EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

DISCOVER YOUR POTENTIAL

Program Review

Program Name: Early Childhood Development

Degree or Certificate: Associates in Applied Science (A.A.S.)

Chair/Director: Sherry Michael

Submitted by: Sherry Michael

Date Submitted: 3/27/2022

Approved by LOT 4/6/22
Approved by President's Cabinet 4/12/22
Approved by Board of Governors 4/20/22

Section I: Overview of Program

A. Program description:

The Early Childhood Development Program is designed to give students an understanding of intellectual, physical, social, and emotional principles critical to providing quality care to children birth to five years of age. The program provides practical experience working with children in a variety of settings – child care facilities, in-home services, Head Start programs, and pre-school programs. This career-based program is designed for students desiring to enter the job market as teachers in child care centers, as well as self-employed, in-home child care providers or owner/ operators of child care services.

Additionally, students may receive course credit for the Apprenticeship for Child Development Specialist (ACDS) Program Completion Certificate, a recognized child care provider credential, as a collaborative project sponsored by the United States Department of Labor, West Virginia Bureau of Apprenticeship and Training, the West Virginia Department of Education, child-care centers, Head Start programs, and county vocational schools in several locations in West Virginia. Students should see their advisor to determine the best option.

B. List the Program Learning Outcomes:

- Respond to the health and safety needs of children
- Assess children's growth and development
- Plan and implement children's routine within the child-care setting
- Plan and organize a learning environment for young children
- Arrange and manage learning centers
- Identify and implement positive discipline strategies that can be utilized by child care workers in the child care setting
- Develop and implement age-appropriate activities that provide learning through the child's level of communication, interest, and imagination
- Plan developmentally appropriate curriculum for young children
- Communicate with parents and families
- Participate in life-long learning and professional development
- Participate in extracurricular center activities outside the classroom setting, such as planning family events, participating in program and strategic planning
- Maintain records according to state and federal guidelines

C. Explain how this program has contributed to the institution's mission and vision:

Early Childhood Development, Associate in Applied Science Program visibly pertains to our mission: "Eastern provides accessible and affordable educational opportunities for academic,

and life-long learning for the Potomac Highlands regional community." An initial goal of the Early Childhood Development Program is to provide well-trained child care providers and teachers for employment in child care centers as well as self-employed, in-home care providers. Students can earn their Associates of Applied Science degree in Early Childhood Development in two separate areas of emphasis; Direct Care or Entrepreneurial. Additionally, the program is designed to provide continuing education opportunities for child care providers with recognized child care provider credentials Apprenticeship for Child Development Specialist (ACDS) by awarding credit for college level learning. Eastern's tuition rate of $157 per credit hour is the second-lowest in the state, and the Early Childhood Development Program is eligible for West Virginia Invests funding, "a last-dollar-in financial aid program designed to cover the cost of tuition, mandatory fees, and academic program fees in specific high-demand fields."

D. What strategic planning goal(s) of the college does this program contribute to?

The 2022-2026 College Strategic Plan received Eastern's Board of Governors approval on March 16, 2022, which is established in four essential cornerstones: Educational Access, Student Success, Strategic Partnerships, and Institutional Effectiveness. The Early Childhood Development Program can expect to contribute to Goal 1: Stabilize and increase Enrollment:

[1.2] *Expand college outreach to improve community knowledge of programs and services provided by Eastern.*
[1.3] *Implement data-driven recruitment and marketing campaigns.*
[1.4] *Investigate the establishment of high-demand career fields to meet industry/workforce needs.*

In addition, all programs will also contribute to Goal 2: Increasing Student Retention and Success:

[2.3] *Increase the fall-to-fall retention rate of first-time, part-time degree-seeking undergraduate students.*
[2.4] *Increase the percentage of first-time, full-time degree-seeking undergraduate students graduating.*
[2.5] *Increase the number of full-time, degree -seeking students.*
[2.6] *Increase Eastern student satisfaction and engagement.*

In addition, all programs will also contribute to Goal 3: Build Academic Quality:
[3.2] *Perform systematic reviews of all program curricula to ensure optimal and up-to-date course curriculum alignments and course content.*
[3.6] *Ensure faculty and programs have up-to-date technology for teaching and learning.*

Finally, all programs will also contribute to Goal 4: Increasing Number and Type of Strategic Partnerships:

[4.2] *Increase the total number of college transfer agreements and career center articulate*

credit agreements.
[4.3] Increase early entrance enrollment.

E. Please describe any unique components of the program that meet the needs of Eastern's district.

Unique components of the program that meet the needs of Eastern's district include the Apprenticeship for Child Development Specialist, by awarding credit for college level learning acquired through existing credentialing programs.

