring 2018 | 472 | | Summer 2018 | 279 | | Academic Year 2017-2018 Total | 1,236 | | Fall 2018 | 587 | | Winter 2018/Spring 2019 | 516 | | Summer 2019 | 254 | | Academic Year 2018-2019 Total | 1,357 | | Fall 2019 | 538 | | Spring 2020 (including Winter 2019) | 480 | | Summer 2020 | 253 | | Academic Year 2019-2020 Total | 1,269 | | Fall 2020 | 479 | | Spring 2021 (including Winter 2019) | 390 | | Summer 2021 | 150 | | Academic Year 2020-2021 Total | 1,019 |   Note: Students counted for this measure were enrolled at Collin during the specified term and are identified based on their declared major in ZogoTech.  **Enrollment Pattern**  The enrollment pattern shows a stable pattern until 2018 when there was significant decline in enrollment.  This is due to a growing economy.  (<https://www.bestplaces.net/economy/county/texas/collin>) ECE numbers are down when the economy is strong.  Jobs are plentiful and students have more flexibility in their work schedules to be able to attend class, get coverage at work and return to work.  When the economy declines and during COVID, students remain at work and do not attend classes because there is no coverage for them at their place of work.  Enrollment appears to be consistent from 2017 to present.  As a small program, enrollment of lower than 15 students is sprinkled throughout fall and spring.  However, the spring has more classes with lower enrollment mostly in the CDEC classes.  The TECA classes rarely enroll less than 15 students.  The plan is to outreach to local Childcare centers, community programs and church Childcare facilities by visiting their locations, distributing flyers about the Collin ECE program, attending Resource Fairs, providing information sessions on ECE, and the F.I.N.E event (Find, Investigate, Navigate and Educate).  The program will continue collaboration with the Weekend College Director to offer courses at centers and at the college campuses and offering courses (on a rotating basis) at different campuses on various days and times. The program will continue to offer High School tours to the college campuses by partnering with the Student Engagement department. In addition, the department will continue to provide information to the community regarding upcoming professional development opportunities.  The Pandemic of Spring 2020 forced the college to go 100% online.  This impacted student enrollment beginning in Fall 2020. Enrollment declined and consequently 2020 was the year showing the lowest enrollment since 2015.  Student enrollment numbers have slightly declined over the years, but to address this, efforts have been revisited and are being planned. Some of these efforts include offering online and in-person student orientation sessions, providing students with better information for pathways of completion, and adapting class curriculum to reflect current trends of Early Childhood Education in relation to the COVID-19 pandemic (https://news.berkeley.edu/2021/02/23/covid-19-is-ravaging-u-s-early-childhood-education-new-report-finds/). It is evident that students want to enroll in the Early Childhood Education based on success rates.  CDEC 1313 Curriculum Resources has a completion rate of 89% and an average success rate of 78%  CDEC 1317 Child Development Associate Training I has a completion rate of 88% and an average success rate of 57%  CDEC 1319 Child Guidance has a completion rate of 89% and an average success rate of 61%.  CDEC 1321 Infant and Toddler has a completion rate of 96% and an average success rate of 75%  CDEC 1323 Observation and Assessment has a completion rate of 90%and an average success rate of 61%.  CDEC 1358 Creative Arts in early childhood has a completion rate of 94% and an average success rate of 80%  CDEC 1359 Children with Special Needs has a completion rate of 92% and an average success rate of 73%.  CDEC 1385 Co-Op EDUC – Child Development has a completion rate of 100% and an average success rate of 100%  CDEC 2166 Childcare-Childcare Provider has a completion rate of 100% and an average success rate of 100%  CDEC 2304 Abuse and Neglect has a completion rate of 93% and an average success rate of 77%  CDEC 2307 Math and Science Early Childhood has a completion rate of 86% and an average success rate of 57%.  CDEC 2322 Child Development Associate Training II has a completion rate of 95% and an average success rate of 71%.  CDEC 2324 Child Development Associate Training III has a completion rate of 92% and an average success rate of 68%.  CDEC 2326 Admin for Children’s Programs I has a completion rate of (no data available) and an average success rate of (no data available)  CDEC 2328 Admin for Children’s Programs II has a completion rate of (no data available) and an average success rate of (no data available)  CDEC 2336 Admin for Children’s Programs III has a completion rate of (no data available) and an average success rate of (no data available)  CDEC 2340 Teaching Children with Special Needs has a completion rate of 95% and an average success rate of 81%  CDEC 2371 Using Tech in the Classroom has a completion rate of 98% and an average success rate of 89%  TECA 1303 Family School and Community has a completion rate of 89% and an average success rate of 91%  TECA 1311 Educating Young Children has a completion rate of 89% and an average success rate of 85%  TECA 1318 Wellness of the Young Child has a completion rate of 94% and an average success rate of 100%  TECA 1354 Child Growth and Development has a completion rate of 96% and an average success rate of 105%  TECA 1270 Intro to Teaching ESL has a completion rate of 100% and an average success rate of 96%  **Program relationship to student demand**  The increases and decreases can be dependent on economic trends and the impact of COVID.  Online courses are very popular, and the courses usually fill quickly.  Our student population typically works full time and therefore students prefer to take online courses to complete their degree/certification.  Online courses are extremely helpful for students to complete their 16 hours of required field observation during Childcare center business hours.  Every CDEC and TECA course, other than TECA 1354, requires 16 hours of field observation.  We expect the program to steadily increase in numbers as we continue to offer more online courses.  Our student demographics closely mirror that of Collin College.  As we offer more online classes, we will be able to reach a more diverse demographic.  Overall enrollment demonstrated an upper trajectory until Fall 2020, when enrollment decreased by 8.7% due to trends in Covid. However, Spring 2020 enrollment was in line with enrollment in Spring 2019.  A recent episode of The Key, Inside Higher Ed’s news and analysis podcast, ([gaa.curwensvillealliance.org › content-https-www](https://r.search.yahoo.com/_ylt=AwrEo_l0EeJi36EGZJVXNyoA;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZANMT0NDRjAxQ18xBHNlYwNzcg--/RV=2/RE=1659011573/RO=10/RU=http%3a%2f%2fgaa.curwensvillealliance.org%2fcontent-https-www.insidehighered.com%2fnews%2f2022%2f07%2f27%2funderstanding-enrollment-declines-and-whats-ahead-key-podcast/RK=2/RS=cnlsYfxfXlL5TYxMuKOa9yBezOU-)), explored the 7.5 percent decline that college enrollments have suffered since the pandemic, with a focus on community colleges that enroll working learners and first-generation students, which have been especially hard hit. Recognizing that there was a decline in enrollment leading into the pandemic, followed by a lack of recovery due to the improved job market, the decline in enrollment can be understood. While the pandemic may have shaken up the traditional historical link between unemployment rates and college-going rates, there is more concern that community colleges will ever recover the 10 to 15 percent pandemic-related decline. Overall, over the last 10 years, both completions and completion rates have increased. Therefore, a higher proportion of people who are starting, are also finishing, especially at community colleges, and especially among Black and Latino populations. Students of color and low-income students are disproportionately represented in the students who have been lost. Before the pandemic, some public four-year universities were very good at providing many online classes, but many of them were not. Post-pandemic, everything was available online, because it had to be. As a result, those four-year institutions now have much more capacity to offer online programs, so community colleges have lost a bit of that advantage. Recently, the board of Inside Higher Ed met, and all 13 of their presidents presenting their budgets before the board for next year were projecting flat or even continued slight declines in enrollment. All these factors are due to a confluence of events that have never been seen before. The National Student Clearinghouse is an educational nonprofit that provides educational reporting, verification, and research services to North American colleges and universities. The latest data from the National Student Clearinghouse, regarding spring 2022 enrollments, were quite disappointing. (<https://www.studentclearinghouse.org/>)  There are over 160 licensed Childcare facilities listed by the Texas Workforce Commission in Collin County, and with the current growth predicted in the county, enrollment is expected to increase. The program has been very aggressive in recruiting students. A Perkins Grant was secured by the Child Development and Education Department in 2015. Some of the Child Development faculty visited with school counselors and parents. In addition, the department regularly provides faculty-staffed booths at college programs and events at which high schoolers are invited to learn more about the program.  During 2017, as part of an Innovation grant, we launched F.I.N.E. (Find, Investigate, Navigate, Educate), an education fair that provides high school students, prospective students, and current Collin students and community members opportunities to learn more about the program and the degrees and certificates we offer. We are also planning to provide additional resources and information to Childcare programs in the future.  **Implications for the next 5 years:**  Enrollments are on a downward trend over a five-year period.  There is a need to change this trajectory. The increases and decreases are dependent on economic trends and the impact of COVID.  The entire Childcare industry is struggling to retain employees. Online courses are very popular, and the courses usually fill rapidly.  Our student population typically works full-time and therefore students prefer to take online courses to complete their degree/certification.  Online courses are extremely helpful for students to complete their 16 hours of required field observation during Childcare center business hours.  Every CDEC and TECA course, other than TECA 1354, requires 16 hours of field observation.  We expect the program to steadily increase in numbers as we continue to offer more online courses.  We will continue to partner with, and market to local Childcare centers to grow enrollment.  We will continue to call on our early childhood Advisory Board for guidance and marketing of our program.  We will continue to work with our Advising department to enroll students in appropriate course selections.  We will continue to collaborate with Career Coaches to offer information sessions, the F.I.N.E. (Find Investigate Navigate Educate) conference, career fairs, and many other marketing activities. As part of an Innovation Grant, we launched the education fair to provide high school students, prospective students, and current Collin students and community members opportunities to learn more about the program and the degrees and certificates we offer.   * ***Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.***    + Orientation. Students are required to attend a New Student Orientation prior to enrollment, which includes the following information: Program history; program mission statement; degrees and certificates offered; costs of the program; NAEYC Accreditation; reciprocal agreements; full time/part time faculty and staff introductions; common registration questions; explanation of class schedules; outline of courses; required supplies; course protocols; grade standards; degree course sequence; communication; student organizations, student code of conduct, and COVID-19 precautions. <https://www.collin.edu/department/ihce/orientation%20schedule.html>   + Academic Advisors. Academic Advisors assist students in enrollment, building class schedules, and transferring from and to other schools. * Career Coaches. Career Coaches assist students with enrollment, offer guidance on which courses to take and in what order; assist with CO-OP enrollment, notify students of job fairs and career opportunities; and help students with questions and concerns regarding the field. * The Tutoring Center, the eLC, and many other college resources are available to students at Collin College to help promote class success. * Class structure. With the recent changes in the Early Childhood Education field due to the COVID-19 pandemic, * (<https://news.cehd.umn.edu/how-covid-19-has-changed-early-childhood-education/>) the department is restructuring and revising some classes to reflect changes that students will encounter in employment. Such changes are focusing increasingly on program flexibility. The Child Development programs have continued to teach face-to-face classes during the pandemic whereas many schools have chosen limited virtual learning. * Technical support. Technical support in the form of computers on loan is available from the Collin libraries. (http://www.collin.edu/library/aboutus/procedures\_s.html#computers/) * Observation hours. In adapting to a format of online courses due to Covid, students were permitted to complete 50% of the 16 required observations (8 of 16 hours) via online observation video resources that were vetted by the full-time faculty. * NAEYC Key Assessments. Updated NAEYC Key Assessments ensured instruction alignment with each rubric. * Observation hours. Guidelines developed for students to complete their 16 hours of observation “on the clock” were instituted. * Data collection. Improved data collection has been implemented to better understand data regarding student success, and to explore reasons why some students are not successful in our classes. * Outreach. We are conducting outreach to child-care centers in Collin County, to facilitate enrollment of their employees, faculty, and staff to earn awards/certifications/degrees. * Dual credit. We are Investigating the possibility of offering dual credit CDA classes by partnering with nearby high schools.   The Career Coach partners with the ECE department to identify and support students in the program.  Faculty advise students on scheduling, goal setting, and problem solving.  Faculty meet with students on an individual and group basis.  We invite advisors into our classrooms to explain the support services available at Collin and encourage students to seek individual advising appointments.  Faculty have sponsored scholarships for students.  Through the foundation office, there is an Early Childhood Education scholarship fund.  **Diverse student population**  Asian-American decreased from 10% to 7% between 2017-2021 with a decrease of 1% in 2020- 2021 compared to the College at 1% increase between 2020-2021. African American stayed within the range of 9%-11% between 2017-2021 compared to the College at 13% between 2017-2020 and 2021 decreased to 12%.  White between 2017-2021 ranged between 65%-69% compared to the College 58%-61%.  In the ECE department, there is an overrepresentation of white students compared to the overall College population. There was not data available for Hispanic population at the time of this report.  The ECE student ethnic population mirrors that of Collin College.  As we grow the online course offerings, we will be able to offer classes to students who may not live in close proximity to a Collin College campus.  Our student population closely emulates the Workforce population in Collin County.  <https://www.collincountytx.gov/public_information/features/Pages/Growth_One.aspx#:~:text=Over%20the%20same%20period%2C%20employment,more%20than%20an%2018%25%20increase>.  Early Childhood Education demographic information is consistent with Collin College’s overall student demographic distribution and the programs are aligned with the overall student demographic distribution with regards to gender, race, and ethnicity. There is a larger number of female students vs. male students which is a consistent pattern in the industry.    Racial Distribution of Enrolled ECE Majors, compared to Collin College's overall student racial distribution report:  Hispanic data not available. |

**☐4. Why we do the things we do: Program relationship to market demand**

**Make a case with evidence to show that employers need and hire the program’s graduates. Some resources to utilize for information could be: JobsEQ** [**http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo\_2020-21AY.pdf**](http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf)**, Burning Glass, O-Net** [**https://www.onetonline.org**](https://www.onetonline.org)**, Texas Labor Market Information** [**https://www.twc.texas.gov/businesses/labor-market-information**](https://www.twc.texas.gov/businesses/labor-market-information)**.**

