Comprehensive Program

Of

Early Childhood Education

For

2017-2019

Prepared by

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# 1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

### Narrative:

The early childhood associate of applied science is a vocational program that prepares students for such careers as early childhood center administrators, preschool lead or assistant teachers, after school program coordinators, family home child care providers, and professional nannies.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

* Number of Faculty (Full Time; Part Time; Total)
* Student Credit Hours by Faculty Type
* Enrollment by Faculty Type
* Faculty Name by Type
* Average Class Size, Completion, and Attrition
* Course Completion, Success and Attrition by Distance Learning v Face-to-Face
* Number of Degrees/Certificates Awarded
* Number of Graduates Transferring (if available from IR)
* Number of Graduates Working in Related Field (technical programs only)
* Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

### Narrative:

**Number of Faculty:**

 full time: 0 (zero)

 part time: 6 (Casteel, Dunn, Harmon, Abernathy, Jones, Barrera)

**Enrollment & Student credit hours by Faculty type:**

Full time: 0 total credit hours taught, with 0 total students enrolled

Part time: 33 credit hours taught, 33 total students enrolled

**Average Class size:**

0 students in Face-to-Face classes

3 students in online classes

3 students across all courses

**Completion rates:**

0% face-to-face

84.8% online

84.8% all courses

**Pass (‘D’ or better) rates:**

0% face-to-face

92.9% online

92.9% all courses

**Pass (‘C’ or better) rates:**

0% face-to-face

92.9% online

92.9% all courses

**Number of Majors:** 0 (0 returned in Fall 2019)

**Degrees Awarded:** 0

# 2.0 Student Success

##  2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program.  *(See Section 2.1 in the Program Review Handbook for more information.)*

### Narrative:

This program is a non-entity with zero current majors and no content expert within the faculty. Success could be defined as students successfully completing courses, but there were only three students in the previous academic year. However, they passed, so there’s that.

##  2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success.  *(See Section 2.2 in the Program Review Handbook for more information.)*

### Narrative:

This program is a non-entity on campus at this point. There is no content expert currently within the faculty body, no major recruiting efforts, no visibility of major students, and no representation at the division level. It is unclear how this program in its current state is promoting student success other than providing the opportunity to take some courses in an online modality.

# 3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels.  Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

### Narrative:

The author of this review is unaware of any systematic or consistent gathering of assessment data. There is no data in the Shared Folder in OneDrive (Files>Assessment Committee>Faculty Assessment Folder>ECE) for any of the years covered in this Program Review.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

### Narrative:

It is not possible to draw any conclusions for data that was never collected. We have made great strides as a college to foster a pro-assessment culture, but without a content expert acting as a collection point for this, these changes did not materialize in this program.

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

### Narrative:

Nothing has been formally set to date to address this shortfall. It will be my recommendation as the pertinent Division Chair that a person either be identified as the Program Lead or a part time Program Lead be hired for this program along with the Elementary Education Associate of Science in order to ensure that data is collected from all courses offered by adjuncts teaching in this discipline.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

## 4.1: Program Advisory Committee:

### Narrative:

* Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
* Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Pam Busch, FACS Instructor, Neodesha High School, signed 9/16/2018

Layne Webster, 1st Grade Teacher, Eisenhower Elementary/USD446, signed 9/10/2018

Marla Sterling, Family and Consumer Sciences Teacher (FACS), Cherryvale Middle/High School, signed 9/7/2018

Melissa Johnson, Youth Program Director, Southeast KANSASWORKS, signed 9/18/2018

Mandy Smith, Program Director, Kids CREW/USD446, signed 9/17/2018

Tricia Couch, FACS Teacher, Fredonia Jr Sr High School, signed 9/10/2018

Tamisha Sewell, Director/Owner, The Treehouse of Early Learning, signed 9/28/2018

Stacy Near, Title One Reading Teacher, Eisenhower Elementary/USD446, signed 9/27/2018

It is unclear from the found documents (hardcopy only in a slim blue binder given to me by Taylor Crawshaw just before her maternity leave, who said that she had received it from Jaicey Gillum, who had received it from Rebekah Pietz before her departure) the length of service for any of the aforementioned committee members or if indeed the committee ever met as there are no minutes contained in the record. I did not reach out to the members for comment.

## 4.2: Specialized Accreditation:

* Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
* Upload the most recent self-study and site visit documents.
* Upload agency correspondence which confirm accreditation status.

### Narrative:

None, to the best of my knowledge.

## 4.3:  Other:

Discuss any external constituencies that may apply to the program.  *(See Section 4.3 in the Program Review Handbook for more information.)*

### Narrative:

None.

