



Cycle:

ASSOCIATE DEGREE IN APPLIED SCIENCE WITH A MAJOR IN EARLY CARE AND EDUCATION

Program Mission Statement:

The Early Childhood Development program supports the College’s Mission and goals by offering a Diploma in Early Childhood Development. This program prepares the student with skills, knowledge, and competencies for employment and position advancement using the General Education Core Competencies of the College as a foundation.

Division: Health and Human Services

AVP: Dan Averette

Department Chair: Chris Thomas

Director: Karen Vido

SACSCOC Standard: 8.2A

Program Student Learning Outcome	Monitoring Year
Know and use ethical guidelines and other professional standards related to the early childhood profession. (Critical Thinking)	2019-2020
Know about, understand, and value the importance and complex characteristics of children’s families and communities. (Oral Communication)	2019-2020
Design, implement, and evaluate experiences that promote positive development and learning for each and every young child in different academic disciplines. (Oral Communication)	2021-2022
Identify observation, documentation, and other forms of assessment as central to the practice of early childhood professionals. (Information Literacy)	2020-2021
Utilize a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning. (Written Communication)	2020-2021
Demonstrate an understanding of children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child. (Reading Comprehension)	2021-2022

Accrediting Agency: Yes No

Name:

Certification Exam(s): Yes No

STUDENT LEARNING OUTCOMES FOR AAS.ECD 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
Critical Thinking: Know and use ethical guidelines and other professional standards related to the early childhood profession.	ECD 201	Students will look in the NAEYC Code of Ethical Conduct and identify the most appropriate <u>principle</u> that suggests what the ethical response should be to each case study.	70% of students in the course will score 70% or higher.	Fall 2019	12 out of 13 students (92%) scored 70% or higher. The lowest score on the assessment was 30% and the highest was 100%.	The expected level of learning was met. We will continue to use practical in-class experiences to utilize and apply ethical guidelines and professional standards.

STUDENT LEARNING OUTCOMES FOR AAS.ECD 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Critical Thinking: Know and use ethical guidelines and other professional standards related to the early childhood profession.	ECD 109	Each student will develop a business plan to open their own childcare center. This will include all major expenses required for the start-up of the center broken down into categories.	70% of students in the course will score 70% or higher.	Spring 2020	12 out of 12 students (100%) scored 70% or higher. The lowest score on the assessment was 71.76% and the highest was 100%.	The expected level of learning was met. We will continue to use practical in-class experiences to utilize and apply ethical guidelines and professional standards.

STUDENT LEARNING OUTCOMES FOR AAS.ECD 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Oral Communication: Know about, understand, and value the importance and complex characteristics of children's families and communities.	ECD 108	Students will apply what they have learned about engaging families to develop and present a workshop for families.	70% of the students will receive 70% or higher.	Fall 2019	12 out of 12 (100%) scored a 70% or higher. The lowest score was 85%, and the highest score was 100%.	The expected level of learning was met. We will continue to address current issues facing families in class.

STUDENT LEARNING OUTCOMES FOR AAS.ECD 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Oral Communication: Know about, understand, and value the importance and complex characteristics of children's families and communities.	ECD 252	Each student will plan, develop, and present a power point presentation on a family diversity or multicultural issue.	70% of the students will receive 70% or higher.	Spring 2020	12 out of 12 (100%) scored a 70% or higher. The lowest score was 78.57%, and the highest score was 100%.	The expected level of learning was met. We will continue to address current issues facing families in the class.

STUDENT LEARNING OUTCOMES FOR AAS.ECD 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Information Literacy: Identify observation, documentation, and other forms of assessment as central to the practice of early childhood professionals.	ECD 102	Students will interview two parents of different ethnic or cultural backgrounds who have children between the ages of birth and 4 years concerning child rearing practices.	70% of the students will receive 70% or higher.	Fall 2020 Spring 2021 Spring 2021 (Dual Enrollment)	8 out of 10 (80%) scored a 70% or higher. The lowest score was 50%, and the highest score was 100%. 8 of the 11 (73%) scored a 70% or higher. The lowest score was 50% and the highest score was 100%. 3 of the 3 (100%) scored 100%.	The expected level of learning was met. We will continue to engage students in using various methods of documentation to gather developmentally appropriate information about children and families. Also, students will be given the opportunity to submit his or her interviews early. If a student chooses to do so, the instructor will provide feedback, and the student will be able to make any necessary changes before the due date.