*Suggested/possible points to consider:*

* *How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
* *What proportion of the program’s graduates (seeking employment) found related employment within six months of graduation?*
* *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
* *Identify and discuss the program’s strengths and weaknesses related to market demand.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| J**obs available in the DFW Metroplex for program graduates**  **Employers need and hire our program graduates.**  Our department reached out to the Institutional Effectiveness department to obtain data regarding jobs available for our program graduates.  We were specifically given data for the Collin County area.  Institutional effectiveness cross-walked between the SIP (Child Development 19070600; Childcare provider/assistant 19070900) and SOC (Teaching Assistants 25-9040; Teaching Assistants, Except Postsecondary 25-9045; Childcare workers 39-9011) codes to find students who were employed after graduating.  According to JobsEQ, the demand for Early Childhood Educators (under SOC Code of 25-9040: Teaching Assistants, 25-9045: Teaching Assistants, Except Postsecondary, 39-9011 Childcare Workers) will grow.  Please see chart below:  **Occupation Data, Collin County, Texas (Source: JobsEQ, data collected 11/5/21)**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **SOC Code** | **Occupation Title** | **Annual Mean Wage** | **Annual Wage, Entry Level** | **Number Employed** | **7 yr Growth Demand** | **7 yr Forecast Growth Rate** | | 25-9040 | Teaching Assistants | $24,400 | $18,100 | 4,097 | 587 | 14.3% | | 25-9045 | Teaching Assistants, Except Postsecondary | $24,700 | $18,400 | 3,719 | 511 | 13.7% | | 39-9011 | Childcare Workers | $25,600 | $18,500 | 3,286 | 635 | 19.3% |   Exported on: Friday, November 5, 2021 9:42pm  Sources: JobsEQ  Note: Figures may not sum due to rounding  Employment data as of 2021Q2.  Demand data reflect place-of-work-employment; retirement reflects place-of-work-residence data.  Employment and unemployment data represent a four-quarter moving average.  Wage data are as of 2020 and represent the average for all Covered Employment  Currently 4,097 Teachers, 3,719 Teaching Assistants (Except Postsecondary), and 3,286 Childcare Workers are employed in the Collin County area.  The average annual entry pay ranges from $18,100 to $18,500.  The average annual mean wage ranges from $24,400-$25,600.  The seven-year forecast for the growth rate ranges from 13.7%-19.3%.  Collin College has an articulation agreement with TWU (Texas Woman's University), and MSU (Midwestern State University), to transfer Collin College’s AAS classes toa a BS in Child Development (see articulation agreement in Appendix).  Many Early Childhood Education (previously known as Child Development) courses with the prefix TECA transfer to many four-year universities in Texas.  Formal meetings have taken place with UNT and TEXAS A&M Commerce regarding the transferability of CDEC and TECA courses to their colleges.  It is vital that we continue to work on articulation agreement transferability of our CDEC and TECA courses to four-year colleges to provide opportunity for students who wish to advance their education.  **Program graduates that found related employment**  Collin College does not track whether graduates of the Early Childhood Education program obtain related employment within six months of graduation.  Data was extracted from the Texas Higher Education Coordinating Board’s (THECB) database; “Automated Student and Adult Learner Follow-up System” (ASALFS).  The following definitions are derived from <http://www.thecb.state.tx.us/DocID/PDF/11802.PDF> and are provided in the Appendix. In the future, this data may become part of the CIP.  There are many different field opportunities in which our AAS graduates can secure employment.  Child Development (19070600) and Childcare Provider/Assistant (19070900) were chosen for analysis with the help of Institutional Effectiveness using the CIP SOC crosswalk. The position of preschool teacher was not chosen because preschool teachers can work in a Childcare center (where an Associate’s degree or high school diploma is required) or a public/private school (where the preschool teacher needs to be a certified teacher of record, which requires a Bachelor’s degree.)  Child Development (CIP Code:19070600) and Childcare Provider/Assistant (CIP Code: 19070900) graduates were identified on ASALFS (please see chart in the Appendix).  From 2016-2017, 100% of our Child Development graduates were employed.  In the same period, there were no Childcare Provider/Assistant graduates.  From 2017-2018, 75% of our Child Development graduates were employed.  Twenty-five percent were identified as “not found”. This may indicate, for example, employment with companies that do not contribute to unemployment insurance, and/or companies outside of Texas. Other reasons for the missing data can be found in the definition of “students not found” (above).  During the same period 100% of our Childcare Provider/Assistants were employed.  From 2018-2019, 90% of Child Development graduates were employed.  Ten percent were classified as “not found”.  During the same period 100% of Childcare Provider/Assistant graduates were employed.  There were few students that only went to school.  Our students usually work in the Childcare industry while attending school.  One disadvantage of the data is that it cannot indicate whether or not students were employed in fields relating to Childcare.  **5 Year Anticipated Market Demand**  According to the U.S. Bureau of Labor Statistics, ([www.bls.gov](http://www.bls.gov)) Childcare workers can be employed in Childcare centers, private households (nannies), or in their own homes.  The field is projected to grow eight percent from 2020 to 2030.  About 150,300 openings for Childcare workers are projected each year.  Many positions are created to replace those who leave the profession or retire.  According to JobsEQ (please see chart above; [www.jobseq](http://www.jobseq)), Collin County positions for Childcare workers will grow at a 19.3% rate, while teaching assistant positions will grow at about 14% in Collin County over the next seven years.  The growth of Collin County outpaces the national growth and is attributed to the expansion of the DFW metroplex area, as corporations continue to relocate to the region.  Though the demand is high, Childcare employees are in short supply.  Most entry level positions at Childcare facilities require a minimum of a High School diploma or a GED.  An Associate’s degree or certificate can garner higher pay.  Some lead teacher positions require certification, an Associate’s degree, or even a Bachelor's degree.  Some Childcare facilities, such as Head Start, will require an Associate’s degree at minimum.  Childcare administrators and directors typically require a Bachelor’s degree and/or certification.  According to JobsEQ, the hourly rate for Childcare employees is about $9.63-$13 in the Collin County area.  According to USA Today, Starbucks is going to raise their average pay up to $17/hour due to labor shortages caused by COVID.  (<https://www.usatoday.com/story/money/food/2021/10/27/starbucks-pay-raise-hourly-wage-increase-2022/8567718002/>)  Many Childcare workers have left the industry to seek higher-paying jobs not requiring advanced education. The exodus from the Childcare industry has been perpetuated by the impact of COVID.   [https://www.washingtonpost.com/business/2021/09/19/Childcare-workers-quit/](https://www.washingtonpost.com/business/2021/09/19/childcare-workers-quit/) It will be challenging to recruit Childcare employees if wages continue to stay low.  Given the present wage trend, a single-parent Childcare worker with two children will live in poverty.  Please refer to the 2021 Federal Poverty Income Guidelines (<https://www.austintexas.gov/sites/default/files/files/2021%20Federal%20Poverty%20Guidelines.pdf>)  House Bill 3 was passed in 2019. (<https://tea.texas.gov/academics/early-childhood-education/early-childhood-education-faqs>) The Bill provides additional funding for teacher compensation and for classrooms.  The Bill requires that full-day pre-kindergarten be provided for all eligible four-year old children. Before the district or open-enrollment charter constructs, repurposes, leases a classroom facility, or issues bonds for the construction of the buildings they are required to consider partnerships with public or private Childcare providers that meet one of the following requirements:  -A Texas Rising Star program achieving three stars or higher;  -A nationally accredited program;  -A Head Start program provider  -Texas School Ready!  Participants; or those that meet the requirements under Texas Education Code Section 29.1532:   “If a school district contracts with a private entity for the operation of the district’s prekindergarten program, the program must at a minimum comply with the applicable child-care licensing standards adopted by the Department of Protective and Regulatory Service under Section 42.042, Human Resources Code.”  **Program strength and weakness related to market demand**  The strength of the Early Childhood Education department lies within its faculty.  Most of our full-time faculty and adjunct faculty hold a Doctorate degree.  Two full time faculty and three adjuncts hold Doctorate degrees (a combination of Ed.D. and Ph.D.).    Many of our adjuncts currently work in the Early Childhood Education field.  Our adjunct members include a family counselor, a director of an Early Childhood Education program, an Assistant Professor at TWU, an executive director at DISD, and an educational consultant.  Our faculty brings a wide range of education and expertise to their roles in the classroom. Retired faculty are very active and continuously volunteer their time to help on-board new members of the team and to grow the program.  The Early Childhood Education Advisory Board is a strength of the program.  The Advisory Board suggested an OSA for Special Education, which the department fulfilled.  The Advisory Board helps the program keep up-to-date with the current needs of the industry.  The ECE department is reflective and flexible.  For Childcare centers employing 15 or more staff and/or faculty, classes are held at their worksite.  The Advisory Board requested offering more classes on behalf of the Childcare industry in Collin County.  The ECE department developed additional online and/or hybrid classes.  This is helpful to our working students, students managing a family, and students completing classes for which all CDEC and TECA courses (apart from TECA 1354) require 16 hours of observation.  The department also curated many hours of relevant and current observation videos for students to access during the COVID shut down.  At present, students are able to complete up to eight hours of video observations using the Teaching Channel.  Being one of the few schools in the area that is NAEYC accredited (National Association for Education of Young Children) helps establish Collin College’s ECE program as a leader in the field.  Many colleges and universities seek the advice of our department in regard to obtaining their own NAEYC accreditation.  Dedicated rooms (I-111 at the Plano campus, and SC-228 at the Wylie campus), along with a multitude of student resources function as other strengths of our program.  The department possesses state-of-the-art baby simulators made by Reality Works.  These simulators provide students with hands-on experience in caring for an infant.  Our department also conducts (prior to COVID) CPR workshops, using infant, child, and adult CPR mannequins.  Plano and Wylie also have smart boards and iPads to enhance students’ educational experience.  The Plano classroom houses a 3-D printer, a die cutter, and a laminator.  Students also have access to the Teaching Channel for observation purposes, in the event there is another unforeseen COVID shut down.  One of the weaknesses of the program is the lack of ECE course offerings at the various campuses.  Classes were offered, however, the classes never made.  Online classes fill up because many students work during the day and take online classes.  Students near McKinney and Frisco campuses that would like face-to-face classes are only able to take online classes or drive to Plano.  Wylie opened up after COVID shut down (March 2020) and has suffered low enrollments in their TECA classes.  CDEC has not been offered on the Wylie campus.  House Bill 3 should result in the creation of additional jobs at Childcare centers.  However, House Bill 3 requires the teacher of record to have a teaching certification in Early Childhood Education.  These teachers will earn wages as a teacher of record, which typically are significantly higher than that of a Childcare worker/teacher. Teachers of record need to work towards their AAT and transfer to a four-year degree program leading to teaching certification.  Dallas college offers a Bachelor’s in Early Childhood Education (ECE).  Students graduating from that program possess more employment versatility. Those graduates can work in a Childcare center and/or for the public Independent School Districts as certified teachers.  According to this KERA article (<https://www.keranews.org/education/2021-11-17/dallas-college-launches-a-4-year-bachelor-of-education-program>), in order to meet the shortage of over 4,000 early childhood educators, Dallas College received 4,000 student applications for 500 available spots.  This signifies a great need for a Bachelor’s in ECE at a community college price.  This is a disadvantage to our program.  We can equip students to work in the Childcare field.  However, when students are a teacher of record, their salary increases from the $20K range (Childcare worker) to the $50K range (certified teacher).  Our program can meet the market demand that House Bill 3 has created, if we were to offer a Bachelor’s in Early Childhood Education.  We need to offer all courses online in order to meet student needs.  For example, directors that are seeking the OSA-Early Childhood Administrator have indicated they want to take those classes online.  The courses in the OSA-Early Childhood Administrator serve as a credential through licensing for the state of Texas.  This is a possible area of inclusion in the CIP. Another consideration would be the possibility of the program transitioning to a four-year college format. |

Section II. *Are We Doing Things Right?*

**☐5. How effective is our curriculum, and how do we know?**

**A. Make a case with evidence that there are no curricular barriers to program completion. Review data related to course enrollments, course completion rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

