

**Eastern West Virginia  
Community & Technical College**

**Program Review  
Early Childhood Development, A.A.S.  
(Includes A.A.S. Occupational Development  
and A.A.S. Technical Studies)**

**May 2011**

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General Education & Instruction**

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Program Review  
May 2011

Associate in Applied Science: Early Childhood Development  
CIP Code 19.0709

Review includes data from the following as these programs incorporate a significant number of the Early Childhood program technical core curriculum

Associate in Applied Science: Occupational Development: Apprenticeship for Child Development (ACDS)  
CIP Code: 30.9999

Associate in Applied Science: Technical Studies: Child Development Associate (CDA)  
Eastern WV Community & Technical College  
CIP Code 41.9999

### **Synopsis of Significant Findings**

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 from birth to eight years of age. The program provides practical experience working with children in a variety of settings including child care facilities, in-home services, Head Start programs, and pre-school programs.

Students can obtain the Associate in Applied Science (A.A.S.) degree through three pathways. The first option is a traditional two year program with 61 earned credit hours. The second option, the Associate in Applied Science Occupational Development: Early Childhood Development provides students who complete the Apprenticeship for Child Development Specialist (ACDS ) certification with 33 credits through an articulation agreement with the Department of Labor, area employers and Eastern. The third pathway, the Associate in Applied Science in Technical Studies: Early Childhood Development incorporates 15 credit hours of articulated credit for students completing the child Development specialist (CDA) credential.

Enrollment trends show a shift from the ACDS pathway toward the A.A.S. The advisory committee members have reported a decrease in the turnover of employees since individuals have received the two-year ACDS degree which provided salary increases. This is also reflected in the number of new students enrolling in the ACDS classes. Currently a new cohort starts every two years. In the past, there was enough demand to start a cohort every year. The decrease in turnover has also reduced employment options—ACDS students must be employed full-time to participate in the classes and the turnover has reduced the number of entry level positions available to individuals with no credentials.

A licensing requirement of employment for the child care facilities is that employees must be enrolled in child care classes if they do not meet the minimum qualification of a two-year degree. Students now enroll in regular college classes when the ACDS program is not available at time of employment.

Beginning fall 2010 the first Early Childhood courses were offered on-line. Each semester two classes are introduced. This has increased the number of students able to take full-time coursework. By attending two evening instead of four, the students can still maintain full-time enrollment.

Employment changes in other professions have also motivated students to explore new career possibilities. Consequently, Early Childhood Development has gained full-time enrollment resulting from unemployed workers and others seeking re-training.

Although a minimum number of students do enroll on the CDA pathway, there have been no graduates with this option. Some individuals were shifted to the Individualized Career Studies or the Board of Governors. The CDA is becoming an obsolete credential with the other choices individuals now have for pursuing degrees in Early Childhood and Education.

### **Plans for program improvement**

Based on the course level assessment for the EDF 276 Capstone, it is recommended that students be given several different types of projects which include development of their philosophy of education, a standard topic for a research project for all students and case studies to give students an opportunity to integrate the course work on several different levels.

This course (EDF 276) is offered as an independent study but students may benefit from face-to-face class meetings several times during the semester in a seminar format. Students did not keep in contact with the instructor or ask for critique of the projects. Most submitted them on time but then the instructor had to return for revision. A more structured class would offer the students more feedback throughout the semester and discussion among students would strengthen all of the projects.

The program curriculum needs to be examined to identify courses that can strengthen students writing skills and understanding of research papers.

### **Identification of weaknesses/deficiencies**

The Early Childhood Capstone course is designed to integrate coursework, technical skills, and theory to demonstrate a mastery of concepts through application in a project. The students have not performed at the level anticipated as demonstrated through review of materials submitted in the CAPSTONE course.

Based on the course level assessment for the capstone course the following was recommended to improve the program. Students did not have well-developed writing skills and did not apply MLA/APA citing standards even when given general document guidelines and information on formatting web sites and references. Students were able to retrieve information but did not know how to write a research paper and did not show evidence of critical thinking. When given case studies, they tended to report facts rather than apply their knowledge to specific cases and did not bring in supporting evidence or research.