STUDENT LEARNING OUTCOMES FOR AAS.ECD 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Written Communication: Utilize a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	ECD 237	Students will create a developmentally appropriate thematic unit.	70% of the students will receive 70% or higher.	Fall 2020	9 out of 13 (69%) scored a 70% or higher. The lowest score was 8.86% and the highest score was 100%. The average score was 87%.	The expected level of learning was not met. We will continue to engage students in using instructional strategies and tools to develop a thematic unit. Each student will be given the opportunity to submit his or her thematic unit early. If a student chooses to do so, the instructor will provide feedback, and the student will be able to make any necessary changes before the due date.

STUDENT LEARNING OUTCOMES FOR AAS.ECD 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Written Communication: Utilize a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	ECD 243	Students will write weekly reflective journals of their experiences in their field placement sight.	70% of the students will receive 70% or higher. 75% of the students will receive 79% or higher.	Fall 2020 Spring 2021	5 out of 5 (100%) scored a 70% or higher. The lowest score was 89% and the highest score was 100%. The average score was 94%. 9 out of 9 (100%) scored a 79% or higher. The lowest score was 76% and the highest score was 100%. The average score was 95%.	The expected level of learning was met. We will continue to engage students in using tools to reflect on practice to connect with children. In the next cycle, the benchmark will be increased to 75% of the students will receive 79% or higher. The expected level of learning was met. We will continue to engage students in using tools to reflect on practice to connect with children.

CONTINUOUS STUDENT IMPROVEMENT

The AAS.ECE degree program was not offered until the 2019-2020 academic year. There is no data to compare to the last cycle.

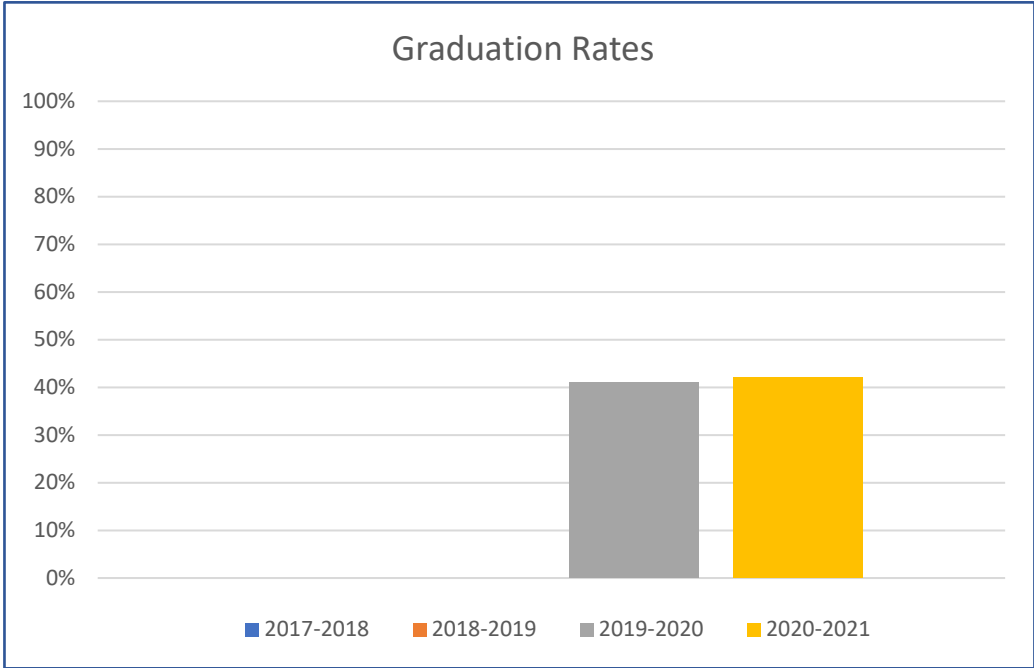
PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans																				
<div style="border: 1px solid #0056b3; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">Program Enrollment</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Program Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>0</td> </tr> <tr> <td>2018-2019</td> <td>0</td> </tr> <tr> <td>2019-2020</td> <td>22</td> </tr> <tr> <td>2020-2021</td> <td>43</td> </tr> </tbody> </table> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 12.5%;">2017-2018</th> <th style="width: 12.5%;">2018-2019</th> <th style="width: 12.5%;">2019-2020</th> <th style="width: 12.5%;">2020-2021</th> </tr> </thead> <tbody> <tr> <td>Program enrollment</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">22</td> <td style="text-align: center;">43</td> </tr> </tbody> </table>	Year	Enrollment	2017-2018	0	2018-2019	0	2019-2020	22	2020-2021	43		2017-2018	2018-2019	2019-2020	2020-2021	Program enrollment	0	0	22	43	<p>The program began in 2019-2020 and doubled in enrollment in 2020-2021, Several of these students were in the DAS.ECD program and changed their curriculum.</p>	<p>We will continue to advertise the AAS.ECE program and encourage DAS.ECE students to continue with their education.</p>
Year	Enrollment																					
2017-2018	0																					
2018-2019	0																					
2019-2020	22																					
2020-2021	43																					
	2017-2018	2018-2019	2019-2020	2020-2021																		
Program enrollment	0	0	22	43																		