*Suggested/possible points to consider:*

* *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
* *At what point(s) are substantive percentages of students dropping out of the program? Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
* *Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Degree and Certificate Completions**  The Early Childhood Education department averages 5.8 students who complete the A.A.S. per year (between 2017-2021).  An average of 9.6 students completed the certificates and 5.8 students completed the OSA.  The future of Collin’s Early Childhood Education program is in jeopardy when analyzing the program’s current and forecasted student demand.  The table below indicates the total number of completed Early Childhood Education awards from 2017 to 2021.  This data indicates the total number of awards has been inconsistent and may have been on a downward trajectory over the past 5 years.    Award Completion for Early Childhood Education (2017-2021)   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Award Type | 2017 | 2018 | 2019 | 2020 | 2021 | Total | | Certificate | 5 | 15 | 16 | 7 | 5 | 48 | | A.A.S. | 6 | 7 | 7 | 5 | 4 | 29 | | OSA | 7 | 3 | 6 | 4 | 9 | 29 |   \*\*Information obtained from “Awards by Program 2017-2021”, contained within “Program Review Data Resources (IRO)”\*\*    Over the past year, the Early Childhood Education department has brainstormed strategies to increase the number of Certificate, AAS, and OSA completers, which haven’t seen consistent growth as expressed in the table above.  **Initiatives for Success**    The ECE program provides college and career preparation assistance to all declared Early Childhood Education students. Services offered by the program include, but are not limited to: assisting with course scheduling needs, degree planning, career preparation, possible employment opportunities, coordination and orientation of co -op, tracking student completion, assisting with marketing the ECE program to local community, conducting program information sessions and orientations, and assisting students when applying for graduation.  ECE Faculty and ECE Program Coaches are currently aware of the downward trend in enrollment, and have begun to implement new strategies to help navigate our ECE students completing their ECE certificates or ECE Associate’s degrees.  One strategy is increasing the presence of our program to the college and Collin County community. The Program Coach, along with ECE faculty, have implemented several recruitment initiatives to attract potential students. Some of the initiatives are included below:   1. **Program information sessions**- Program Coach with ECE faculty discuss program details and degree options with incoming and potential ECE students via Zoom or in person 2. **Hosted Admissions/Enrollment Labs**are offeredat local Childcare centers in Collin County. 3. **Introductory Emails to Incoming Students- the** ECE Program Coach sent personalized emails to all incoming students who listed Early Childhood Education as their declared major. This email included information on course offerings, enrollment procedures, and faculty and staff contact information. 4. **Personalized Tours –**TheECEProgram Coach and ECE faculty conducted personalized tours for local Childcare center owners and administrators interested in partnering with the ECE program.   The ECE Program Coach also partnered with the Institutional Research Office staff to create Zogotech and Tableau reports to help better identify potential and current ECE students. Proper identification of ECE students allows the ECE faculty and Program Coach to better track student enrollment, course success rates and program completion. Zogotech also allows us to identify enrollment trends to help determine appropriate term, location, and times to offer ECE courses.     * The Early Childhood Education department and Workforce Career Coach will create a spreadsheet to track Collin College ECE degree-seeking students and chart the classes in which they have enrolled.  We will also develop a survey for our faculty to attempt to identify what challenges are being faced by failing students. For example, completion of lab hours, Key Assessment assignments, etc.      * The Early Childhood department will align NAEYC Key Assessments to the new NAEYC standards. We will also update Key Assessment instructions to align with the corresponding rubrics.            * *At what point(s) are substantive percentages of students dropping out of the program?  Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum.  Does the data suggest any curricular barriers to completion?  Address problems in the CIP.*     There is no data available for Program-Based Course Performance for 2017 or 2018.  Existing data from the Program-Based Course Performance results indicates that student enrollment increases during the fall semester and decreases in the spring.  Many of our TECA courses are taken by students who transfer to four-year universities or are currently students concurrently enrolled in four-year universities.  Some students will declare Early Childhood Education as their major, with the actual expectation of completing the degree at a four-year institution.  However, we do not have quantifiable data, we have only faculty qualitative anecdotal/experience as evidence.  We will work on gathering more accurate student data regarding whether students are AAS or Certificate-bound and/or challenges contributing to reasons for failing the course.  Courses such as CDEC 2166 Childcare, CDEC 1321 Infant and Toddler, CDEC 1270 Intro to ESL, CDEC 1358 Creative Arts, and CDEC 2371 Using Technology in the Classroom are offered once a calendar year.  These classes are part of the AAS.  They are not usually transferable to four-year universities/colleges.  Therefore, it is anticipated that fewer students will enroll in these courses.  As we analyzed the data in Program-Based Course Performance, we sought guidance from Institutional Effectiveness and determined the data did not reveal the percentage of students dropping out of the program.  None of our courses require a prerequisite and therefore we cannot determine if students took the “consecutive” class.  Our students are also on many different paths, such as OSA, Certifications, and the AAS, which makes it difficult to determine dropout rate.  Many students enroll in classes for training hours only; for Childcare licensing, for electives as part of other majors, or for taking TECA classes to transfer to a four-year university with no intention of graduating from Collin College.  Therefore, calculating Program-Based Course Performance did not reveal the percentages of students dropping out of the program.  To address this challenge, the department will begin a process to gather data to determine if students are dropping out and why.  Without prerequisites to our courses, we eliminate one of the barriers to completion.  One of the barriers to completion is that not all our courses are available online.  Low enrollment can be a barrier when classes are canceled, and students are not able to complete their degree or certification.  Courses such as CDEC 1270 Introduction to ESL (offered Maymester), CDEC 2166 Childcare (offered Spring semester), and CDEC 1321 Infant and Toddler (offered in Fall semester) are offered in rotating terms due to low enrollment, and this may create a barrier for students needing to enroll in one of these classes during a semester when it is not being offered.   * *Review course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion. Address problems in a CIP.*   **CDEC 1317 Child Development Associate Training I**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2018 | 15 | 87% | 7% | 0% | 7% | 0% | 0% | 100% | 93% | 3.73 | | 2019 | 15 | 20% | 20% | 20% | 7% | 27% | 7% | 93% | 60% | 1.87 | | 2020 | 22 | 55% | 5% | 0% | 5% | 9% | 27% | 73% | 59% | 2.36 | | 2021 | 23 | 9% | 4% | 17% | 13% | 48% | 9% | 91% | 30% | 0.96 | | Averages |  | 40% | 8% | 9% | 8% | 23% | 12% | 88% | 57% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  \*\*Barriers to Program Completion: Many Child Development Associate Training classes have moved online to adhere to student’s working schedule. Students need more online support.\*\*    **CDEC 1319 Child Guidance**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 124 | 39% | 11% | 6% | 4% | 30% | 10% | 90% | 56% | 2.04 | | 2018 | 111 | 41% | 16% | 5% | 1% | 25% | 12% | 88% | 62% | 2.23 | | 2019 | 77 | 40% | 13% | 10% | 0% | 26% | 10% | 90% | 64% | 2.21 | | 2020 | 112 | 37% | 13% | 6% | 1% | 27% | 17% | 83% | 55% | 1.97 | | 2021 | 116 | 41% | 16% | 10% | 4% | 25% | 3% | 97% | 67% | 2.37 | | Averages |  | 39% | 14% | 7% | 2% | 27% | 11% | 89% | 61% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  \*\*Barriers to Program Completion: 16 hours of on-site “off the clock” observation\*\*    **CDEC 1323 Observation Assessment**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 38 | 42% | 13% | 8% | 0% | 24% | 13% | 87% | 63% | 2.24 | | 2018 | 30 | 43% | 27% | 3% | 0% | 20% | 7% | 93% | 73% | 2.60 | | 2019 | 33 | 30% | 21% | 12% | 0% | 24% | 12% | 88% | 64% | 2.09 | | 2020 | 39 | 18% | 26% | 8% | 3% | 31% | 15% | 85% | 51% | 1.67 | | 2021 | 60 | 22% | 18% | 17% | 7% | 30% | 7% | 93% | 57% | 1.82 | | Averages |  | 30% | 21% | 11% | 3% | 27% | 11% | 90% | 61% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  \*\*Barriers to Program Completion: 16 hours of on-site “off the clock” observation, NAEYC (National Association for the Education of Young Children) key assessment\*\*    **CDEC 1359 Children with Special Needs**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 38 | 50% | 13% | 18% | 0% | 13% | 5% | 95% | 82% | 2.76 | | 2018 | 40 | 38% | 23% | 23% | 3% | 10% | 5% | 95% | 83% | 2.65 | | 2019 | 32 | 47% | 13% | 9% | 0% | 16% | 16% | 84% | 69% | 2.44 | | 2020 | 31 | 52% | 10% | 6% | 0% | 16% | 16% | 84% | 68% | 2.48 | | 2021 | 71 | 23% | 24% | 20% | 8% | 23% | 3% | 97% | 66% | 2.10 | | Averages |  | 38% | 18% | 17% | 3% | 17% | 8% | 92% | 73% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  \*\*Barriers to Program Completion: 16 hours of on-site “off the clock” observation\*\*    **CDEC 2307 Math & Science-Early Childhood**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 7 | 57% | 0% | 0% | 0% | 29% | 14% | 86% | 57% | 2.29 | | 2018 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2019 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2020 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2021 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | Averages |  | 57% | 0% | 0% | 0% | 29% | 14% | 86% | 57% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  \*\*Barriers to Program Completion: 16 hours of on-site “off the clock” observation\*\*    **CDEC 2322 Child Development Associate Training II**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 13 | 31% | 15% | 15% | 8% | 23% | 8% | 92% | 62% | 2.08 | | 2018 | 14 | 64% | 14% | 7% | 0% | 14% | 0% | 100% | 86% | 3.14 | | 2019 | 12 | 17% | 25% | 33% | 17% | 8% | 0% | 100% | 75% | 2.25 | | 2020 | 11 | 36% | 18% | 0% | 0% | 27% | 18% | 82% | 55% | 2.00 | | 2021 | 13 | 38% | 15% | 23% | 8% | 15% | 0% | 100% | 77% | 2.54 | | Averages |  | 38% | 17% | 16% | 6% | 17% | 5% | 95% | 71% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  \*\*Barriers to Program Completion: Many Child Development Associate Training classes have moved online to adhere to student’s working schedule. Students need more online support.\*\*    **CDEC 2324 Child Development Associate Training III**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 9 | 44% | 56% | 0% | 0% | 0% | 0% | 100% | 100% | 3.44 | | 2018 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2019 | 12 | 75% | 25% | 0% | 0% | 0% | 0% | 100% | 100% | 3.75 | | 2020 | 16 | 19% | 13% | 0% | 0% | 56% | 13% | 88% | 31% | 1.13 | | 2021 | 23 | 43% | 13% | 9% | 4% | 17% | 13% | 87% | 65% | 2.35 | | Averages |  | 43% | 22% | 3% | 3% | 22% | 8% | 92% | 68% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  \*\*Barriers to Program Completion: Many Child Development Associate Training classes have moved online to adhere to student’s working schedule. Students need more online support.\*\*    **TECA 1303 Families, School, and Community**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 120 | 53% | 15% | 7% | 1% | 15% | 10% | 90% | 74% | 2.69 | | 2018 | 103 | 54% | 11% | 6% | 2% | 13% | 15% | 85% | 71% | 2.63 | | 2019 | 109 | 40% | 17% | 11% | 1% | 15% | 17% | 83% | 68% | 2.34 | | 2020 | 107 | 55% | 16% | 7% | 3% | 10% | 8% | 92% | 79% | 2.86 | | 2021 | 110 | 50% | 13% | 10% | 2% | 21% | 5% | 95% | 73% | 2.60 | | Averages | -- | 50% | 14% | 8% | 2% | 15% | 11% | 89% | 73% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  \*\*Barriers to Program Completion: 16 hours of on-site “off the clock” observation, NAEYC (National Association for the Education of Young Children) key assessment\*\*    **TECA 1311 Educating Young Children**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 113 | 40% | 12% | 8% | 2% | 20% | 18% | 82% | 60% | 2.14 | | 2018 | 120 | 52% | 13% | 7% | 1% | 20% | 8% | 93% | 72% | 2.61 | | 2019 | 119 | 33% | 18% | 17% | 3% | 17% | 13% | 87% | 67% | 2.20 | | 2020 | 102 | 45% | 14% | 6% | 3% | 19% | 14% | 86% | 65% | 2.36 | | 2021 | 118 | 48% | 12% | 11% | 4% | 20% | 4% | 96% | 71% | 2.55 | | Averages |  | 44% | 14% | 10% | 2% | 19% | 11% | 89% | 67% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  \*\*Barriers to Program Completion: 16 hours of on-site “off the clock” observation, NAEYC (National Association for the Education of Young Children) key assessment  **CDEC 1270 Intro to Teaching ESL**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 7 | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 4.00 | | 2018 | 19 | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 4.00 | | 2019 | 9 | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 4.00 | | 2020 | 24 | 71% | 17% | 4% | 8% | 0% | 0% | 100% | 92% | 3.50 | | 2021 | 10 | 90% | 0% | 0% | 0% | 10% | 0% | 100% | 90% | 3.60 | | Averages |  | 88% | 6% | 1% | 3% | 1% | 0% | 100% | 96% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.      **CDEC 1313 Curriculum Resources Early Childhood Programs**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 40 | 53% | 13% | 5% | 0% | 18% | 13% | 88% | 70% | 2.58 | | 2018 | 28 | 82% | 4% | 0% | 0% | 7% | 7% | 93% | 86% | 3.39 | | 2019 | 30 | 50% | 20% | 7% | 0% | 13% | 10% | 90% | 77% | 2.73 | | 2020 | 12 | 83% | 0% | 4% | 0% | 0% | 17% | 83% | 83% | 3.33 | | 2021 | 15 | 80% | 0% | 0% | 0% | 7% | 13% | 87% | 80% | 3.20 | | Averages |  | 65% | 10% | 3% | 0% | 11% | 11% | 89% | 78% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    **CDEC 1321 The Infant and Toddler**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 20 | 80% | 15% | 0% | 0% | 5% | 0% | 100% | 95% | 3.65 | | 2018 | 8 | 75% | 25% | 0% | 0% | 0% | 0% | 100% | 100% | 3.75 | | 2019 | 21 | 29% | 29% | 10% | 5% | 24% | 5% | 95% | 67% | 2.24 | | 2020 | 23 | 22% | 35% | 13% | 4% | 13% | 13% | 87% | 70% | 2.22 | | 2021 | 20 | 40% | 10% | 20% | 0% | 30% | 0% | 100% | 70% | 2.30 | | Averages |  | 45% | 23% | 10% | 2% | 16% | 4% | 96% | 77% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.      **CDEC 1358 Creative Arts-Early Childhood**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2018 | 11 | 73% | 9% | 18% | 0% | 0% | 0% | 100% | 100% | 3.55 | | 2019 | 23 | 48% | 26% | 9% | 4% | 4% | 9% | 91% | 83% | 2.91 | | 2020 | 29 | 59% | 7% | 7% | 3% | 17% | 7% | 93% | 72% | 2.72 | | 2021 | 57 | 56% | 12% | 11% | 0% | 16% | 5% | 95% | 79% | 2.82 | | Averages |  | 57% | 13% | 10% | 2% | 13% | 6% | 94% | 80% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    **CDEC 1385 Co-op Education-Child Development**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2018 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2019 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2020 | 1 | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 4.00 | | 2021 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | Averages |  | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    **CDEC 2166 Childcare-Childcare Provider/Assistant**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 7 | 29% | 71% | 0% | 0% | 0% | 0% | 100% | 100% | 3.29 | | 2018 | 14 | 86% | 14% | 0% | 0% | 0% | 0% | 100% | 100% | 3.86 | | 2019 | 6 | 67% | 17% | 17% | 0% | 0% | 0% | 100% | 100% | 3.50 | | 2020 | 9 | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 4.00 | | 2021 | ----- | ----- | ----- | ---- | ---- | ---- | ---- | --- | ---- | ----- | | Averages |  | 38% | 22% | 3% | 0% | 0% | 0% | 100% | 100% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    **CDEC 2304 Child Abuse and Neglect**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 21 | 33% | 5% | 38% | 0% | 10% | 14% | 86% | 76% | 2.24 | | 2018 | 42 | 57% | 10% | 2% | 2% | 24% | 5% | 95% | 69% | 2.64 | | 2019 | 13 | 77% | 8% | 15% | 0% | 0% | 0% | 100% | 100% | 3.62 | | 2020 | 7 | 71% | 14% | 14% | 0% | 0% | 0% | 100% | 100% | 3.57 | | 2021 | 15 | 67% | 0% | 0% | 0% | 20% | 13% | 87% | 67% | 2.67 | | Averages |  | 57% | 7% | 12% | 1% | 15% | 7% | 93% | 77% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.      **CDEC 2326 Administration of Program for Children I**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2018 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2019 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2020 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2021 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | Averages | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    **CDEC 2328 Administrator of Program for Children II**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 11 | 45% | 45% | 0% | 0% | 0% | 9% | 91% | 91% | 3.18 | | 2018 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2019 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2020 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2021 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | Averages |  | 45% | 45% | 0% | 0% | 0% | 9% | 91% | 91% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    **CDEC 2336 Administration of Program for Children III**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2018 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2019 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2020 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2021 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | Averages | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    **CDEC 2340 Instructional Technique-Children with Special Need**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2018 | 15 | 33% | 47% | 7% | 0% | 7% | 7% | 93% | 87% | 2.87 | | 2019 | 16 | 38% | 0% | 31% | 6% | 19% | 6% | 94% | 69% | 2.19 | | 2020 | -- | -- | --- | --- | --- | ---- | ---- | ---- | ---- | ---- | | 2021 | 12 | 50% | 42% | 0% | 0% | 8% | 0% | 100% | 92% | 3.25 | | Averages |  | 40% | 28% | 14% | 2% | 12% | 5% | 95% | 81% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    **CDEC 2371 Using Technology in Classroom**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 14 | 57% | 7% | 7% | 7% | 14% | 7% | 93% | 71% | 2.71 | | 2018 | 15 | 73% | 20% | 7% | 0% | 0% | 0% | 100% | 100% | 3.67 | | 2019 | 11 | 55% | 27% | 9% | 0% | 9% | 0% | 100% | 91% | 3.18 | | 2020 | 8 | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 4.00 | | 2021 | 13 | 85% | 0% | 0% | 0% | 15% | 0% | 100% | 85% | 3.38 | | Averages |  | 72% | 11% | 5% | 2% | 8% | 2% | 98% | 89% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    **TECA 1318 Wellness of the Young Child**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 158 | 65% | 17% | 5% | 1% | 8% | 4% | 96% | 87% | 3.23 | | 2018 | 172 | 62% | 13% | 6% | 1% | 8% | 10% | 90% | 81% | 2.99 | | 2019 | 132 | 52% | 16% | 12% | 3% | 8% | 8% | 92% | 80% | 2.84 | | 2020 | 150 | 67% | 15% | 3% | 1% | 9% | 5% | 95% | 85% | 3.19 | | 2021 | 129 | 54% | 18% | 6% | 2% | 18% | 2% | 98% | 78% | 2.85 | | Averages |  | 60% | 16% | 6% | 1% | 10% | 6% | 94% | 82% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.  **TECA 1354 Child Growth and Development**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | Completion | Success | Course | | Year | Enrollment | A | B | C | D | F | W | Rate | Rate | GPA | | 2017 | 246 | 57% | 21% | 9% | 2% | 7% | 3% | 97% | 87% | 3.11 | | 2018 | 255 | 65% | 19% | 8% | 0% | 6% | 2% | 98% | 92% | 3.32 | | 2019 | 209 | 55% | 22% | 8% | 2% | 9% | 5% | 95% | 84% | 3.01 | | 2020 | 232 | 57% | 18% | 10% | 3% | 6% | 6% | 94% | 85% | 3.06 | | 2021 | 227 | 54% | 16% | 8% | 3% | 13% | 6% | 94% | 78% | 2.84 | | Averages |  | 57% | 19% | 9% | 2% | 8% | 4% | 96% | 85% | -------- |   Note: The program's course list is based on the 2020-2021 academic catalog. The data source is Collin College's ZogoTech Data System on 10/11/2021. \* Success Rate is calculated by dividing the counts of A, B, C and P by the counts of A, B, C, D, P, F and W, using the definition consistent with the National Community College Benchmark Project. \*\* Course GPA is calculated by multiplying the counts of A, B, C and D by 4, 3, 2 and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, F and W. Sums of distributions may not equal 100 percent due to rounding.    It is noted that most of the classes that do not result in a success rate of over 75% require 16 hours of “off the clock” mandatory lab field observations. All our courses, apart from TECA 1354, require students to complete 16 hours of field observation. To illustrate, TECA 1354, that does not require field observation or lab hours shows the highest success rate. We reached out to other Early Childhood Education programs at surrounding Texas community colleges as to how they conduct their lab observation hours. Hill College, Dallas College, Temple College, Blinn College, San Jacinto College, Austin Community College, and San Antonio College responded to the email. These institutions all indicated that they allow students to complete their lab observation hours “on the clock”, meaning students are earning wages while observing. However, these programs emphasized that the observations do in fact adhere to and reflect the student learning outcomes. Conversely, NAEYC accredited programs must adhere to the NAEYC criteria. There is faculty qualitative anecdotal evidence that some students drop out of the program due to the fact they cannot complete all 80 hours of observation only when “off the clock” (for example, five classes x 16 hours each), while they also attend classes, complete classwork/homework, and while they are also employed. Neither WECM nor NAEYC indicates that observation hours can or cannot be paid. Beginning in Fall 2022, a pilot program will be implemented, allowing students to complete their lab observation hours “on the clock” to keep pace with our academic peers, and to better meet our students’ evolving needs.  Our CDA classes (CDEC 1317, CDEC 2322, CDEC 2324) allow students to complete their lab observation hours while “on the clock;” meaning while they are working. However, these classes also had a low success rate due to more CDA classes being offered online and our Workforce students needing more online support. We are not 100% sure why some of our courses have better success rates than others. We will start to collect feedback from students on challenges they encounter when success is not achieved.    **Unduplicated Student Enrollment by Program per Term (derived from IRO Program Review website)**     |  |  | | --- | --- | | **Term** | **Count of Enrolled Program Majors** | | Fall 2016 | 492 | | Winter 2016/Spring 2017 | 499 | | Summer 2017 | 281 | | Academic Year 2016-2017 Total | 1,271 | | Fall 2017 | 485 | | Winter 2017/Spring 2018 | 472 | | Summer 2018 | 279 | | Academic Year 2017-2018 Total | 1,236 | | Fall 2018 | 587 | | Winter 2018/Spring 2019 | 516 | | Summer 2019 | 254 | | Academic Year 2018-2019 Total | 1,357 | | Fall 2019 | 538 | | Spring 2020 (including Winter 2019) | 480 | | Summer 2020 | 253 | | Academic Year 2019-2020 Total | 1,269 | | Fall 2020 | 479 | | Spring 2021 (including Winter 2019) | 390 | | Summer 2021 | 150 | | Academic Year 2020-2021 Total | 1,019 |   Note: Students counted for this measure were enrolled at Collin during the specified term and are identified based on their declared major in ZogoTech.    Our unduplicated student enrollment numbers were consistent between the academic years of 2016-2017 and 2017-2018. The next academic year (2018-2019) the unduplicated student enrollment went up almost 10%. However, the next academic year (2019-2020) the unduplicated student enrollment came down about 6% due to COVID shutdown.  Many child-care centers in Texas shut down, as their teachers went without pay. Please refer to the ["Families are desparate for Childcare, but providers face a "roller coster" trying to survive" by Emily Hernandez and Kalley Huang (The Texas Tribune)](https://www.texastribune.org/2022/03/15/coronavirus-texas-child-care-closed-pandemic/) article. This article was published March 15, 2022. At that time most Childcare providers had reopened. However, eight percent have permanently closed since the start of the pandemic. Fifty-seven percent of Texas counties still qualify as Childcare deserts. According to Washington Post’s article ['The pay is absolute crap': Child-care workers are quitting rapidly, a red flag for the economy by Heather Long](https://www.washingtonpost.com/business/2021/09/19/childcare-workers-quit/) by August 2021, the restaurant industry had rebounded to 92% of the pre-pandemic staffing levels, while the Childcare industry was at 87.9%. Young women, who normally make up a large portion of Childcare staff were opting to work as administrative assistants, bank tellers, retail clerks, etc. Even those who enjoyed the work said the pay was “crap”. The article mentioned how Tanzie Roberts, a Childcare worker quit her Childcare job making $11.45/hour with no benefits, to a job in the field of health insurance that paid $15/hour plus insurance. Even Walmart was paying $15+/hour.  The Early Childhood Education field’s number one concern is low pay, including the time period prior to COVID. The [Georgetown University's Center of Education and the Workforce report](https://cew.georgetown.edu/cew-reports/valueofcollegemajors/#resources) shows that Early Childhood Education graduates earn the lowest wages in comparison to 137 majors. Childcare centers were already coping with high employee turnover due to low pay, demanding work, and lack of benefits. Please refer to the Bloomberg article, ["Child-Care Workers Are Quitting the Industry for Good in the U.S." by Olivia Rockeman and Reade Pickert.](https://www.bloomberg.com/news/articles/2022-04-27/child-care-workers-are-quitting-the-industry-for-good-in-the-u-s#:~:text=Low%20pay%2C%20demanding%20work%20and,the%20labor%20market%20at%20large.) In the article, it was mentioned that an analysis conducted by LinkedIn showed workers in Childcare shrunk by 11% in 2020 and an additional 16% in 2021.  What occurred in the industry is in line with our unduplicated student enrollment numbers dropping by 20% between 2019-2020 and 2020-2021.  We cannot equate unduplicated student enrollment numbers to students that are majoring in AAS. We have many students that take our TECA (Early Childhood Education) classes to transfer to four-year colleges. These students will indicate that they are degree-seeking for financial aid purposes with no real intention of graduating from Collin College with a Certificate or an AAS. We plan to begin to gather more accurate and complete data for students enrolled in CDEC and/or TECA classes. At the present time our department collects student information in all our CDEC and TECA classes. We have planned to add additional questions to the survey to help determine students who are and are not actually seeking a degree from Collin College. This gives the department an opportunity to implement follow-up methods to better ensure degree completion at Collin.  **Enrollments**  **Number of student enrollments per semester. Some students will be duplicated.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Enrollments | 2017 | 2018 | 2019 | 2020 | 2021 | | CDEC classes | 349 | 363 | 310 | 344 | 448 | | TECA classes | 637 | 517 | 450 | 591 | 584 |     We divided the CDEC (Child Development) and TECA (Early Childhood Education) classes, due to the fact that there was qualitative evidence that many four-year students will take classes with the intention of transferring them to their four-year college. It has been noted that some students declare their major as AAS in Early Childhood Education to obtain financial aid, though they have no real intentions of completing an AAS at Collin College. Tracking data in CDEC classes only will provide more accurate data as to whether students are potentially seeking an OSA, Certificate 1 or an AAS in Early Childhood Education. Our unduplicated student enrollment shows a downward trend after COVID. The number of duplicated student enrollments in CDEC classes went up after 2019. One explanation may be that students already enrolled in school are taking a higher number of classes.  **OVERALL ANALYSIS**  Analysis of the grade distribution, course completion, and course success rate reveal some major items for attention.   1. Increase success rate by having an option for students to complete their 16 hours of observation “on the clock”. 2. Need to gather data on who is truly an ECE major (not just taking our classes while majoring in AAT, taking classes to transfer credit, or taking classes as an elective in another major) and track their journey to a certificate or AAS. 3. Need to gather data on why students are not successful in class. Is it the lab observation, NAEYC Key Assessments, class assignments/homework, or other life situations? |