F. Please provide any other information that explains how this program contributes to the college community and supports external partners or workforce needs.

Students who complete the Early Childhood Development Associates Program will be certified for employment throughout the state of West Virginia. Students also have the opportunity to continue their education and earn their bachelor degree.

Section II: Summary Update Since Last Program Review

A. Identification of weaknesses or deficiencies from the previous review.

Concerns with the A.A.S. Early Childhood Development program focuses on enrollment. Enrollment has been on a steady decrease since Fall 2017; losing the full-time advisor, and instructor contributed to the low enrollment, resulting in low recruitment and cancelation of classes. In the past there has been a relatively high graduation rate for A.A.S students; there was a high demand for students to receive employment while enrolled in the program students would be hired with an agreement of completion of the program.

B. Status of improvements implemented or accomplished.

The A.A.S. Early Childhood Development program has achieved several improvements since the last program review.

Further progress has been made in this area by implementing the Apprenticeship for Child Development into the Early Childhood Development A.A. Degree Program as an area of emphasis. Upon completion of Apprenticeship for Child Development Specialist Certification, student may enroll into the Early Childhood Development Program and will receive twelve (12) credit hours for the following courses EDF 211 Early Childhood Seminar, EDF 217 Human Growth and Development, MUS 103 Preschool Music, Movement and Art and EDF 276 Early

Childhood Development Capstone which will be the 2,000 hours of completed classroom work experience.

Implementing a newly designed course, Observation and Assessments, to the list of electives for the program has added more opportunities for field experience. Observations and Assessments is a subject area where employers are finding their staff have a lack of professional knowledge. With this course students have the opportunity to experience performing observations and assessments on students individually as well as in a group setting.

Progress has been made in completing course level assessments on all Early Childhood Development courses. When the Apprenticeship of Child Developmental Specialists was added as an area of emphasis to the program, all Early Childhood Development courses were cross referenced to meet the criteria and learner outcomes of the course.

C. If program goals or program learning outcomes have changed, reflect that here.

Program goals and program learning outcomes were reviewed in 2021. There are two program learning outcomes that were repetitive with other goals. Therefore, the two repetitive goals were removed.

D. Provide a summary of any other curriculum changes or revisions since the last review. If there have not been any, put N/A below.

Incorporating the Apprenticeship for Child Development Specialist, as an area of emphasis, into the Early Childhood Development Program. Students completing the Apprenticeship for Child Development Specialists Program can receive twelve (12) of college credit for specific courses; EDF 211, EDF 217, MUS 103 and EDF 276. The capstone, EDF 276 credit will be the 2,000 hours of field work the student must perform to receive certification in the program.

Implementing Apprenticeship for Child Development Specialist Program can increase enrollment into the Early Childhood Development Program. Increasing student enrollment due to the career field needs in our workforce, childcare facilities, childcare centers and HeadStart Programs are requiring employees to have the Apprenticeship for Child Development Specialists Certificate upon employment. Lead teachers in HeadStart and Pre-k Programs must complete the Early Childhood Development Program.

Section III: Student Learning Assessment

A. Describe and analyze your Program Learning Outcomes
- Provide evidence that students are achieving each program learning outcome, including results of annual program level assessment activities
- Analyze the curriculum's effectiveness in helping students achieve the program learning outcomes
- Describe the effectiveness of instructional methods and support in helping students achieve the program learning outcomes
- Are all of the PLOs appropriately covered and sequenced to promote student success? (Place a copy of your PLO Mapping in Appendix A)

The Early Childhood Development Program was recently revised.

- 3 CLO's between 3 courses supporting PLO1
- 8 CLO's between 4 courses supporting PLO2
- 6 CLO's between 3 courses supporting PLO3
- 5 CLO's between 3 courses supporting PLO4
- 8 CLO's between 3 courses supporting PLO5
- 7 CLO's between 5 courses supporting PLO6
- 10 CLO's between 5 courses supporting PLO7
- 7 CLO's between 4 courses supporting PLO 8
- 8 CLO's between 6 courses supporting PLO9
- 4 CLO's between 3 courses supporting PLO 10
- 8 CLO's between 4 courses supporting PLO 11
- 6 CLO's between 6 courses supporting PLO 12

PLO 1: *Respond to the health and safety needs of children,* supported by EDF 217, EDF 115, and EDF 211.