When given the single research paper, students did not have the skills to develop their ideas. Some projects lacked any summary and most had grammatical and typographical errors. Several students were given the opportunity to re-submit their projects.

**Six year trend data on graduates and majors**

The Early Childhood Development program continues to have consistent enrollment and graduates. More students are enrolling full-time and there is a shift from the ACDS option toward the A.A.S.

Semester	Headcount			FTE			Full-time			Graduates		
	A.A.S	ACDS	CDA	A.A.S.	ACDS	CDA	A.A.S.	ACDS	CDA	A.A.S.	ACDS	CDA
Fall 05	21	7	1	11.61	3.5	.3	5	1	0	0	7	0
Spring 06	9	2	1	5.1	.9	.2	1	0	0	0	0	0
Fall 06	3	17	0	1.5	7.4	0	0	4	0	1	0	0
Spring 07	5	18	1	2.1	8.1	.5	0	2	0	1	1	0
Fall 07	6	16	4	3.4	7.9	1.5	1	2	0	1	0	0
Spring 08	8	12	3	4.5	5.4	1.6	3	2	1	3	0	0
Fall 08	16	12	4	11.4	6.0	1.8	8	2	1	0	2	0
Spring 09	18	10	4	11.7	4.6	1.9	8	1	1	1	0	0
Fall 09	23	8	3	13.8	4.2	2.1	9	2	1	3	0	0
Spring 10	21	8	3	14.6	3.5	2.4	11	1	2	0	0	0
Fall 10	19	5	1	14.5	2.3	.5	14	1	0	2	3	0
Spring 11	22	4	2	14.0	1.5	1.8	12	0	2	2	1	0
<b>TOTAL</b>	<b>177</b>	<b>197</b>	<b>27</b>	<b>108.21</b>	<b>55.3</b>	<b>14.6</b>	<b>72</b>	<b>18</b>	<b>8</b>	<b>14</b>	<b>14</b>	<b>0</b>

**Summary of assessment model and utilization for program improvement**

Eastern’s assessment plan consists of three levels; entry level assessment, process assessment, and long term assessment (Alfred, Peterson and White, 1992). These levels address student satisfaction, academic achievement, program effectiveness, and student success.

The A.A.S. students participate in the ETS Proficiency Profile (formerly MAPP) as the test of general education. Course evaluation surveys are administered each semester in all course sections with enrollment of six or more students. Course completion rates and student tracking studies are used as a measure of overall program success. All general education courses are evaluated on a cyclical basis and recommendations from the course assessment are incorporated.

**Summary of ETS Mean Scores for Early Childhood Development Students**

Year	% above ETS Mean Score	% below ETS Mean	Eastern’s Mean Score	Mean Score	% above Eastern’s Mean score	% Below Eastern’s Mean Score

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	440.67	Score		<b>AAS</b>	<b>ACDS</b>	<b>CNA</b>	(437.8)	(437.8)
2008 n=4	15%	75%	437.8	426.8	N/A	N/A	50%	50%
2009 n=5	60%	40%	436.9	436.8	434.5	N/A	60%	40%
2010 N=2	100%	0	432.0	456.0	N/A	N/A	100%	0
2011 n=7	43%	57%	436.8	451.0	430.8	N/A	43%	57%

A.A.S. Early Childhood Development ETS scores are at or above mean scores for Eastern. Because of the small number of participants the percentages do not give an accurate picture. The total for all options shows 9 students above the ETS mean score and 9 students below the mean scores.

### SUMMARY OF WORK KEYS

A.A.S. n=10	ACDS n=8
Math 10/10 scored 4 or above	Math 8/8 scored 4 or above
Reading 10/10 scored 5 or above.	Reading 5/8 scored 5 or above. (63%)

For the Associate in Arts the 10 students participating scored 4 or above in Math and 5 or above in the Reading. One hundred percent met the Workkeys level for early childhood. For the Associate of Applied Science (ACDS) eight (8) students participated. One hundred percent met the score of 4 or above in Math. However, only sixty-three percent (63%) scored 5 or above in Reading.