**B. Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

1. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**  
   Number of completers: 106 in the last five years.  
   If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)
2. **Licensure Standard: 93% of test takers pass licensure exams.**If applicable, include the licensure pass rate: We do not have licensure exam.  
   For any pass rate below 93% (Collin College’s standard), describe a plan for raising the pass rate.
3. **Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**Include the retention rate: The retention rate average from 2017-2021 is 94.8%  
   If the retention rate is below 78%, describe a plan for raising the course completion rate.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Awards Program 2017-2021**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **2017** | **2018** | **2019** | **2020** | **2021** | **TOTAL** | | **Certificate** | 5 | 15 | 16 | 7 | 5 | **48** | | **Degree** | 6 | 7 | 7 | 5 | 4 | **29** | | **OSA** | 7 | 3 | 6 | 4 | 9 | **29** | | **TOTAL** | **18** | **25** | **29** | **16** | **18** | **106** | |

**C. Make a case with evidence that the program curriculum is current.**

*Suggested/possible points to consider:*

* *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
* *How does the program curriculum align with any professional association standards or guidelines that may exist?*
* *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*  **Make a case with evidence that the program curriculum is current.**  We chose to compare our program to Grayson College and Dallas College since they are in proximity and are also NAEYC accredited. The chart below shows our degrees are comparable.   |  |  |  |  | | --- | --- | --- | --- | | **Degrees/Certificate/OSA** | **Collin College** | **Dallas College** | **Grayson College** | | AAS-Early Childhood Educator (0-8Years) | X | X | X | | Certificate Level 1-Early Childhood Educator (0-8 Years) | X |  |  | | Certificate Level 1- Child Development Associate (CDA) | X |  |  | | Child Development/Early Childhood Education Certificate |  | X | X | | Administrative Certificate |  | X | X | | OSA-Early Childhood Administrator | X |  |  | | OSA-Child Development Associate (CDA) | X |  | X | | OSA-Special Educator (0-8 Years) | X |  |  | | OSA-Child Development |  |  | X |     The chart below shows are classes are comparable. Dallas College offers CDEC 1303, CDEC 1311, CDEC 1318, and CDEC 1354. Grayson and Collin both offer TECA 1303, TECA 1311, TECA 1318, and TECA 1354, as these classes are more easily transferable to four-year college, This may help explain why students from four-year colleges take these courses without truly seeking a Workforce degree from Collin College.  **Course Comparison (Collin College, Dallas College, Grayson College) chart**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **ECE Prefixes** | **ECE Courses** | **Collin College** | **Dallas College** | **Grayson College** | | CDEC 1270 | Introduction to Teaching ESL | AC |  |  | | CDEC 1303 | Families, School, and Community |  | AC |  | | CDEC 1311 | Educating Young Children |  | AC |  | | CDEC 1313 | Curriculum Resources for Early Childhood Programs | AC |  | AC | | CDEC 1317 | Child Development Associate Training I | AE | AE | AE | | CDEC 1318 | Wellness of Young Child |  | AC |  | | CDEC 1319 | Child Guidance | AC | AC | AC | | CDEC 1321 | The Infant and Toddler | AC | AC | AC/AE | | CDEC 1323 | Observation and Assessment | AC | AC | AC | | CDEC 1330 | Grow and Development: 6-14 Years |  |  | AE | | CDEC 1335 | Early Childhood Development: 3-5 Years |  |  | AE | | CDEC 1339 | Early Childhood Development 0-3 Years |  |  | AE | | CDEC 1341 | CDA Preparation for Assessment |  | AE |  | | CDEC 1343 | Independent Study in Child Development |  | AE |  | | CDEC 1354 | Child Growth and Development |  | AC |  | | CDEC 1356 | Emergent Literacy for Early Childhood |  | AC | AC | | CDEC 1358 | Creative Arts for Early Childhood | AE | AE |  | | CDEC 1359 | Children with Special Needs | AC | AC | AC | | CDEC 1385 | Cooperative Education-Child Development | AE |  |  | | CDEC 1395 | Special Topics in Childcare Provider/Assistant |  | AE |  | | CDEC 1396 | Special Topics in Childcare and Support Services Management |  | AE |  | | CDEC 1413 | Curriculum Resources for Early Childhood Programs |  | AC |  | | CDEC 2165 | Childcare-Childcare Provider/Assistant |  | AC |  | | CDEC 2166 | Childcare-Childcare Provider/Assistant | AC |  |  | | CDEC 2304 | Child Abuse and Neglect | AC | AE |  | | CDEC 2307 | Math and Science for Early Childhood | AE | AE |  | | CDEC 2315 | Diverse Cultural/Multilingual Education |  | AE |  | | CDEC 2322 | Child Development Associate Training II | AE | AE |  | | CDEC 2324 | Child Development Associate Training III | AE | AE |  | | CDEC 2326 | Administration of Programs for Children I | AE | AE | AC | | CDEC 2328 | Administration of Programs for Children II | AE | AE | AC | | CDEC 2336 | Administration of Programs for Children III | AE | AE |  | | CDEC 2340 | Instructional Techniques for Children with Special Needs | AE | AE |  | | CDEC 2341 | The School Age Child |  | AE | AC/AE | | CDEC 2371 | Using Technology in the Classroom | AC |  |  | | CDEC 2384 | Cooperative Education-Child Development |  |  | AC | | CDEC 2388 | Internship-Childcare Provider/Assistant |  | AC |  | | TECA 1303 | Families, School, and Community | AC |  | AC | | TECA 1311 | Educating Young Children | AC |  | AC | | TECA 1318 | Wellness of Young Children | AC |  | AC | | TECA 1354 | Child Growth and Development | AC |  | AC |   AC=AAS Core AE=AAS Elective  *How does the program curriculum align with any professional association standards or guidelines that may exist?*    The programs follow the NAEYC (National Association for the Education of Young Children) higher education standards as required for accreditation. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf>      *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program?*    The programs follow the NAEYC (National Association for the Education of Young Children) higher education standards as required for accreditation.  <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf>    *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*    There are no significant differences of the Collin College Early Childhood Education program from the benchmarks. |