PLO 2: *Assess children's growth and development,* supported by EDF 217, EDF 115, EDF 210, and EDF 235

PLO 3. *Plan and Implement children's routine within the child-care setting*, supported by EDF 212, EDF 211, and EDF 210

PLO 4. *Plan and organize a learning environment for young babies,* supported by EDF 217, EDF 210, and PSY 212

PLO 5. *Arrange and manage learning centers,* supported by MUS 103, EDF 212 and EDF 224

PLO 6. *Identify and implement positive discipline strategies that can be utilized by child care workers in the child care setting,* supported by PSY 213, EDF 224, EDF 212, PSY 212, and EDF 217

PLO 7. *Develop and implement age-appropriate activities that provide learning through the child's level of communication, interest, and imagination,* supported by MUS 103, EDF 210, EDF 211 and EDF 212

PLO 8. *Plan developmentally appropriate curriculum for young children,* supported by PSY 219, PSY 213, EDF 235, EDF 212 and Science elective (special course for Early Childhood)

PLO 9. *Communicate with parents and families,* supported by PSY 212, EDF 210, SPH 101, ENL 101, PSY 200 and EDF 115

PLO 10. *Participate in life-long learning and professional development,* supported by EDF 235, PSY 200 and EDF 276

PLO 11. *Participate in extracurricular center activities outside the classroom setting, such as planning family events, participating in program and strategic planning,* supported by ENL 101, SSC 147, EDF 276, and EDF 211

PLO 12. *Maintain records according to state and federal guidelines,* supported by ACC 120, MGT 251, MKT 260, EDF 221, Math elective and CIS 114

B. Provide a <u>brief</u> summary report of any specific student learning outcomes assessed and describe the purpose, plan, and results attributed to that assessment.

A course was developed to focus on an emphasis in observation and assessment. Students completing the NOCTI Exam reflected low scores in classroom observations and assessment in assessing children's growth and development. This course will be offered for the first time in Spring 2022. In Fall 2021, two course-level assessments reports (CAR) were approved in EDF 212 – Principles and Theories of Early Childhood programs and EDF 210 – Infants and Toddlers Seminar. The following charts summarize the results from both courses.

EDF 212 Course-level Assessment of Outcomes, Indicators and Results (Fall 2021)			
Learning Outcomes	**Indicator**	**% of correct Responses**	**Performance Standard Met (75%)**
4. Compare the differences and similarities of early childhood programs	Quiz I (4) List four types of programs and give an example of each. (5) Describe each of the types of early childhood programs.	98%	Yes
5. Identify teaching practices that	Chapter 4 assignment. Identifying early		

promote young children's learning	Educator characteristics and how do those characteristics strengthen your teaching practices.	93%	Yes
6. Develop strategies for building supportive relationships with families and communities.	Quiz II (6) Explain the various ways families can be involved in an early childhood program	98%	Yes

EDF 210 Course-Level Assessment of Outcomes, Indicators, and Results (Fall 2021)			
Learning Outcomes	**Indicator**	**% of correct Responses**	**Performance Standard Met (75%)**
1. Compare the development of young children from different cultures and socioeconomic backgrounds.		78.3%	Yes
3. Explore different historical perspectives and research in early development.		87.3%	Yes
5.Explain prenatal and newborn development.		94.8%	Yes
6. Describe infant physical growth and brain development.		90.5%	Yes

According to the CAR action plans for EDF 210 and 212, it is recommended that the course continues with the current format. Students are provided with sufficient field work, book work and experiences. This is providing student success and for learning.

C. Provide a summary of course level assessments over the past five years and how they have contributed to program success and improvement.
Eastern course-level assessments (CAR) are reviewed on a rotating cycle following Eastern's course review cycle. CARs will be completed in Spring 2022 for EDF 217 (Human Growth and Development), and EDF 235 (Observations and Assessments). All Early Childhood courses are assigned a specific assessment period, so future CARs will be reviewed in a prearranged manner.

D. What specific institutional general education goals have you focused on in this periodic review cycle? Give a brief explanation of those learning activities, data collected and analyzed, and any changes made to the program as a result (i.e., addition of curriculum, changes to existing curriculum, partnering with co-curricular activities).

Critical Thinking/Analytic Inquiry/Problem-Solving Skills	
Oral and Written Communication	
Mathematical Skills and Reasoning	
Workforce and Citizenship Skills/Ethical Reasoning	
Digital Literacy	

Section IV: Utilizing Findings

Plans for program improvement:
1. Outreach in the community can increase student enrollment within the college. Scheduling visits to the local schools, child care centers, HeadStart Programs, attending college fairs, career days, and other community activities will inform individuals of the services Eastern provides. Meeting with the administration in each of these areas will also provide an opportunity to discuss their needs. This will provide Eastern the opportunity to design and implement other programs to meet the needs of the community.   2. Recruit students seeking a degree to enroll full time. Continue recruiting at the county school, visiting and sharing the information to the 10-12 grade students. Share the WVUP Elementary Education 2+2 Agreement. Discuss the high demand for teachers in the state of West Virginia.

