

Annual
Program
Of
Early Childhood
Education (ECE)
For
2018-19

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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:

ECE Assessment Data AY 2018

Number of Faculty:

0 full time

4 part time (Casteel, Jones, Abernathy, Harmon)

Enrollment & Student credit hours by Faculty type:

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

Part time: 17 credit hours taught, 25 total students enrolled

Average Class size:

0 students in Face-to-Face classes

4.17 students in online classes

4.17 students across all ECE courses

Completion rates:

0% face-to-face

96% online

96% all ECE courses

Pass ('D' or better) rates:

0% face-to-face

91.67% online

91.67% all ECE courses

Pass ('C' or better) rates:

0% face-to-face

91.67% online

91.67% all ECE courses

Number of Majors: 6 AAS ECE (3 returned in Fall 2018), 0 Cert ECE

Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

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:

Since no one had been in charge of the ECE program prior to its comprehensive review in Spring 2018, no assessment data was collected and entered for the 2017 academic year. That said, this program is being updated and enhanced as a fully-online certificate/degree program which will make assessment collection much easier moving forward. With a fully online degree, assessment data can be pulled from the learning management system (currently Canvas) and analyzed according to the course objectives by the individual overseeing the program.

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).

None at this time.

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 at this time.

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:

Partnerships are being examined, in particular with Pitt State, but otherwise the program is not integrated into the KBOR transfer matrix. The program does help the college meet HLC's criterion 3 for teaching and learning.

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:

Currently this program is intended as a certificate program preparing graduates to work as early childhood educators in daycares and/or preschools. Although transfer options are being analyzed, articulation agreements do not exist at this time.

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:

Currently this program is intended as a certificate program preparing graduates to work as early childhood educators in daycares and/or preschools. Although transfer options are being analyzed, articulation agreements do not exist at this time.

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:

Currently this program's course offerings are taught by adjunct instructors. As a result, budget constraints are minimal. If online enrollment at the college grows this program may require someone to oversee the communication and management of those adjunct instructors, but that is at least a few years down the road.

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:

This program review was completed by Brett Gilcrist, the Division Chair for the Humanities/Social Sciences. Data was provided by the Institutional Research office.

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:

Division chair: I agree with the findings of this review. The program has undergone multiple changes over the last few years, but it appears it has the staying power to blossom as online enrollment improves.

10.0 Appendices

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