

**Eastern West Virginia
Community & Technical College**

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

June 2017

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Approved by Assessment: 8/15/17 (e-vote)

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Program Review
May 2017

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.

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.

Since Fall 2013, no students enrolled on the CDA pathway, there have been no graduates continuing with this option. Some individuals shifted to the Board of Governors degree program. The CDA is

becoming an obsolete credential with the options individuals have for pursuing degrees in Early Childhood and Education.

Plans for program improvement

Based on recommendations from previous program review in EDF 276, assignments to create a resume, write a philosophy of education and to write reflective reviews of 3 webinars from edWeb.com were created. Additionally increased writing supports were provided to students including exemplars, rubrics, links to online supports and the services of Tutor.com.

During the Spring 2017 semester, students took advantage of these supports and all students stayed in contact with the instructor asking for critiques prior to submitting final copies of assignments. No projects were returned for revision after submission date and all were submitted on time. All students earned A or B grades for the course.

The Capstone course, as well as all other courses will be reviewed and revised to meet the new WV Curriculum requirements by the 2018-2019 academic year.

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

Since the previous program review, English 102 was revised to include more research based writing, and increased writing support was provided for students in the EDF 276, Capstone course. Students were encouraged to stay in close contact with the instructor and submit drafts for critique prior to submitting final assignments. With these supports, in Spring 2017 all students earned A or B grades in this course.

By the 2018-2019 school year, all courses in the Early Childhood Curriculum will be reviewed and revised to meet the new WV Curriculum. New assessments, including more research based writing assignments, case studies, and reflective writing will be developed to meet the new learning outcomes. There will be increased requirements for field experiences.

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		
	AAS	ACDS	CDA	AAS	ACDS	CDA	AAS	ACDS	CDA	AA	ACDS	CDA
Fall 2011	29	5	1	20.7	1.5	.8	17	0	1	2	2	0
Spring 2012	23	3	2	16.5	10	.9	15	0	0	1	0	0
Fall 2012	26	2	1	18.5	1.0	.6	19	0	0	0	0	0
Spring 2013	33	1	1	23.3	.2	.9	20	0	1	1	0	0
Fall 2013	38	1	1	24.2	.2	.8	18	0	1	3	0	0
Spring 2014	34	1	0	19.9	.2	0	15	0	0	6	0	0
Fall 2014	32	0	0	18.7	0	0	10	0	0	2	0	0
Spring 2015	31	1	0	18.5	.2	0	12	0	0	3	1	0
Fall 2015	35	1	0	23.4	.2	0	13	0	0	0	0	0
Spring 2016	29	0	0	17.2	0	0	7	0	0	2	0	0
TOTALS	310	15	6	200.9		4.4.50	146	0	3	20	3	0

Summary of assessment model and utilization for program improvement

The A.A.S. students participate in the ETS Proficiency Profile (formerly MAPP) as the test of general education. In Spring 2016, the NOCTI test for early childhood development was administered. As of this date data is only available for two students. This end of program measure results will be monitored and reported in future reports. Course evaluation surveys (IDEA) 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 courses are evaluated on a cyclical basis and recommendations from the course assessment are incorporated.

Year	ETS Mean Score	% above ETS Mean Score	% below ETS Mean Score	Eastern's Mean Score		Mean Score		% above Eastern's Mean Score	% Below Eastern's Mean Score
					AAS	ACDS	CDA		
2011	438.34	25%	75%	436.78	431	411	NA	25%	75%
2012	438.54	0%	100%	443.86	421	NA	NA	0%	100%
2013	438.54	0%	100%	438.33	414.67	NA	NA	0%	100%
2014	438.54	11%	89%	444.04	433.33	NA	NA	11%	89%
2015	439.3	25%	75%	441.43	433.33	420	NA	25%	75%
2016	*	*	*	426.5	423	NA	NA	0%	100%

***The ETS Mean score was not available when this report was written.**

The majority of A.A.S. Early Childhood Development ETS scores are below both the Eastern and ETS Mean Score. This is a change from previous reports. Additional analysis is included in Appendix A reviewing student grades and GPAs to discern any patterns or trends. The data did not either indicate any area of concern in general education or program courses.