**D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.**

1. How many employers does your advisory committee have? 11

2. How many employers attended the last two meetings? **4 in Spring 2022 and 6 in Spring 2021 (COVID shut down-cancelled Fall 2021)**

3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

|  |
| --- |
| a. Advisory committee members donate time by regularly attending meetings held twice a year.  b. Committee members allow students to observe in classrooms, work with teachers and children and meet with teachers to go over goals and objectives for their college classes in their Childcare facilities throughout the academic year  c. Committee members provide feedback regarding curriculum and industry trends and assist students observing in their facilities.  They are readily available to provide guidance on NAEYC accreditation challenges and any other unexpected issues that might arise.  Members routinely contact program personnel when there are positions available at their facilities. |

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

|  |
| --- |
| **Spring 2017:**Initiative Grant; more online and more flexibility; consider more hybrids; considered a student NAEYC group that would not be linked with GPA.  **Fall 2017:**Course seminars or presentations are desired for our program.  **Spring 2018**:  THECB 60-hour mandate was discussed with the Advisory Committee.  The Committee discussed the addition of the new Course, EDUC 1200 Learning Frameworks and how it would become part of the core at Collin and for the AAS degree.  The board gave input into equipment needed for the Child Development classroom to become technologically appropriate to reflect industry trends.  **Fall 2018**: The Advisory Board Committee recommended equipment for the designated Child Development classrooms at SCC and PRC.  **Spring 2019**:  Advisory Committee members requested that the Child Development Associate Training (CDA) classes be placed online for students.  There are three CDA courses; CDEC 1317, CDEC 2322 and CDEC 2324.  **Fall 2019:** There was a recommendation to explore blended courses  **Spring 2020:** Dr. Zweig remarked that we have had the course, “Introduction to Literacy,” and stated that we might want to bring that back.  **Fall 2020**: It was recommended that the Department secure a membership to The Teaching Channel to provide alternative observation video hours for students due to Covid-19.  **Spring 2021:** The concept of “Block Scheduling” was brought up.  **Fall 2021**: Committee members offered to reach out to sites to offer more opportunities for students to complete lab hours.  **Spring 2022**: Discussion about changing our degree plans; conversation regarding childhood apprenticeships as paid positions. It was recommended that the Department reach out to Childcare centers to create interest in the CDA program. Email, flyers, etc.  In reviewing the Advisory Board meeting minutes over the last five years, the Advisory Board has assisted the department in advising in several different areas: (1) by providing opportunities such as grants and scholarships for students, (2) by suggesting changes in the classroom resources, supplies, and equipment, (3) by giving recommendations regarding the development of new courses, (4) by recommending expansion of classes being offered online, (5) by blended course recommendations, (6) by expanded student lab observation hour resources, (7) by scheduling changes, (8 )by degree plans, and (9) by exploring the development of apprenticeships for students.  During the last five years, the Advisory Board made the following recommendations:   * The representative from Region X stated that there is desire and need for online courses but remarked that it is often difficult to find these offerings in their immediate area. As a result, our program has added several online courses, and many of those are in the process of being approved by the OAB. (“Online Advisory Board.”) * It was remarked that there is a need for more men in the field of Child Development, especially for low social/economic populations; for example, Title 1 schools. * It was suggested that the program possess readily distributable materials that highlight the option of Collin coming to community partners’ facilities to offer classes. To address this recommendation, the program has developed flyers and materials regarding our degree certificate and OSA programs. These materials were created in collaboration with; and were reviewed and approved by the college PR department. * Due to the results of a survey of the needs of Child Development Lab School parents, it became clear that there is a need for more parent training. In answer, the program presented parent training on the topic of child temperament, and training on the topic of professionalism. * There was a question regarding a desire for the program to offer “Special Needs” OSA.  As a result, the program now offers the “Special Educator; age 0 – 8 years” courses: CDEC 1359, CDEC 2340, and TECA 1354.   Over the last five years, the Advisory Committee has offered the following significant suggestions for changes to the curriculum:  These suggestions consisted of recommendations regarding the development of new courses, online course offerings, blended, and hybrid course offerings, as well as the examination of current degree plans.  The Child Development Program is current to maintain our AAS at 60 hours.  We believe that our outcomes reflect the success of the current curriculum.  The program Advisory Board has requested that we investigate providing more online courses to ensure that nontraditional students are allowed the opportunity to complete their degree online if appropriate.  Area employers believe our students are well-prepared for the Workforce, and our four-year university partners state that our students transfer to their programs notably well-prepared to continue coursework.  Faculty ensures our curriculum is current by reviewing the National Association for the Education of Young Children standards and matching the student learning outcomes to the existing courses. |
|  |

**E**. **Make a case with evidence that the program is well managed.**

*Suggested/possible points to consider (Data can be found at* [**http://inside.collin.edu/institutionaleffect/Program\_Review\_Process.html**](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)**):**