Section V: Faculty and Staff Development

A. Discuss any significant staffing changes impacting the effectiveness of the program, including areas such as hiring, support, coordination for part-time faculty, etc.
Eastern currently employs one full-time Early Childhood Development instructor and two adjunct instructors. Eastern has been advertising and interviewing for full-time faculty in math and science for the general education courses. Neither of the positions have been filled.

B. Share the program's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued. Discussion may include (but is not limited to):
➢ Teaching pedagogy ➢ Use of technology ➢ Innovative learning models ➢ Faculty development ➢ Curricular design and formats
Eastern provides abundant opportunities for instructors to improve on teaching effectiveness. Brightspace training, National Association for the Education of Young Children trainings and resources (NAYCE), Apprenticeship for Child Development Specialist resources (ACDS), Quality Matters training, and course/program -level assessment trainings are all parts of instructors' professional development portfolio.

Instructor has aligned ACDS and NAYCE standards with the program/course-level outcomes, WV Early Learning Standards, Early Care Share and Better Brains for Baby, to enhance student learning.

Used online sources to engage students with interactive content, videos, and quizzes.

C. Discuss the contributions of your program faculty. (This is an area to share an overview of the exceptional aspects of your program faculty).

Items to consider may include:

➢ Significant accomplishments
➢ Publications, grants
➢ Advanced degrees, promotion
➢ Service to students/institution/community and others

Early Childhood Development program instructors have master's degrees in the Early Childhood Development or Elementary Education field. One full time instructor, Sherry Michael received a promotion to Assistant Professor, 2021.

Section VI: Key Performance Indicators (KPIs)

A. Program enrollment data

	Fall 2021	**Fall 2020**	**Fall 2019**	**Fall 2018**	**Fall 2017**
Enrolled	11	3	10	17	18
Full-Time Equivalent (FTE)	6.67	2.67	6.93	10.8	10.46

Provide an analysis of the enrollment trends in your program. Include in that analysis actions you have taken, or plan to take, to address enrollment changes. You may also include what steps you would like to see the college take to support enrollments in your program.

The Early Childhood Development program is slightly increasing enrollment since incorporating the ACDS as an area of emphasis. To increase enrollment, recruitment must be presented at the high school level with presentations, question and answer sessions and proper materials handed out. Marketing is another important tool. Social media; Twitter, Facebook, Instagram, and word of mouth.

B. Program graduation history

	Spring 2021	Spring 2020	Spring 2019	Spring 2018	Spring2017
Graduates	4	0	2	2	2

Provide an analysis of the graduation rates since your last program review. Include in that analysis actions the program has taken, or plans to take, to address any success rate challenges. You may also include what steps you would like to see the college take to support success rates in your program.
Graduation rates have remained average since the last program review, meanwhile Spring 2021 rates significantly increased to four (4) students. Incorporating the ACDS program into the Early Childhood Development program, and plans of recruitment throughout the community, on social media and word of mouth, will increase enrollment. There will be 2 students graduating in Spring 2022.

C. Program demand – *Provide the number of students enrolled, number of graduates, and credit hour production over the past five years (include summer, fall, and spring enrollment numbers)*

	2021	2020	2019	2018	2017
Total enrollment	14	16	20	29	42
Degrees conferred	2	0	6	3	4
Credit hour production (refers to the number of credit hours generated by program faculty)					

D. If applicable, provide an analysis of early entrance courses offered in your program. Discuss challenges associated with delivering early entrance college classes and strategies you have employed to address those challenges. You may also include what steps you would like to see the college take to support the delivery of early entrance courses and student success in this area.
N/A

E. Does this program lead to a licensure or certification? If yes, then include students' pass rates on licensure/certification exams.