# 5.0 Curriculum Reflection

 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

* Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
* How does this program transfer to four-year universities? (give specific examples)
* What types of jobs can students get after being in your program? (Please use state and national data)
* How dynamic is the curriculum? When was the last reform or overhaul?
* In the wake of globalization, how “internationalized” is the curriculum?
* How does the program assess diversity?
* Does the program have any community-based learning components in the curriculum?

### Narrative:

This is neither my field nor my forte. I am not a content expert in Early Childhood Education and would not presume to know what appropriate revisions would entail. I would, however, recommend in the strongest terms possible that we hire someone for whom this is their wheelhouse as teamed up with Elementary Education.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

The program listed in the catalog is an Associate of Applied Science in Early Childhood Education. The courses contained therein overlap significantly with Elementary Education.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

### Narrative:

There are no accomplishments to note in this section currently, so there is infinite potential should this program be kept and reinvigorated.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

### Narrative:

Without a content expert at the helm, the is no faculty who might have accomplishments. Adjunct instructors have done an admirable job with a complete lack of oversight and support, so well done there.

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

There are no faculty for this program.

# 7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data.*(See Section 7.1 in the Program Review Handbook examples.)*

### Narrative:

A complete lack of data renders it impossible to draw any conclusions or provide a thoughtful reflection on trends.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

### Narrative:

There is absolutely a market for this program, and situated as we are with significant school districts with our service area who are adding formal preschool programs, this program should be flourishing. Years of neglect following on years of bad mismanagement by the former responsible instructor have whittled the program down to the skeletal shell that you see represented in this review.

There will always be a need for preschool teachers and daycare providers so long as there are children in our schools and communities. While it is true that school districts are contracting and overall population is declining in our region, this program could still be an avenue to growth for the college by providing training for paraeducators, classroom aides, and care providers. Even with the move in society to belittle teaching as a field, there are those students who still dream of teaching and helping future students as their beloved teachers helped them, and ICC should position itself to be their launching pad.

## 7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years.  Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

### Narrative:

Please, decide to hire at least a part-time Program Lead for Education (both ECE and EDU). Task them with revising the current curriculum tracks for perhaps both the AS in Elementary Education and the Associate of Applied Science in Early Childhood Development. Make recruitment of students part of their remit, along with the data collection management of assessment from their current adjunct instructors. If a person with appropriate credentials could not be found locally, it would be possible for this to be a remote position, provided the successful candidate be able to come to campus for in-service meetings and conferences with the Chief Academic Officer and Division Chair as deemed necessary. This position would not fall within the bounds of the negotiated agreement as the person would not necessarily be teaching the classes themselves, though perhaps they would offer some of them in an adjunct capacity. I would recommend that they join the assessment committee to accelerate their learning process, but these meetings could also be attended remotely.

7.4 Mission and Strategic Plan Alignment

### Narrative:

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy.  These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

This program as it currently exists aligns with nothing, because it is a non-entity within our organization. However, it could align with both our community support initiative and our emphasis on academic excellence if it had the right person steering the ship.

#  8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college’s Chief Financial Officer.  Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

* Budget Projections (personnel and operation)
* Position Change Requests
* Educational Technology Support
* Instructional Technology Requests
* Facilities/Remodeling Requests
* Capital Equipment
* Non-Capital Furniture & Equipment
* New Capital Furniture & Equipment
* Replacement Capital Furniture & Equipment
* Other, as applicable
* Accreditation Fee Request
* Membership Fee Request
* Coordinating Reports

 Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### Narrative:

I was not provided with any budgetary data for this report. I believe that adjunct instructors were paid the standard $550/credit hour for the courses that ran.

If it was the will of the Board of Trustees to target this as an area of potential growth, I believe a Program Lead could be hired on a part-time basis for significantly less than $30,000/year, especially if the position were remote. This would be a new allocation for an old program, thus adhering to the prohibition on new programs.

I do not know of any new IT or infrastructure changes that would benefit this program, but that could be part of the on-boarding of a Program Lead, who could then present to the Chief Academic Officer, the Chief Financial Officer, the Executive Vice President, and the Board of Trustees on what would be needed to fully relaunch these academic programs.

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

### Narrative:

I, Heather Mydosh, wrote this Program Review after significant initial confusion as to whom this task should be assigned. I was not aware that the EDU and ECE programs were included in the Arts and Humanities Division as I was only ever presented with a list of current faculty teaching as opposed to current programs. Once it became clear that ECE is within the Arts and Humanities Division, I began an exhaustive search for previous semester’s records, previous reviews, assessment data, and anything else that might exist on OneDrive to aid me in this process. Head of Institution Research Anita Chappuie provided specific data, as noted in the first sections, and for which I am profoundly thankful. Registrar Taylor Crawshaw also offered her support and the mythical slim blue binder, but given the remote nature of our workplace currently, I was unable to better leverage her skills.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

### Narrative:

# 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

None.