* *Average class size*
* *Grade distributions*
* *Contact hours taught by full-time and part-time faculty*
* *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the Workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
* *How well are general education requirements integrated with the technical coursework?*
* *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Average class size (see chart below):  The classes usually average in the mid-teens to 20s.  Rarely are classes in the single digits and if so, are taught per head.  However, if they are, they are in the spring and summer semesters.  The classes in single digit enrollment are typically the specialty courses that are taught on a rotating basis.  For example, CDEC 2166 (Childcare, Capstone course) students must gain permission to enroll in the course.  Students take the Capstone course at the end of their degree program.  Our former Lab Instructor started at Collin in 2006 and retired in August 2020. One full-time faculty member, who is now our Emeritus adjunct professor, started in 2004 and retired in January 2020. Our discipline lead joined Collin in 1995 and retired in December 2021. Despite these changes, our retired faculty continue to provide invaluable historical information regarding our Early Childhood Education program.    Recently, we have acquired a relatively new Associate Dean and Dean. Our Associate Dean presided over our department in 2019. She has a background in teaching and a Master's degree in Education. Both our Dean and Associate Dean have taught courses at the college level. Our Dean has a PhD in Humanities/Aesthetic Studies, and became our department Dean in 2021. Both individuals are invested in our program and help guide our department. We are currently applying for a grant to pilot a student apprenticeship. The Early Childhood Education department feels comfortable seeking guidance from both our Associate Dean and Dean.     * Average class size - The average class size is approximately 17 students. Please see table below for academic years 2016-2021. CDEC 2166 is our Childcare class. Students must gain permission to enroll in the course at the end of their program. That class can run with under 10 students. * Course offerings. We offer 16-week and 8-week classes both in person and online. Many of our students work full-time and prefer to take classes online, especially after COVID.      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Courses | F16 | SP17 | SU17 | F17 | SP18 | SU18 | F18 | SP19 | SU19 | F19 | SP20 | SU20 | F20 | SP21 | SU21 | | CDEC 1270 |  |  | 7 |  |  | 19 |  |  | 9 |  |  | 24 |  |  | 10 | | 1313 | 21 | 19 |  | 19 | 9 |  | 14 | 16 |  |  | 12 |  |  | 15 |  | | 1317 |  |  |  | 14 | 1 |  | 15 |  |  | 22 |  |  | 23 |  |  | | 1319 | 20 | 15 | 17 | 18 | 14 | 17 | 16 | 15 | 16 | 17 | 21 | 20 | 19 | 19 | 23 | | 1321 |  | 20 |  |  | 8 |  |  | 21 |  |  | 23 |  |  | 20 |  | | 1323 | 21 | 17 |  | 15 | 15 |  | 22 | 11 |  | 22 | 17 |  | 19 | 22 |  | | 1358 |  |  |  |  | 11 |  |  | 23 |  | 18 | 11 |  | 21 | 16 |  | | 1359 | 24 | 14 |  | 24 | 16 |  | 21 | 11 |  | 21 | 10 |  | 24 | 14 |  | | 2166 |  | 7 |  |  | 14 |  |  | 6 |  |  | 9 |  |  |  |  | | 2304 |  | 21 |  | 23 | 19 |  | 13 |  |  | 7 |  |  | 15 |  |  | | 2307 |  | 7 |  |  |  |  |  |  |  |  |  |  |  |  |  | | 2322 | 13 |  |  |  | 14 |  |  | 12 |  |  | 11 |  |  | 13 |  | | 2324 |  | 9 |  |  |  |  | 12 |  |  | 16 |  |  |  | 23 |  | | 2326 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 2328 | 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 2336 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 2340 |  |  |  | 15 |  |  | 16 |  |  |  |  |  |  | 12 |  | | 2371 |  | 14 |  |  | 15 |  | 1 | 10 |  |  | 8 |  |  | 13 |  | | TECA 1303 | 18 | 22 | 22 | 22 | 20 | 21 | 23 | 22 | 20 | 18 | 16 | 24 | 20 | 17 | 20 | | 1311 | 16 | 15 | 22 | 19 | 16 | 15 | 20 | 16 | 11 | 19 | 14 | 23 | 19 | 13 | 23 | | 1318 | 20 | 19 | 21 | 24 | 20 | 23 | 20 | 18 | 18 | 19 | 18 | 20 | 18 | 14 | 22 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | 1354 | 21 | 23 | 23 | 22 | 24 | 24 | 24 | 20 | 24 | 24 | 21 | 24 | 15 | 21 | 20 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | AVG CLASS SIZE | 17 | 16 | 19 | 20 | 15 | 20 | 17 | 13 | 16 | 18 | 15 | 23 | 19 | 17 | 20 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   Note: Averages rounded to the nearest full number. Enrollment retrieved from the ZogoTech data system. The program course list is based on the 2020-2021 academic catalog.    Grade distributions: This information was derived from: <http://inside.collin.edu/iro/programreview/202122/GradeDistribution-EarlyChildhoodEducator.pdf>.  2017-2021 Average CDEC/TECA Grades   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | CDEC | A | 40% | CDEC | A | 38% | CDEC | A | 43% | | 1317 | B | 8% | 1359 | B | 18% | 2324 | B | 22% | |  | C | 9% |  | C | 17% |  | C | 3% | |  | D | 8% |  | D | 3% |  | D | 3% | |  | F | 23% |  | F | 17% |  | F | 22% | |  | W | 12% |  | W | 8% |  | W | 8% | | CDEC | A | 39% | CDEC | A | 57% | TECA | A | 50% | | 1319 | B | 14% | 2307 | B | 0% | 1303 | B | 14% | |  | C | 7% |  | C | 0% |  | C | 8% | |  | D | 2% |  | D | 0% |  | D | 2% | |  | F | 27% |  | F | 29% |  | F | 15% | |  | W | 11% |  | W | 14% |  | W | 11% | | CDEC | A | 30% | CDEC | A | 38% | TECA | A | 44% | | 1323 | B | 21% | 2322 | B | 17% | 1311 | B | 14% | |  | C | 11% |  | C | 16% |  | C | 10% | |  | D | 3% |  | D | 6% |  | D | 2% | |  | F | 27% |  | F | 17% |  | F | 19% | |  | W | 11% |  | W | 5% |  | W | 11% |      |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | CDEC | A | 88% | CDEC | A | 57% | CDEC | A | 57% | | 1270 | B | 6% | 1358 | B | 13% | 2304 | B | 7% | |  | C | 1% |  | C | 10% |  | C | 12% | |  | D | 3% |  | D | 2% |  | D | 1% | |  | F | 1% |  | F | 13% |  | F | 15% | |  | W | 0% |  | W | 6% |  | W | 7% | | CDEC | A | 65% | CDEC | A | 100% | CDEC | A | - | | 1313 | B | 10% | 1385 | B | 0% | 2326 | B | - | |  | C | 3% |  | C | 0% |  | C | - | |  | D | 0% |  | D | 0% |  | D | - | |  | F | 11% |  | F | 0% |  | F | - | |  | W | 11% |  | W | 0% |  | W | - | | CDEC | A | 45% | CDEC | A | 38% | CDEC | A | 45% | | 1321 | B | 23% | 2166 | B | 22% | 2328 | B | 45% | |  | C | 10% |  | C | 3% |  | C | 0% | |  | D | 2% |  | D | 0% |  | D | 0% | |  | F | 16% |  | F | 0% |  | F | 0% | |  | W | 4% |  | W | 0% |  | W | 0% |      |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | CDEC | A | - | TECA | A | 60% | CDEC | A | 72% | | 2336 | B | - | 1318 | B | 16% | 2371 | B | 11% | |  | C | - |  | C | 6% |  | C | 5% | |  | D | - |  | D | 1% |  | D | 2% | |  | F | - |  | F | 10% |  | F | 8% | |  | W | - |  | W | 6% |  | W | 2% | | CDEC | A | 40% | TECA | A | 57% |  |  |  | | 2340 | B | 28% | 1354 | B | 19% |  |  |  | |  | C | 14% |  | C | 9% |  |  |  | |  | D | 2% |  | D | 2% |  |  |  | |  | F | 12% |  | F | 8% |  |  |  | |  | W | 5% |  | W | 4% |  |  |  |       The grade distribution data was taken from the Institutional Research files for program review. In the classes we analyzed, most students earn an A, followed by F, B, C, then D. A large portion of the students earned an A followed by an F. This is because all CDEC and TECA classes (except TECA 1354) have a required 16 hours of outside lab observation. At times, unfortunately, students that fail the classes are those that have waited until the end of the semester to begin observation hours, though professors remind them frequently throughout the course to do so. Others do not attempt the observation hours, though they are frequently reminded that it is a required component of the course. If a minimum of 16 hours is not completed the student will fail the class even if they are passing all the other assignments. This is a state of Texas mandate. However, there is no regulation that says the students cannot complete their hours while getting paid. After checking with our peers in the Early Childhood Education community college industry we too will allow our students to complete their observation hours “on the clock”.  Contact hours by full time versus part time professor   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Semester and Year | FT contact hours | FT Percentage | PT contact hours | PT percentage | | Fall 2021 (ECE) | 11,440 | 64% | 6,384 | 36% | | Fall 2020 (ECE) | 31,680 | 62% | 19,120 | 38% | | Fall 2019 (ECE) | 25,792 | 71% | 10,762 | 29% | | Fall 2018 (ECE) | 29,328 | 68% | 13,712 | 32% | | Fall 2017 (Child Dev/Education) | 30,576 | 69% | 13,632 | 31% | | Fall 2016 (Child Dev/Education) | 23,728 | 27% | 61,536 | 49% |     Summary: As of Spring 2022   * The Early Childhood Education Department currently consists of two full-time faculty, 1 Emeritus adjunct faculty, 6 adjunct faculty, and 1 full-time Lab Instructor. Two of our adjuncts are directors of Childcare centers. One of our adjuncts is full-time faculty at a four-year university.   All classes with success rates below 75%:  By and large, in many of the classes, most of the students earned a grade of A. However, a large portion of the students also failed because of the 16 hours of observation requirement. For example, the average success rate for TECA 1354 (the only class that does not require observation hours) is 85%. For most of our courses, students work while attending school. Attendance is a struggle for them as the great majority of them are working full-time and attempting to balance work, college, and family life. Many ECE students have limited resources such as access to technology and limited knowledge and experience in the use of technology. The CDA (Child Development Associate) is a national credential that requires specific learning activities in the CDA classes. Professors have limited ability to alter or eliminate the required activities.  CDEC 1317 Child Development Associate Training I shows an average success rate of 57%. The student learning outcomes that present the greatest challenges for students in this course are as follows: Recognize and plan for individual learning styles. Provide throughout the day a variety of age-appropriate materials and activities that encourage curiosity, exploration and problem solving. Communicate with children in developmentally appropriate ways. Provide a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing. Adapt program activities to meet individual and special needs of children with disabilities.  *Instructional and other intervention(s) that might improve success rates are as follows*: The CDA (Child Development Associate) is a national credential that requires specific learning activities in the CDA classes. Professors have limited ability to alter or eliminate the required activities. After analyzing the student learning outcomes, it was determined that students in the CDA classes need support in understanding the concepts of DAP (Developmentally Appropriate Practices). We will guide professors to use NAEYC resources on developmentally appropriate practices found at: <https://www.naeyc.org/resources/developmentally-appropriate-practice>.  CDEC 1319 Child Guidance has an average success rate of 61%. The student learning outcomes that present the greatest challenges for students in this course are: Explain how positive guidance promotes growth and development. Describe development of moral competence in children. Describe how cultural differences affect guidance. Discuss the role of culture in children's interactions and responses to conflict. Describe the importance of working with parents to solve guidance issues. Discuss family issues, which may influence children's behaviors and ways to assist children in coping with these stressful or frightening situations. Recognize true problem behaviors and identify professional resources for specific developmental or family needs.  *Instructional and other intervention(s) that might improve success rates are as follows:* After analysis of the student learning outcomes with which students have the greatest challenges, it was determined that our students have limited exposure to anti-bias curriculum and the concept of diversity. We will guide professors to use NAEYC anti-bias resources such as, <https://www.naeyc.org/resources/topics/anti-bias>. It was also determined that students in this class need support in understanding the concepts of DAP (Developmentally Appropriate Practices). We will guide professors to use NAEYC resources on developmentally appropriate practices found at: <https://www.naeyc.org/resources/developmentally-appropriate-practice>.  CDEC 1323 Observation and Assessment has an average success rate of 61%. The student learning outcomes that present the greatest challenges for students in this course are: Define and compare assessment tools. Develop individual plans based on authentic assessment.  *Instructional and other intervention(s) that might improve success rates are as follows:* There are specific assessment tools used to evaluate young children. Professors will encourage students to utilize resources found at <https://docplayer.net/5581524-The-developing-child-observation-guidebook.html> and <https://www.naeyc.org/search/authenticassessment> to develop individual plans and to compare assessment tools.  CDEC 1359, Children with Special Needs shows an average success rate of 73%. The student learning outcomes that present the greatest challenges for students in this course are: Discuss integration of goals from Individualized Education Programs (IEPs), Individualized Transition Plans (ITPs), and Individualized Family Service Plans (IFSPs) into daily activities and routines. Analyze cultural implications and their impact on services to children with special needs. Explain the role of advocacy for children with special needs and their families. Explain how the codes of ethical conduct apply to professional practice.  *Instructional and other intervention(s) that might improve success rates are as follows*: After thorough analysis of student learning outcomes with which students struggle, the department will guide professors to create and evaluate more IEPS, ITPs, and ISFPs in the classroom. Professors will be encouraged to provide advocacy activities in the curriculum. Students will be referred to the code on ethical conduct found at <https://www.naeyc.org/resources/position-statements/ethical-conduct>.  CDEC 2307 Math and Science in Early Childhood shows an average success rate of 57%. The student learning outcomes that present the greatest challenges for students in this course are: Relate the sequence of cognitive development to the acquisition of math and science concepts. Describe the scientific process and its application to the early childhood indoor and out learning environments. Develop strategies which promote thinking and problem-solving skills in children. Utilize observation and assessment as a basis for planning discovery experiences for the individual child. Create, evaluate, and/or select developmentally appropriate materials, equipment, and environments to support the attainment of math and science concepts and skills.  *Instructional and other intervention(s) that might improve success rates are as follows*: It has been noted that the last time this class was offered was in 2017, and it was taught per head due to low enrollment. Four students earned a final semester grade of A, while two students earned a final semester grade of F, and one student withdrew. This class was offered subsequently, but enrollment was nearly non-existent, as many students mistakenly believed that the course was a Math-and Science-based course versus a class focused on ways in which to teach the topics of Math and Science in the early childhood classroom.  It had been suggested by faculty that the name of the course be changed to reflect the actual nature of the course, but it was learned that the name of the course could not be altered due to the regulations mandated by the Texas Higher Education Coordinating Board. One intervention to address the misunderstandings on the part of students was offered, which was to emphasize to the college student advisors the content and aim of the course content in order to properly market the course. It was also determined that students in this class need support in understanding the concepts of DAP (Developmentally Appropriate Practices). We will guide professors to use NAEYC resources on developmentally appropriate practices found at: <https://www.naeyc.org/resources/developmentally-appropriate-practice>.  CDEC 2322 Child Development Associate Training II has an average success rate of 71%. The student learning outcomes that present the greatest challenges for students in this course are: Implement a non-biased curriculum.  *Instructional and other intervention(s) that might improve success rates are as follows*: The CDA (Child Development Associate) is a national credential that requires specific learning activities in the CDA classes. Professors have limited ability to alter or eliminate the required activities. After analysis of the student learning outcomes with which students have the greatest challenges, it is determined that our students have limited exposure to anti-bias curriculum and the concept of diversity. We will guide professors to use NAEYC anti-bias resources such as, <https://www.naeyc.org/resources/topics/anti-bias>.  CDEC 2324 Child Development Associate Training III has an average success rate of 68%. The student learning outcomes that present the greatest challenges for students in this course are: Encourage feelings of empathy and respect for others. Encourage children to respect the environment. Describe techniques used to provide positive guidance. Implement methods for avoiding problems. Relate guidance practices to knowledge of each child’s personality and developmental level.  *Instructional and other intervention(s) that might improve success rates are as follows*: The CDA (Child Development Associate) is a national credential that requires specific learning activities in the CDA classes. Professors have limited ability to alter or eliminate the required activities. After analyzing the student learning outcomes, it was determined that students in this class need support in understanding the concepts of DAP (Developmentally Appropriate Practices). We will guide professors to use NAEYC resources on developmentally appropriate practices found at: <https://www.naeyc.org/resources/developmentally-appropriate-practice>.  TECA 1303; Family and Community has an average success rate of 91 %. The student learning outcomes that present the greatest challenges for students in this course are: Identify characteristics and issues relating to diverse cultures and caregiving lifestyles. Instructional and other intervention(s) that might improve success rates are as follows: Introduce the concepts of Anti-Bias curriculum, and tenets of diversity. Explain the importance of maintaining codes of ethical conduct and legal issues when working with families, colleagues, and community professionals.  *Instructional and other intervention(s) that might improve success rates are as follows:* Introduce the NAEYC Code of Ethical Conduct and the state legal issues in the field. <https://www.naeyc.org/resources/position-statements/ethical-conduct>.  TECA 1311 Educating Young Children has an average success rate of 67%. The student learning outcomes that present the greatest challenges for students in this course are: Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse Early Childhood Education settings. Describe and adhere to professional code of legal and ethical requirements for educators.  *Instructional and other intervention(s) that might improve success rates are as follows*: After analyzing the student learning outcomes, it was determined that students in this class need support in understanding the concepts of DAP (Developmentally Appropriate Practices). We will guide professors to use NAEYC resources on developmentally appropriate practices found at: <https://www.naeyc.org/resources/developmentally-appropriate-practice>. Students will be referred to the code on ethical conduct found at <https://www.naeyc.org/resources/position-statements/ethical-conduct>.    While our retention rate has an average of 95% from 2017-2021, the success rate of our courses ranges from an average of 57% to 100%. We intend to implement ways in which to work on increasing the success rate of all our classes to at least 75%.     * There is a need to gather better data on students who are on an AAS/Certificate/OSA path so the Early Childhood Education department and their Career Coach can follow up with each student. We will create a survey to gather data in every CDEC and TECA class. * To increase the success rate in our classes, we will update our NAEYC Key Assessments to ensure the instructions match the rubrics. We also need to update the rubrics to match NAEYC’s new standards. * The ECE department will create new guidelines allowing students to complete their observation hours on the clock. * The ECE department will update the lab manual and will reestablish lab orientation meetings. We had conducted these meetings prior to COVID. We also have acquired a new Lab Instructor. A one-semester gap occurred during the period of transition to the new Lab Instructor when she was onboarded. Therefore, information was lost during the transition. * For our online classes we will ask that faculty host more optional Zoom meetings to explain assignments and/or answer any questions. * At the end of each course, we will ask faculty to fill out a quick survey requesting information on students that failed the class. We want to know why the students failed (ie observation hours, assignments, NAEYC Key Assessments, life situations, etc). The survey will also gather information on when and how the faculty reached out to help the student. For example, if the student had an issue with their computer, we could let them know that the library checks out laptops. We can also let students know that eLC is there to help them with Canvas.     How well are general education requirements integrated with the technical coursework?   * The Early Childhood Education degree integrates general education requirements and technical coursework, as demonstrated by the program suggested outline.     AAS – Early Childhood Educator (0-8 Years)  <https://www.collin.edu/academics/programs/CHED_AAS.html>  60 credit hours  FIRST YEAR  First Semester  CDEC 1319 Child Guidance  CDEC 1323 Observation and Assessment  ENGL 1301 Composition I  TECA 1311 Educating Young Children  TECA 1354 Child Growth and Development  Second Semester  CDEC 1321 The Infant and Toddler  CDEC 1270 Introduction to Teaching ESL  EDUC 1300 Learning Framework  TECA 1303 Families, School, and Community  ELECTIVE 1  SECOND YEAR  First Semester  CDEC 1313 Curriculum Resources for Early Childhood Programs  CDEC 1359 Children with Special Needs  CDEC 2304 Child Abuse and Neglect  CDEC 2371 Using Technology in the Classroom  ELECTIVE 2  Second Semester  TECA 1318 Wellness of the Young Child  CDEC 2166 Childcare-Childcare Provider/Assistant (Capstone)  GEN ED Humanities/F.I.N.E. Arts course  GEN ED Mathematics/Natural Sciences course  GEN ED Social/Behavioral Sciences course  ELECTIVE 3\*  \*ELECTIVE Sequences 1-3. There are three focus options. You must select ONE focus and complete the three-course sequence.  Child Development Associate (CDA) Focus  Elective 1 CDEC 1317 Child Development Associate Training I  Elective 2 CDEC 2322 Child Development Associate Training II  Elective 3 CDEC 2324 Child Development Associate Training III  Administration Focus  Elective 1 CDEC 2326 Administration of Programs for Children I  Elective 2 CDEC 2328 Administration of Programs for Children II  Elective 3 CDEC 2336 Administration of Programs for Children III  Early Childhood Educator Focus  Elective 1 CDEC 2340 Instructional Techniques for Children with Special Needs  Elective 2 CDEC 2307 Math and Science for Early Childhood OR CDEC 1358 Creative Arts for Early Childhood  Elective 3 CDEC 1385 Cooperative Education-Child Development       * Student satisfaction:  What evidence do you have that students are satisfied with the program?  What kinds of complaints are made to the Associate Dean/Director by program students?     “The only complaints I’ve received from students pertained to their difficulty securing an observation site during the pandemic due to COVID restrictions and the desire to complete all observation hours online” per Alexis Bohanna (Associate Dean). During COVID shut down we were given permission for students to complete their 16 hours of observations online. However, as restrictions were lifted, we were told by our Dean that the students could complete up to 8 hours via video observation. Then, as more centers opened up, the students were required to complete all 16 hours face-to- face. Faculty assisted students in finding placement during this time. However, some students either waited until the last minute or never reached out to their faculty to help secure an observation site. Observation hours are mandated through the Texas Higher Education Coordinating Board. We believe students will welcome completing their observation hours “on the clock”.  The data from the following tables were taken from Student Evaluation of Instruction within the Institutional Effectiveness department. The range of satisfaction was between 1 (Strongly Disagree)-4 (Strongly Agree) Please see the Appendix for the original data. The only semesters on the Institutional Effectiveness website database are Fall 2019-Spring 2021 for CDEC and TECA classes.  CDEC Student Evaluation of Instruction   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | F 2019 | SP 2020 | F 2020 | SP 2021 | | The course was well managed | 3.49 | 3.63 | 3.53 | 3.55 | | The instructor communicates effectively | 3.57 | 3.62 | 3.49 | 3.54 | | The instructor provided sufficient feedback regarding the quality of your work | 3.62 | 3.71 | 3.60 | 3.46 | | The instructor treated students with respect | 3.62 | 3.68 | 3.72 | 3.70 | | Instructor created an environment that facilitated learning | 3.64 | 3.69 | 3.62 | 3.65 | | AVERAGES | 3.59 | 3.66 | 3.59 | 3.58 |     TECA Student Evaluation of Instruction   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | F 2019 | SP 2020 | F 2020 | SP 2021 | | The course was well managed | 3.59 | 3.45 | 3.58 | 3.48 | | The instructor communicates effectively | 3.56 | 3.41 | 3.58 | 3.46 | | The instructor provided sufficient feedback regarding the quality of your work | 3.57 | 3.55 | 3.56 | 3.42 | | The instructor treated students with respect | 3.72 | 3.75 | 3.85 | 3.73 | | Instructor created an environment that facilitated learning | 3.66 | 3.64 | 3.71 | 3.65 | | AVERAGES | 3.62 | 3.56 | 3.65 | 3.55 |     According to our student evaluations, the Early Childhood Education department needs to work on providing sufficient feedback, communicating better, and managing our courses better. Encourage faculty to use OAB courses. We will go over these results at our department meetings and adjunct meetings. We will continue to encourage our faculty to meet our students' needs. |