### Summary of course level assessments for all participating students

Semester	Course Assessed	Number of students	Results
Spring 2007	EDF 217	8	5 of 5 outcomes met at 80% or above.
Fall 2007	EDF 221	5	4 of 4 outcomes met at 80% or above.
Spring 2008	EDF 210	7	3 of 4 outcomes met at 80%
Fall 2008	GSC 109	14	Overall 70.7% outcomes met at the 80% criteria.
Fall 2009	CIS 108	52	3 of 4 outcomes met at the 75% criteria.
Spring 2009	GSC 110	12	Overall 77% met the outcomes at the 75% criteria.
	MTH 121	9	All outcomes met
Spring 2010	CIS 108	20	3 out of 4 outcomes met at the 75% level
	EDF 276	6	1 of 4 outcomes met.

*Note: EDF 276 CAPSTONE includes spring 2006, Spring 2007, summer 2007, Fall 2007 and Fall 2008.*

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General Education course level assessment information is available on CIS 108, GSC 109, GSC 110 and MTH 121. Program level course assessments have been completed on EDF 210, EDF 217, EDF 221 and EDF 276. Given the small number of students participating in student assessment activities and the elementary level of implementation of assessment processes, no program changes have been made to date as a result of assessment related activities.

No external review was conducted for this program.

## **Student placement**

A summary of current employment of the Early Childhood Development graduates shows that 23 of the 28 graduates are employed in Child Care facilities, Head Start or the public school systems pre-K classrooms. The placement rate for graduates is 82% in the field of study.

Four students are not employed in the field but in closely related positions. One student is working at the Department of Health & Human Services as a case worker, one is working in Adult Basic Education, one is working in Family Preservation services as a case worker and one in higher education. Only one student is not working in the field as she continues her education toward a degree in Elementary Education and works part-time in the health care field. One hundred percent of the graduates are employed either part-time or full-time. Seven are continuing work on their baccalaureate degrees in Education or the Board of Governors degree program.

## **Final Recommendation**

- Examine program curriculum to identify courses that can strengthen students' skills in writing and critical thinking.
- Adjust or add new courses that lead to the WV PreK Certification per Series 28 in the areas of child assessment and language and literacy.
- Complete course level assessments on all Early Childhood Development core courses.
- Continue developing and offering Early Childhood courses as on-line (web) options for course delivery.
- Modify courses to include more field experiences, i.e. PSY 219 the Exceptional Child.

**Table I**

**Early Childhood Graduates by Degree with Assessment Scores  
Fall 2005 through Spring 2010**

Work Keys standard for Early Childcare Applied Math =4 Reading Level = 5

YEAR	AAS Early Childhood Development	WORK KEYS M,R	MAPP	AAS Occupational Development Early Childhood	WORK KEYS M,R	MAPP	AAS Technical Studies: Early Childhood Development
Fall 05				N.AI T. C. T.E. S.L. B.M. B.Q. T.G.	4,4 6,5 4,5 5,5 6,6 4,4 6,4		
Spring 06							
Fall 06	C.T.	6,6					
Spring 07	M.E.	4,6		K.K.			
Fall 07	J.B.	5,5	421				
Spring 08	T.O. K.W. K.B.	5,5 4,5 4,5	437 440 409				
Fall 08				J.P. S.M.	5,6	427 442	
Spring 09	T.R.	5,7	440				
Fall 09	R.S. J.E. A.R.	5,6 5,6 4,6	467  445				
Spring 10							
Fall 10	C.S. S.S.		488 452	D. H. L.K. D.L.		421 424 418	
Spring 11	S.F. H.S.		NR 413	J.B.		460	
<b>TOTALS</b>	<b>14</b>			<b>14</b>			

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