Summary of ETS Mean Scores for Early Childhood Development Students

Semester	Course Assessed	Number of students	Target for assessed outcomes	Results
Spring 2014	EDF 217	7	75%	4 of 4 outcomes met at 100%.
Spring 2012	EDF 221	14	75%	4 of 4 outcomes met at 90% or above.
Spring 2012	EDF 210	13	75%	4 of 4 outcomes met at 85% or above.
Fall 2011	EDF 224	7	75%	4 of 4 outcomes met at 96% or above.
Fall 2011	EDF 115	12	75%	4 of 4 outcomes met at 100%.
Fall 2012	EDF 203	17	75%	4 of 4 outcomes met at 88% or above.
Spring 2016	EDF 276	6	75%	3 of 4 outcomes met at 75% or above.
Fall 2012	GSC 109	19	75%	3 of 4 outcomes met at 80% or above.
Spring 2013	GSC 110	16	75%	2 of 4 outcomes met at 75% or above.
Spring 2013	MTH 121	9	75%	1 of 4 outcomes met at 75% or above.
Fall 2013	CIS 108	25	75%	91.5% of outcomes met at 75% or above.
Spring 2013	CIS 108	17	75%	3 of 4 outcomes met at 95% or higher
Spring 2014	CIS 108	25	75%	95 of 98 outcomes met at 75% or above.

Summary of course level assessments for all participating students

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 115, EDF 203, EDF 210, EDF 217, EDF 221 and EDF 276. Given that EDF 115, EDF 203, EDF 210, EDF 217, and EDF 221 met or exceeded target no changes were made to these course. For EDF 276, though no recommendations for changes were made in the assessment report, a new instructor has added additional exemplars and web links to support students in completing their written products. The course will be evaluated again in Spring 2018. Many EDF Courses will be reviewed and revised to ensure alignment with the new state curriculum. For General Education Courses GSC 109, GSC 110, CIS 108, and MTH 121 Action Plans have been developed and will be implemented. Student success in these courses and mastery of outcomes will continue to be closely monitored.

No external review was conducted for this program.

Student placement

A summary of current employment of the Early Childhood Development graduates shows that four of the 23 graduates are employed in the field of early childhood education. Agencies include Hardy County Child Care Center, Grant County Board of Education, Head Start and West Virginia Schools for Deaf & Blind. Four of the graduates transferred to four-year institutions. Three are employed in unrelated fields. The placement rate for graduates is 17% employment in the field of study and 17% continuing in higher education. Approximately 50% current employment status could not be determined.

Recommendation

- Examine program curriculum to identify courses that can strengthen students' skills in writing and critical thinking.
- Adjust or add new courses that align with the newly adopted curriculum for Apprenticeship for Child Development Specialist.
- Administer end of program assessments (NOCTI and ETS) and monitor student success.
- Improve tracking of graduates.
- Complete course level assessments on all Early Childhood Development core courses.
- Modify courses to include more field experiences.

Appendix A

ETS Scores, Grades and GPA by Student

Student	Term	Degree	ETS Score	GPA	EDF 115	EDF 170	EDF 210	EDF 211
Student 1	Fall 2011	AAS	424	3.75	A		A	A
Student 2	Fall 2011	AAS	428	2.47				
Student 3	Fall 2011	ACDS	411	3.82	ACDS	ACDS	ACDS	ACDS
Student 4	Fall 2011	ACDS	441	3.36	ACDS	ACDS	ACDS	ACDS
Student 5	Spring 2012	AAS	421	3.59	A	A	A	A
Student 6	Spring 2013	AAS	426	3.66	A		A	A
Student 7	Fall 2013	AAS	428	3.34	B	A	A	
Student 8	Fall 2013	AAS	407	3.15	B	A	A	B
Student 9	Fall 2013	AAS	411	3.97	A	A	A	A
Student 10	Spring 2014	AAS	434	3.13	B	A	A	A
Student 11	Spring 2014	AAS	423	3.48	A	B	A	C
Student 12	Spring 2014	AAS	437	2.32	A	B	A	A
Student 13	Spring 2014	AAS	432	3.72	A	A	A	A
Student 14	Spring 2014	AAS	437	3.43	A	A	A	C
Student 15	Spring 2014	AAS	423	3.48	A	A	A	
Student 16	Fall 2014	AAS	431	2.59	A	A	A	A
Student 17	Spring 2015	ACDS	420	3.57	ACDS	ACDS	ACDS	ACDS
Student 18	Spring 2015	AAS	404	2.7	C	C	A	D
Student 19	Spring 2016	AAS	425	2.65	A		A	A
Student 20	Spring 2016	AAS	421	3.14	B		A	A