Indicator					Trend Analysis	Action Plans										
<div style="text-align: center;"> <h3>Fall to Spring Persistence</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Persistence Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>#DIV/0!</td> </tr> <tr> <td>2018-2019</td> <td>#DIV/0!</td> </tr> <tr> <td>2019-2020</td> <td>68%</td> </tr> <tr> <td>2020-2021</td> <td>63%</td> </tr> </tbody> </table> </div>					Year	Persistence Rate	2017-2018	#DIV/0!	2018-2019	#DIV/0!	2019-2020	68%	2020-2021	63%	This has remained steady.	We will continue to reach out to students during early registration to insure they complete the AAS.ECE degree program.
Year	Persistence Rate															
2017-2018	#DIV/0!															
2018-2019	#DIV/0!															
2019-2020	68%															
2020-2021	63%															
	2017-2018	2018-2019	2019-2020	2020-2021												
Fall-to-Spring Persistence	#DIV/0!	#DIV/0!	68%													

Indicator	Trend Analysis	Action Plans										
<div data-bbox="550 201 1507 867" data-label="Figure"> <table border="1"> <caption>Fall to Fall Retention Data</caption> <thead> <tr> <th>Year</th> <th>Retention Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>0%</td> </tr> <tr> <td>2018-2019</td> <td>0%</td> </tr> <tr> <td>2019-2020</td> <td>45.45%</td> </tr> <tr> <td>2020-2021</td> <td>0%</td> </tr> </tbody> </table> </div>	Year	Retention Rate	2017-2018	0%	2018-2019	0%	2019-2020	45.45%	2020-2021	0%	<p>The majority of the students in the first AAS.ECE cohort in 2019-2020 were May 2019 DAS.ECD graduates. To earn the AAS.ECE, they were only required to complete four additional ECD courses and three general education courses. These additional courses were completed in two semesters.</p>	<p>We plan to have students complete courses in two semesters to allow them to graduate in a timely manner.</p>
Year	Retention Rate											
2017-2018	0%											
2018-2019	0%											
2019-2020	45.45%											
2020-2021	0%											
Fall-to-Fall Retention	2017-2018 #DIV/0!	2018-2019 #DIV/0!	2019-2020 45.45%	2020-2021 0								

Indicator	Trend Analysis	Action Plans
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Many of the students enrolled in the program in both years changed from DAS.ECD to AAS.ECE and it will take time for them to complete other courses before completing courses in the AAS.ECE program.

When students are fully ready for the AAS.ECE courses, we will insure they graduate in one year.

	2017-2018	2018-2019	2019-2020	2020-2021
Graduation Rates	#DIV/0!	#DIV/0!	41%	42%

Indicator					Trend Analysis	Action Plans		
<div style="text-align: center;"> <p>Job Placement Rates</p> <p>100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%</p> <p>■ 2017-2018 ■ 2018-2019 ■ 2019-2020 ■ 2020-2021</p> </div>					Our job placement rates continue to be high.	We will continue to maintain a good relationship with Head Start, public schools, and area childcare child centers through our advisory board and field placements.		
							2017-2018	2018-2019
Job Placement rates					#DIV/0!	#DIV/0!	90%	100%