**☐6. How effectively do we communicate, and how do we know?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit’s website and describe processes in place to ensure that information is current, accurate, relevant, and available.*

|  |
| --- |
| Student feedback is usually received via individual faculty.  Faculty will then reach out to the Discipline Lead.  If the matter in question is more significant, the Discipline Lead will discuss it with the ECE department during the monthly meetings.  We incorporate student feedback (including course evaluations) to facilitate program improvement.  Each semester, both on campus and online, we inform students of the program through our student orientation.  We also inform them through email blasts and the F.I.N.E. (F.I.N.E., Investigate, Navigate, Educate) Program (February 2017, 2018, 2019, 2020, 2021).  F.I.N.E. is an education fair for prospective and current students.  All literature and electronic sites (i.e., departmental website, program manual) are reviewed each semester by faculty assigned to the tasks.  The Advisory Board is contacted regarding accuracy of program literature and websites.  Glenn Truman is revamping the department website. This, in turn will aid in program recruitmemt. |

**B. In the following Program Literature Review Table, document that the elements of information listed on the website, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public.**

**Program Literature Review Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, flyer, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Early Childhood Education/Education Website | http://iws.collin.educchilddevelopment | 10/1/2021 | ☐Current ☐Accurate ☐Relevant ☒Available | Glenn Truman |
| 2020-2021 Collin College Catalog | www.collin.edu | 10/1/2021 | ☐Current ☐Accurate ☐Relevant ☒Available | ECE Department responsible for providing content |
| Degree Plans Collin College Main Website | www.collin.edu | 10/1/2021 | ☐Current ☐Accurate ☐Relevant ☒Available | ECE Department responsible for providing content. |
| Course Syllabi | Online  www.collin.edu | Reviewed and updated each semester | ☐Current ☐Accurate ☐Relevant ☒Available | Associate Dean Alexis Cade |
| Learning Objectives | Online  www.collin.edu | Reviewed and updated each semester | ☐Current ☐Accurate ☐Relevant ☒Available | ECE department |
| Early Childhood Educator | Flyer | 5/1/2021 | ☐Current ☐Accurate ☐Relevant ☒Available | ECE Department |
|  |  |  | ☐Current ☐Accurate ☐Relevant ☐Available |  |

**☐7. How well are we leveraging partnership resources and building relationships, and how do we know?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.**

|  |
| --- |
| The Child Development Program enlists the Texas Workforce Commission, Texas A&M AgriLife, Bright Horizons, Kids R Kids, Plano Independent School District, Region 10 Education Service Center, Early Childhood Intervention, The United Methodist Childcare programs, Friday Nite Friends, The Goddard School, the Collin College Lab School, Apple Creek Preschool and Kindergarten Prep, Perkins Grants and an array of ISD’s for public Childcare and private Childcare facilities. These partners collaborate with the program to ensure quality placements for students, tours of facilities, and serve as mentors to students, professors and the program in general.  Some of our community partners are represented by individuals on the Advisory Board.  Written articulation agreements between Texas Woman’s University (TWU) and Midwestern State University (MSU); and continuous partnership with University of North Texas (UNT) and TX A&M ensure a seamless transition for students from Collin College’s two-year program to the College/University four-year program. |

**Partnership Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any. | How is it Valuable to the Program? |
| Texas Workforce Commission  Collin County Association for the Education of Young Children (CCAEYC) | Provides Training |  | Allows students to receive money for professional development as classes, and training hours  Provides knowledge and expertise |
| Bright Horizons  Kids R Kids  Plano Independent School District  The United Methodist Childcare programs  The Goddard School  Seton Ark Adventure Preschool  Frisco Independent School District  Lewisville Independent School District  Wylie Independent School District  Garland Independent School District  Rockwall Independent School District  Anna Independent School District  McKinney Independent School District | Provides Observation Site |  | Provides student lab observation hours and mentoring |
| College College Lab School  Apple Creek Preschool  Kindergarten Prep  Parker Chase Plano  Parker Chase Carrollton  Early Head Start Program  Head Start Program | Provides Observation Site/Advisory Board |  |  |
| TEACH | Provides Scholarships |  | Money for tuition and books |
| Region 10 Education Service Center | Provides Training/Advisory Board |  | Provides knowledge and expertise |
| Early Childhood Intervention  University of Dallas | Advisory Board |  | Provides knowledge and expertise  Accepts ECE hours for transfer |
| Collin College Career Coach | Provides training, advising, and partnership |  | Provides training, advising, and collaboration of F.I.N.E., informational sessions and guest speaking |
| Friday Nite Friends  CITY House Collin Intervention  Hope’s Door  Allen Community Outreach  The Turning Point  Equest  Easter Seals of North Texas  Scottish Rite Hospital | Provides Service-Learning Site |  | Community Service/Networking  Mentoring |
| Texas Womans University  University of North Texas  Texas A&M Commerce | Provides articulation agreement/Advisory Board |  | Provides seamless transfer for students |

**☐8. What professional developmental opportunities add value to your program?**

|  |
| --- |
| The Early Childhood Education program enlists the following organizations and sites for professional development opportunities that add value to o our program:  NAEYC Annual Conference, TXAEYC Annual Conference, TCCCTA convention, professional development at Collin College, Dr. S Sparrow’s presentation on childhood trauma, Collin County Early Childhood Coalition (CCECC), Collin County chapter AEYC (CCAEYC), Child D Development Educator Association (CDEA), Region 10 professional development, Texas Computer Educator, Association (TCEA), Southern Earl y CChildhood Association (SECA), EdWeb, Teaching Channel, and Quality Matters.  These local, state, and national professional development opportunities bring the latest research and knowledge, current strategies, and trends into our classrooms. |

**Provide a List of professional development activities employees have participated in since the last program review.**

(Please see Appendix.)

**☐9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Possible points to consider:*

* *The useful life of structure, technologies and equipment*
* *Special structural requirements*
* *Anticipated technology changes impacting equipment sooner than usual*

|  |
| --- |
|  |

**Facilities Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Significant Pieces of Equipment | Description  (i.e. Special Characteristics) | Meets Needs (Y or N):  Current For Next 5 Years | | Analysis of Equipment Utilization |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Equipment/Technology Table ($5,000 or more) \*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, justify needed equipment or budget change |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Financial Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Section III.Continuous Improvement Plan (CIP)

**☐10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
  2. **Overall improvements to your program**

|  |
| --- |
| Program Learning Outcomes/Competencies:   1. Students will advocate appropriately for children and families by writing an advocacy letter for inclusion in their portfolio. 2. Students will be able to identify and analyze appropriate developmental and learning skills in young children, including age-appropriate skills, materials, and interactions. 3. Students will appropriately observe, document, and assess behavior and development in young children. 4. Students will be able to evaluate and uphold ethical standards and other professional guidelines.   As a NAEYC nationally accredited two-year program, we are using the program learning outcomes as Key Assessments for accreditation.  We examine ways in which we incorporate the learning outcomes into our program.  For example, in learning outcome 1 we introduce the role of advocacy. This is operationalized for students by having them write advocacy letters, by emphasizing the importance of advocacy, and by having their advocacy letters formally assessed in TECA 1303, TECA 1354, and CDEC 1323.  As reflective practitioners, assessing the learning outcomes and gathering data for CIP has resulted in a heightened awareness of advocacy.  This exploration has made students more aware of the current issues in Early Childhood Education and how to advocate for children and families.  Full-time and adjunct faculty participated in gathering data for the CIP and for NAEYC, which made for a more cohesive department.  This was true for all the learning outcomes.  Overall Improvements:  We expect the program to steadily increase in numbers as we continue to offer more online courses.  We will continue to partner with, and market to local Childcare centers to grow enrollment.  We will continue to call on our early childhood Advisory Board for guidance and marketing of our program.  We will continue to work with our Advising department to enroll students in appropriate course selections.  We will continue to collaborate with Career Coaches to offer information sessions, the F.I.N.E. (Find Investigate Navigate Educate) conference, career fairs, and many other marketing activities. As part of an Innovation Grant, we launched the education fair to provide high school students, prospective students, and current Collin students and community members opportunities to learn more about the program and the degrees and certificates we offer.  The strength of the Early Childhood Education department lies within its faculty.  Most of our full-time faculty and adjunct faculty hold a Doctorate degree.  Two full time faculty and three adjuncts hold Doctorate degrees (a combination of Ed.D. and Ph.D.).    Many of our adjuncts currently work in the Early Childhood Education field.  Our adjunct members include a family counselor, a director of an Early Childhood Education program, an Assistant Professor at TWU, an executive director at DISD, and an educational consultant.  Our faculty brings a wide range of education and expertise to their roles in the classroom. Retired faculty are very active and continuously volunteer their time to help on-board new members of the team and to grow the program.  The Early Childhood Education Advisory Board is a strength of the program.  The Advisory Board suggested an OSA for Special Education, which the department fulfilled.  The Advisory Board helps the program keep up-to-date with the current needs of the industry.  The ECE department is reflective and flexible.  For Childcare centers employing 15 or more staff and/or faculty, classes are held at their worksite.  The Advisory Board requested offering more classes on behalf of the Childcare industry in Collin County.  The ECE department developed additional online and/or hybrid classes.  This is helpful to our working students, students managing a family, and students completing classes for which all CDEC and TECA courses (apart from TECA 1354) require 16 hours of observation.  The department also curated many hours of relevant and current observation videos for students to access during the COVID shut down.  At present, students are able to complete up to eight hours of video observations using the Teaching Channel.  Being one of the few schools in the area that is NAEYC accredited (National Association for Education of Young Children) helps establish Collin College’s ECE program as a leader in the field.  Many colleges and universities seek the advice of our department in regard to obtaining their own NAEYC accreditation.  Dedicated rooms (I-111 at the Plano campus, and SC-228 at the Wylie campus), along with a multitude of student resources function as other strengths of our program.  The department possesses state-of-the-art baby simulators made by Reality Works.  These simulators provide students with hands-on experience in caring for an infant.  Our department also conducts (prior to COVID) CPR workshops, using infant, child, and adult CPR mannequins.  Plano and Wylie also have smart boards and iPads to enhance students’ educational experience.  The Plano classroom houses a 3-D printer, a die cutter, and a laminator.  Students also have access to the Teaching Channel for observation purposes, in the event there is another unforeseen COVID shut down.  ECE Faculty and ECE Program Coaches are currently aware of the downward trend in enrollment, and have begun to implement new strategies to help navigate our ECE students completing their ECE certificates or ECE Associate’s degrees.  One strategy is increasing the presence of our program to the college and Collin County community. The Program Coach, along with ECE faculty, have implemented several recruitment initiatives to attract potential students. Some of the initiatives are included below:  **Program information sessions**- Program Coach with ECE faculty discuss program details and degree options with incoming and potential ECE students via Zoom or in person  **Hosted Admissions/Enrollment Labs**are offeredat local Childcare centers in Collin County.  **Introductory Emails to Incoming Students- the** ECE Program Coach sent personalized emails to all incoming students who listed Early Childhood Education as their declared major. This email included information on course offerings, enrollment procedures, and faculty and staff contact information.  **Personalized Tours –**TheECEProgram Coach and ECE faculty conducted personalized tours for local Childcare center owners and administrators interested in partnering with the ECE program.  The ECE Program Coach also partnered with the Institutional Research Office staff to create Zogotech and Tableau reports to help better identify potential and current ECE students. Proper identification of ECE students allows the ECE faculty and Program Coach to better track student enrollment, course success rates and program completion. Zogotech also allows us to identify enrollment trends to help determine appropriate term, location, and times to offer ECE courses.     * The Early Childhood Education department and Workforce Career Coach will create a spreadsheet to track Collin College ECE degree-seeking students and chart the classes in which they have enrolled.  We will also develop a survey for our faculty to attempt to identify what challenges are being faced by failing students. For example, completion of lab hours, Key Assessment assignments, etc.      * The Early Childhood department will align NAEYC Key Assessments to the new NAEYC standards. We will also update Key Assessment instructions to align with the corresponding rubrics.        It is noted that most of the classes that do not result in a success rate of over 75% require 16 hours of “off the clock” mandatory lab field observations. All our courses, apart from TECA 1354, require students to complete 16 hours of field observation. To illustrate, TECA 1354, that does not require field observation or lab hours shows the highest success rate. We reached out to other Early Childhood Education programs at surrounding Texas community colleges as to how they conduct their lab observation hours. Hill College, Dallas College, Temple College, Blinn College, San Jacinto College, Austin Community College, and San Antonio College responded to the email. These institutions all indicated that they allow students to complete their lab observation hours “on the clock”, meaning students are earning wages while observing. However, these programs emphasized that the observations do in fact adhere to and reflect the student learning outcomes. Conversely, NAEYC accredited programs must adhere to the NAEYC criteria. There is faculty qualitative anecdotal evidence that some students drop out of the program due to the fact they cannot complete all 80 hours of observation only when “off the clock” (for example, five classes x 16 hours each), while they also attend classes, complete classwork/homework, and while they are also employed. Neither WECM nor NAEYC indicates that observation hours can or cannot be paid. Beginning in Fall 2022, a pilot program will be implemented, allowing students to complete their lab observation hours “on the clock” to keep pace with our academic peers, and to better meet our students’ evolving needs.  We cannot equate unduplicated student enrollment numbers to students that are majoring in AAS. We have many students that take our TECA (Early Childhood Education) classes to transfer to four-year colleges. These students will indicate that they are degree-seeking for financial aid purposes with no real intention of graduating from Collin College with a Certificate or an AAS. We plan to begin to gather more accurate and complete data for students enrolled in CDEC and/or TECA classes. At the present time our department collects student information in all our CDEC and TECA classes. We have planned to add additional questions to the survey to help determine students who are and are not actually seeking a degree from Collin College. This gives the department an opportunity to implement follow-up methods to better ensure degree completion at Collin.  Our former Lab Instructor started at Collin in 2006 and retired in August 2020. One full-time faculty member, who is now our Emeritus adjunct professor, started in 2004 and retired in January 2020. Our discipline lead joined Collin in 1995 and retired in December 2021. Despite these changes, our retired faculty continue to provide invaluable historical information regarding our Early Childhood Education program.    Recently, we have acquired a relatively new Associate Dean and Dean. Our Associate Dean presided over our department in 2019. She has a background in teaching and a Master's degree in Education. Both our Dean and Associate Dean have taught courses at the college level. Our Dean has a PhD in Humanities/Aesthetic Studies, and became our department Dean in 2021. Both individuals are invested in our program and help guide our department. We are currently applying for a grant to pilot a student apprenticeship. The Early Childhood Education department feels comfortable seeking guidance from both our Associate Dean and Dean.   * The Advisory Board representative from Region X stated that there is desire and need for online courses but remarked that it is often difficult to find these offerings in their immediate area. As a result, our program has added several online courses, and many of those are in the process of being approved by the OAB. (“Online Advisory Board.”) * It was remarked that there is a need for more men in the field of Child Development, especially for low social/economic populations; for example, Title 1 schools. * It was suggested that the program possess readily distributable materials that highlight the option of Collin coming to community partners’ facilities to offer classes. To address this recommendation, the program has developed flyers and materials regarding our degree certificate and OSA programs. These materials were created in collaboration with; and were reviewed and approved by the college PR department. * Due to the results of a survey of the needs of Child Development Lab School parents, it became clear that there is a need for more parent training. In answer, the program presented parent training on the topic of child temperament, and training on the topic of professionalism. * There was a question regarding a desire for the program to offer “Special Needs” OSA.  As a result, the program now offers the “Special Educator; age 0 – 8 years” courses: CDEC 1359, CDEC 2340, and TECA 1354.   Student feedback is usually received via individual faculty.  Faculty will then reach out to the Discipline Lead.  If the matter in question is more significant, the Discipline Lead will discuss it with the ECE department during the monthly meetings.  We incorporate student feedback (including course evaluations) to facilitate program improvement.  Each semester, both on campus and online, we inform students of the program through our student orientation.  We also inform them through email blasts and the F.I.N.E. (F.I.N.E., Investigate, Navigate, Educate) Program (February 2017, 2018, 2019, 2020, 2021).  F.I.N.E. is an education fair for prospective and current students.  All literature and electronic sites (i.e., departmental website, program manual) are reviewed each semester by faculty assigned to the tasks.  The Advisory Board is contacted regarding accuracy of program literature and websites.  Glenn Truman is revamping the department website. This, in turn will aid in program recruitment. |