N/A	2021	2020	2019	2018	2017
Name of exam:					
Pass rate:					

F. Transfer data for program graduates

	2021	2020	2019	2018	2017
Number of graduating students who transferred to a four-year institution	0	0	5	1	0
Percentage of graduating students who transferred to a four-year institution	0%	0%	20%	33%	0%

G. Job placement data

	2021	2020	2019	2018	2017
Number of graduating students who sought employment	2	0	6	3	4
Percentage of graduating students who sought employment	100%	0%	100%	100%	100%
Number of graduating students who gained employment	2	0	6	1	3
Percentage of graduating students who gained employment	100%	0%	100%	33%	75%

Section VII: Program Sustainability

A. Provide a summative analysis of the overall health and the current state of the program.
Possible discussion points may be (but are not limited to): trends impacting the program, degree transferability, local and national demand for program graduates, student recruitment, and availability of qualified faculty to teach. You may include in your analysis what steps you would like to see the college take to address program viability challenges associated with your program.
The Early Childhood Development program expects to have increased enrollment due to the high demand of HeadStart needing an associate degree to teach in the classroom. There are also childcare facilities requiring an associate degree to be lead teachers in the classrooms. With both parents in the workforce, childcare centers and facilities have waiting list of children needing care. New childcare centers are being established needing employees;

therefore, I can see the enrollment increasing within the program. The president is committed to ensuring that each academic program has a budget to request necessary equipment, supplies and marketing/recruitment needs.

West Virginia Invest has opened a window for students that may have viewed a higher education unachievable due to the cost. Many students have taken advantage of the WV Invest and are currently earning their associates degree at no cost. Students can find employment that can provide for their families without the financial burden of repayment of student loans.

B. Identify specific program resource needs that can help with the overall effectiveness and sustainability of the program. Areas might include (but are not limited to):

- ➢ Required technology/equipment/facility space
- ➢ Marketing/recruitment/professional development
- ➢ Staffing levels, etc.

If possible, provide cost estimates or quotes related to any of the above resource needs. Indicate if budget requests have been made since the last program review and if those requests are still unmet.

As previously mentioned, marketing/recruitment is ongoing.

C. Provide a final reflection of the program summarizing its role in fulfilling the mission of the college and student learning success.
- ➢ **Indicate the goals and actions the program intends to take in this next cycle.**
- ➢ **Prioritize in rank order the most pressing needs facing the program and include how the college can assist in supporting these needs.**

- Stabilize enrollment
- Increase recruitment to improve community knowledge of program
- Increase marketing
- Develop more institutional agreements
- Develop learning pathways with local high schools

The results of the five-year program reviews conducted each year should be submitted to WVHEPC by May 31. Request to submit reports at a later date should be filed with the Academic Affairs office.

Date Submitted: 3/27/22	
Approved by Assessment Committee: 4/6/22	
Approved by LOT:	
Approved by Cabinet:	
Approved by Board of Governors:	

Final recommendations approved by the governing board:

Institutional Recommendations: (Check the appropriate box)

☐ Continue without Modifications

☐ Continue with Modifications – *Identify suggested or required modifications.

☐ Cease the Co-Curricular Activity - *Identify reasons for this recommendation below

☐ Move the Educational Program to the Reduction in Force process *Identify reasons for this
recommendation below and identify what should be included in teach-out plan.

*As required above, please identify rationale:

Appendix A – PLO Mapping:

Five Year Program Review

EARLY CHILDHOOD DEVELOPMENT	Courses in Program (Land																										
	Fall Year 1					Spring Year					Fall Year 2					Spring Year 2					Direct Care Empa				Entrepreneur		
	CIS	EDF	EDF	ENL	PSY	EDF	EDF	PSY	SPH	MTH	EDF	EDF	EDF	ELEC	ELEC	EDF	PSY	SSC	ELEC	ELEC	EDF	MUS	PSY	EDF	ACC	MGT	MKT
Program Outcomes (General Education in Green)	114	115	212	101	##	210	217	213	101	121	211	221	224			276	212	147	SCIE		203	103	219	235	120	251	260
PLO 1 - Respond to the health and safety needs of children		X				X					X																
PLO 2 - Assess children's growth & development		X				X	X																	X			
PLO 3 - Plan & implement childrens routine within the child-care setting			X			X					X																
PLO 4 - Plan & organize a learning environment for young children			X			X	X																				
PLO 5 - Arrange & manage learning centers			X										X									X					
PLO 6 - Identify & implement positive discipline stategies that can be utilized by child care workers in the child care setting			X				X	X					X				X										
PLO 7 - Develop & implement age-appropriate activities that provide learning & through the childs level of communication, interest & Imagination.			X			X					X										X	X					
PLO 8 - Plan developmentally appropriate curriculum for young children			X					X										X					X	X			
PLO 9 - Communicate with parents and families		X		X	X	X			X								X										
PLO 10 - Participate in life-long learning and professional development					X											X								X			
PLO 11 - Participate in extracurricular center activities outside the classroom setting, such as planning family events, participating in program and strategic planning			X								X					X	X										
PLO 12 - Maintain records according to state and federal guidelines	X							X		X															X	X	X