Appendix A

ETS Scores, Grades and GPA by Student p. 2

Student	EDF 212	EDF 217	EDF 221	EDF 224	EDF 276	ENL 101	CIS 108	SPH 101
Student 1	A	B	A	A	B	B	A	A
Student 2						A	A	B
Student 3	ACDS	ACDS	ACDS	ACDS	ACDS	A	A	A
Student 4	ACDS	ACDS	ACDS	ACDS	ACDS		A	
Student 5	A	B	A	A	B	A	114 A	A
Student 6	A	A	B	A	A	A	A	A
Student 7	B	A	B	A	B	A	A	
Student 8	A	A		A	B	B	A	A
Student 9	A	A	A	A	A	A	A	A
Student 10	A	A	C	B		C	C	
Student 11	B	B	C	A	A	A	B	
Student 12	B	B	D	B	D	B	A	
Student 13	A	A	F	A	A	A	A	A
Student 14	B	A	B	B	A	C	A	A
Student 15	A	A	B		A	B	C	B
Student 16	A	A	A		A	A	A	A
Student 17	ACDS	B	ACDS	ACDS	ACDS	A	C	B
Student 18	B	B	C	B	B	B	A	A
Student 19	A	C	B	A	A		B	
Student 20	A	A	B	A	A	B	B	103 B

Appendix A

ETS Scores, Grades and GPA by Student p. 3

Student	PSY 200	PSY 212	PSY 213	Math 121+	Lab Sci	SSC 147	EDF 203	MUS 103
Student 1		A	A	123 A	BIO100 A/A	B	A	A
Student 2	A			121 F		C		
Student 3	A	ACDS	ACDS	123A	GSC110A/A	B		
Student 4	A	ACDS	ACDS	121 B	GSC 109 A/A	A		
Student 5		B	A	121 A	GSC 109 A/A	A	A	A
Student 6	A	B	C	121 B	GSC 109 A/A	A	A	A
Student 7	A		A	121 C	GSC 110 C/A	C	A	A
Student 8	B	C	A	121 C	GSC 110 C/A	A	A	B
Student 9	A	B	A	123 A	GSC 110 A/A	A	A	A
Student 10	A	D		121 A	GSC 110 A/B	A	B	
Student 11	A	C		121 B	GSC 110 A/A	A	A	A
Student 12	A	D	A		GSC110 B/A	C		A
Student 13	A	A	A	121 A	BIO124 B/A	A	A	A
Student 14	B	C	A	121 B	GSC 110 A/A	A	A	A
Student 15	A	B		123 B	BIO 101 C/A	B	A	A
Student 16	A	A	A	121 A		B	A	A
Student 17	A	ACDS	ACDS	121 A		A		B
Student 18	B	B	C	121 B	BIO 124 B/A	C	A	B
Student 19	A	B	C		BIO 101C/C	A	A	A
Student 20	C	A	B	135 C	BIO 101 C/C	A		

Appendix A

ETS Scores, Grades and GPA by Student p. 4

Student	PSY 219	ACC 120	MGT 251	MKT 260
Student 1	A	B	A	A
Student 2				
Student 3			A	A
Student 4	B			
Student 5				
Student 6	B			
Student 7	B		B	
Student 8	B			
Student 9				A
Student 10	B			
Student 11	B			
Student 12	B			
Student 13			250 A	
Student 14				
Student 15				
Student 16	A			
Student 17				
Student 18			D	B
Student 19	B		D	C
Student 20	A	B	250 A	A