\*Please see previous CIP Tables in the Appendix

**☒11. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes.** **Provide the rationale for the expected outcomes chosen for the CIP(s).**

|  |
| --- |
| Strengths   * Active and engaged Advisory Board * Community involvement in providing student learning experiences * Completion rates in the 90+ percentile * Highly qualified faculty involved in publishing and presenting in the field * Highly qualified adjunct faculty serving in our Early Childhood Education industry * Scholarship, networking, and job opportunities provided for students. * Career Coach direct involvement with program, faculty, and students * Dedicated classrooms at Plano, Frisco, and Wylie campuses * Student curriculum with experiences using current and new technologies for classrooms * Student preparation for transfer to four-year programs * Student preparation for immediate employment in the industry * NAEYC re-accreditation for the two-year program * Partnership with on-campus child development lab school * Offering more online classes * Department meets at least once a month * Lab instructor grades all NAEYC key assessment (with exception of TECA 1354, because it does not have lab hours) to ensure consistent data   Weaknesses   * There is a need for additional marketing strategies * There is a need for all ECE courses to be offered online, especially the OSA-Early Childhood Administrator classes   There is a need for continual updating of technology   * There is a need to address low enrollment in some of our courses * Ensure NAEYC Key Assessment has clear instruction that aligns with their rubric * Need to do a better job of capturing and documenting data * Need to set up a manual for the department to ensure consistent information provided to each faculty * Most observation hours were to be completed off the clock * Students need more support, especially in online classes * Our website needs to be separate from Education department’s website. We need to put in more information regarding our CDA classes. We need to have contact people’s information on the website (faculty, staff, career coach, associate dean, dean, etc). * Need to recruit more employers for our advisory board   **Faculty Action Plan**  We noticed the assessments were not as clear as it could have been.  Some of the rubrics did not align with the instructions.  We re-evaluated our Key Assessments to ensure clarity in the instructions and the rubrics aligned with the directions.  This assisted students to better understand the learning outcomes and to create a quality product.  We are still in the process of measuring the success of the revamped Key Assessments, as we had two full time faculty and a lab instructor retire during this time.  Full time and adjunct faculty collaborated well in this process.  We will continue to work as a team to gather data and improve student success and program learning outcomes.  An assessment plan for Workforce and field of study program was completed.  We will continue to partner with local Childcare centers, work with the PR department, and Weekend College to grow the program.  We will continue to grow the online course offerings.  Every CDEC and TECA class (other than TECA 1354) requires 16 hours of mandatory field observation.  Without online classes many students will not have the time to complete the required 16 hours of field observation for each CDEC and TECA (other than 1354) they take.  Enrollments are on a downward trend over a five-year period.  There is a need to change this trajectory. The increases and decreases are dependent on economic trends and the impact of COVID.  The entire Childcare industry is struggling to retain employees. Online courses are very popular, and the courses usually fill rapidly.  Our student population typically works full-time and therefore students prefer to take online courses to complete their degree/certification.  Online courses are extremely helpful for students to complete their 16 hours of required field observation during Childcare center business hours.  Every CDEC and TECA course, other than TECA 1354, requires 16 hours of field observation.  We expect the program to steadily increase in numbers as we continue to offer more online courses.  We will continue to partner with, and market to local Childcare centers to grow enrollment.  We will continue to call on our early childhood Advisory Board for guidance and marketing of our program.  We will continue to work with our Advising department to enroll students in appropriate course selections.  We will continue to collaborate with Career Coaches to offer information sessions, the F.I.N.E. (Find Investigate Navigate Educate) conference, career fairs, and many other marketing activities. As part of an Innovation Grant, we launched the education fair to provide high school students, prospective students, and current Collin students and community members opportunities to learn more about the program and the degrees and certificates we offer.  ECE Faculty and ECE Program Coaches are currently aware of the downward trend in enrollment, and have begun to implement new strategies to help navigate our ECE students completing their ECE certificates or ECE Associate’s degrees.  One strategy is increasing the presence of our program to the college and Collin County community. The Program Coach, along with ECE faculty, have implemented several recruitment initiatives to attract potential students. Some of the initiatives are included below:  **Program information sessions**- Program Coach with ECE faculty discuss program details and degree options with incoming and potential ECE students via Zoom or in person  **Hosted Admissions/Enrollment Labs**are offeredat local Childcare centers in Collin County.  **Introductory Emails to Incoming Students- the** ECE Program Coach sent personalized emails to all incoming students who listed Early Childhood Education as their declared major. This email included information on course offerings, enrollment procedures, and faculty and staff contact information.  **Personalized Tours –**TheECEProgram Coach and ECE faculty conducted personalized tours for local Childcare center owners and administrators interested in partnering with the ECE program.  The ECE Program Coach also partnered with the Institutional Research Office staff to create Zogotech and Tableau reports to help better identify potential and current ECE students. Proper identification of ECE students allows the ECE faculty and Program Coach to better track student enrollment, course success rates and program completion. Zogotech also allows us to identify enrollment trends to help determine appropriate term, location, and times to offer ECE courses.     * The Early Childhood Education department and Workforce Career Coach will create a spreadsheet to track Collin College ECE degree-seeking students and chart the classes in which they have enrolled.  We will also develop a survey for our faculty to attempt to identify what challenges are being faced by failing students. For example, completion of lab hours, Key Assessment assignments, etc.      * The Early Childhood department will align NAEYC Key Assessments to the new NAEYC standards. We will also update Key Assessment instructions to align with the corresponding rubrics.        * *At what point(s) are substantive percentages of students dropping out of the program?  Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum.  Does the data suggest any curricular barriers to completion?  Address problems in the CIP.*     There is no data available for Program-Based Course Performance for 2017 or 2018.  Existing data from the Program-Based Course Performance results indicates that student enrollment increases during the fall semester and decreases in the spring.  Many of our TECA courses are taken by students who transfer to four-year universities or are currently students concurrently enrolled in four-year universities.  Some students will declare Early Childhood Education as their major, with the actual expectation of completing the degree at a four-year institution.  However, we do not have quantifiable data, we have only faculty qualitative anecdotal/experience as evidence.  We will work on gathering more accurate student data regarding whether students are AAS or Certificate-bound and/or challenges contributing to reasons for failing the course.  Courses such as CDEC 2166 Childcare, CDEC 1321 Infant and Toddler, CDEC 1270 Intro to ESL, CDEC 1358 Creative Arts, and CDEC 2371 Using Technology in the Classroom are offered once a calendar year.  These classes are part of the AAS.  They are not usually transferable to four-year universities/colleges.  Therefore, it is anticipated that fewer students will enroll in these courses.  As we analyzed the data in Program-Based Course Performance, we sought guidance from Institutional Effectiveness and determined the data did not reveal the percentage of students dropping out of the program.  None of our courses require a prerequisite and therefore we cannot determine if students took the “consecutive” class.  Our students are also on many different paths, such as OSA, Certifications, and the AAS, which makes it difficult to determine dropout rate.  Many students enroll in classes for training hours only; for Childcare licensing, for electives as part of other majors, or for taking TECA classes to transfer to a four-year university with no intention of graduating from Collin College.  Therefore, calculating Program-Based Course Performance did not reveal the percentages of students dropping out of the program.  To address this challenge, the department will begin a process to gather data to determine if students are dropping out and why.  Without prerequisites to our courses, we eliminate one of the barriers to completion.  One of the barriers to completion is that not all our courses are available online.  Low enrollment can be a barrier when classes are canceled, and students are not able to complete their degree or certification.  Courses such as CDEC 1270 Introduction to ESL (offered Maymester), CDEC 2166 Childcare (offered Spring semester), and CDEC 1321 Infant and Toddler (offered in Fall semester) are offered in rotating terms due to low enrollment, and this may create a barrier for students needing to enroll in one of these classes during a semester when it is not being offered. |

**☒ 12. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |
| --- |
| Learning objectives from previous year 1 and 2 are modified and being used again as we did not achieve 80% student success rate for the Key Assessments.  This time we will rewrite the instructions to the Key Assessments to ensure clarity in instruction and quality product from students.  The department will work closely with the new lab coordinator to streamline data gathering to ensure timely and quality data.  We will go over the Key Assessments (which contain the learning outcomes) with adjuncts at the biannual adjunct meeting to ensure clarity among ECE faculty.  As we retrieve data in the Key Assessments, we will track the number of students who achieve 80% or better for student success rates. |

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| The student will advocate appropriately for children and families by developing an advocacy project. | Advocacy letter to a current public or government official supporting the issue of the family’s concern regarding their child in TECA 1303. | Eighty percent of students meet at least 80% of the goals on the rubric for Advocacy Project. |
| The student will be able to identify and analyze appropriate developmental and learning skills in young children, including age-appropriate skills, materials, and interactions | Using research, identify an age-appropriate activity, using the activity plan template for 10 provided curricular areas focused on a topic in health or safety in TECA 1318. | Eighty percent of students meet at least 80% of the goals on the rubric for the Curriculum Project. |
| The student will know and understand young childrens’ characteristics and needs; the multiple influences on development and learning; will obtain knowledge about and use observation, documentation, and other appropriate assessment tools and approaches; will understand and practice responsible assessment; will understand assessment partnerships with families and other professionals**,** and knowabout and uphold ethical standards and other professional guidelines. | A Child Observation Project on a selected child’s developmental domains based on research, observation, parent interview, assessment tools, and learning prescription in TECA 1354. | Eighty percent of students meet at least 80% of the goals on the rubric for the Child Observation Project. |
| The student will be able to evaluate and uphold ethical standards and other professional guidelines. | Identify three standards in Texas Minimum Standards that demonstrate ethical conduct that are also listed in NAEYC’s Code of Ethical Conduct; summarize findings for each and how they compare in TECA 1311. | Eighty percent of students score 80 points or above on rubric on the Standards Comparison Project. |

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| The student will increase their success rates in ECE classes because they will be allowed to complete their observation at their ECE work site. ECE department will also update all NAEYC key assessment to ensure align of instructions with rubric | Success rate (passing rate) according to IRO reporting. | At least 75% of students in every class pass (D or higher). |
| The student will finish their OSA, Certificate, and/or AAS. | Conduct own survey to find students on an award track. Follow up with students so they do not fall through the cracks. | We will increase our completers (OSA, Certificate, and/or AAS) by 10%. |
|  |  |  |
|  |  |  |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

**B. Measure(s)** –Instrument(s)s/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?  
**E. Results Summary** - Summarize the information and data collected in year 1.  
**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.   
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |  |
| --- | --- |
| 1. **Outcome #1** The student will advocate appropriately for children and families by developing an advocacy project. | |
| 1. **Measure (Outcome #1)**   Advocacy letter to a current public or government official supporting the issue of the family’s concern regarding their child in TECA 1303. | 1. **Target (Outcome #1)**   Eighty percent of students score 80 points or above on rubric for Advocacy Project. |
| 1. **Action Plan (Outcome #1)**   This time we will rewrite the instructions to the Key Assessments to ensure clarity in instruction and quality product from students.  The department will work closely with the new lab coordinator to streamline data gathering to ensure timely and quality data.  We will go over the Key Assessments (which contain the learning outcomes) with adjuncts at the biannual adjunct meeting to ensure clarity among ECE faculty. | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2**   Students will pass ECE courses | |
| 1. **Measure (Outcome #2)**   Success rate (A-D) report by IRO. | 1. **Target (Outcome #2)**   75% of students pass. |
| 1. **Action Plan (Outcome #2)** Set up guidelines to allow students to conduct their observations at their child care work place. ECE department will ensure NAEYC key assessment instructions are clear and aligned with their rubric. ECE department will also update all key assessment to new NAEYC standards. Encourage online professors to conduct zoom meeting, especially at the start of the class. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**