

Comprehensive
Program
Of
Early Childhood
Education
For
2022-2023

Prepared by

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Independence
COMMUNITY COLLEGE

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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. List degrees and certificates being reviewed.

Narrative:

The Associate of Applied Science (AAS) in Early Childhood Education at Independence Community College 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 childcare providers, and professional nannies. This program is laid out in the Course Catalog as a four-semester plan with a total of 60 credit hours.

There is also the Certificate Program for Early Childhood Education designed to be achievable in a single year with a total of 30 credit hours.

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
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

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.)

Chart:

		2020-2021	2021-2022
Number of Faculty:			
	Full time	0	0
	Adjunct	1	1
Enrollment & Student credit hours by Faculty type:			
	Full Time	0	0
	Adjunct	3 credit hrs 3 Students enrolled	6 credit hrs 4 Students enrolled
Average Class size:			
	Face-to-Face classes	3	0
	Online classes	0	2
	All courses	3	2
Completion Rates:			
	Face-to-Face classes	100%	0
	Online classes	0	100%
	All courses	100%	100%
Pass ('D' or better) rates:			
	Face-to-Face classes	100%	0
	Online classes	0	100%
	All courses	100%	100%
Pass ('C' or better) rates:			
	Face-to-Face classes	100%	0
	Online classes	0	100%
	All courses	100%	100%
Number of Majors:		0	1
Degrees Awarded:		0	0
Retention within Program			1

Narrative:

Early Childhood Education courses at Independence Community College are experiencing a kind of renaissance. There is now an established, consistent adjunct who is willing to regularly offer courses in the medium most accessible to the population interested in this degree. This is the beginning of growth for this area as students will gravitate towards these courses and program as it reestablishes itself. While classes are still admittedly small, we believe that they will slowly grow over time. Word of mouth remains one of our most powerful recruitment tools, and once word spreads that this program has reestablished itself and classes are being offered consistently, the course numbers will grow in kind.

2.0 External Constituency and Significant Trends

An important component of maintaining a 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.

- 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 (9.0).

2.1: Program Advisory Committee:

Narrative:

As per the last cumulative program review:

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 in 2020, 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. VPAA Taylor Crawshaw reached out to these persons in Fall 2022 to promote the scheduled courses offered that semester, but the author of this review is unaware of any meaningful conversation that was resultant of this effort.

2.2: 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.
- If this does not apply to your program, write “N/A.”

Narrative:

None currently, though I believe there could be mutually beneficial agreements with various local and regional entities that would both improve this program and fill sections for enrollment.

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

The Advisory Committee should be reinvigorated and new members sought as this is not the program it was when the committee last met. See later sections for further thoughts on this recommendation.

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:

Adjunct McGinn provided high-quality assessment narratives for three courses taught in Fall 2022 that are stored as PDFs in the Faculty Assessment Folder in OneDrive. This is a massive improvement, and this adjunct should be retained.

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:

Learning Outcomes for Introduction to Early Childhood Education (ECE1143):

Upon completion of this course, students will be able to do the following:

1. Outline the growth and development of the early childhood profession.
2. Compare the different types of early childhood education theories and practice.
3. Identify developmentally appropriate curriculum methods and materials.
4. Present the current perspectives and trends in the early childhood education profession.
5. Describe the various influences in an early childhood education setting that affect the child's growth and development.

Learning Outcomes for Early Childhood Administration (ECE1093):

Upon completion of this course, students will be able to do the following:

1. Analyze various types of early childhood programs and ascertain the goals and objectives of each
2. Assess the various budgetary needs of an early childhood program and potential funding sources including grants
3. Describe licensing requirements specific to the state of Kansas, the preparations and process associated with program rating assessment, and program accreditation options
4. Ascertain staff selection, supervision, and performance assessment processes (includes professional needs and motivational assessments)
5. Analyze various leadership styles and strategies, problem solving techniques, and positive communication techniques
6. Recognize the importance of parent education and family involvement and present various methods of communication
7. Assess the need for and the methods of constructing policies and procedures for early childhood programs
8. Assess community needs regarding early childhood facilities, methods of program outcomes evaluation, and public relations procedures, and the creation and utilization of advisory board committees

Learning Outcomes for Parenting:

Upon completion of this course, students will be able to do the following:

1. Describe age appropriate development to others.
2. Present and compare historical and theoretical approaches to parenting.
3. Identify family systems and lifestyles and the relationship to parenting.

4. Demonstrate awareness of how cultural factors affect the social context of the parents/guardians and their child.
5. Describe and use effective methods of communication with children and families.
6. Interpret the purposes of children's appropriate and inappropriate behavior with the family dynamic.
7. Identify and demonstrate effective parenting strategies that focus upon feelings, behavior, and developmental needs.
8. Outline and explain the causes, prevention, and treatment for child abuse and neglect.
9. Demonstrate knowledge of agencies and other support entities in the local area and nationally that would be of benefit to the families of children.

All five outcomes for ECE1143 were fully met according to the assessment narrative. Reflective points captured in the narrative are insights such as "The concept of a philosophy of guidance was difficult for one student, but after showing an example, she was able to satisfactorily complete the assignment," and "A solid understanding of developmentally appropriate curriculum is essential, and the basis of this class. Students demonstrated a very good understanding of how to create developmentally appropriate activities for young children."

Of the eight outcomes for ECE1093, all were fully met except for Outcome One which was partially met. In exploring the partially met outcome, the instructor recorded in the reflection, "Both students live in areas with limited child care programming, so there was not a lot of variation in the types of centers. One student submitted an assignment for a different class, and chose not to resubmit the correct assignment, therefore the outcome was only partially met... Though one student did not complete the correct assignment, she demonstrated a thorough grasp of the types of child development centers throughout other assignments." It should also be noted that because there were only two students in this section, having one miss the target makes for a 50% success rate and dramatically swings the measure.

All eight outcomes for ECE2023 were fully met, with a summary of future planned action noting, "I will include additional resources to clarify what a philosophy of guidance is." This is elaborated on further in the commentary on the specific outcome (Outcome Two). The instructor also left an explanatory note regarding the size and reality of this specific section of this course: "Note of clarification- This course had only one student, who has academic accommodations. Throughout the course we met weekly via Zoom to go over expectations for each module. Often we would email and text as well. I modified some of my expectations so that she could be successful, as she was better able to display her understanding of the concepts orally rather than in written assignments. I did attempt to coach her through how to write more clearly, and encouraged her to make use of the tutors available, however her written communication skills are lacking." This additional context is key when reading further into the assessment narrative as a point of reference for future semesters. It is also evidence of this adjunct's sensitivity to the needs of our students and their flexibility and creativity coupled with frank practicality.

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:

The gathered assessment narrative are infinitely more than anything I've had to go on in the three years that I have been writing these Program Reviews. Adjunct McGinn is a phenomenal teacher and an asset to the college as much as to her students. These assessment narratives contain appropriate reflection and detail so as to be useful for this level of reporting out, and it is the opinion of the author of this report that McGinn's work here is proof that we can and should expect this level of assessment from all of our on-ground and online adjuncts.

4.0 Curriculum Reflection

4.1 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?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

Narrative:

The only KBOR aligned course within the ECE offerings currently is ECE1143 Introduction to Early Childhood Education. I would like to see more courses go through the process of alignment for the purposes of ease of transfer and the expertise gathered by the Core Outcomes Group Project. As this is neither my field nor my forte, I cannot say which of our other courses would be best suited to this. I am not a content expert in Early Childhood Education and would not presume to know what appropriate revisions to specific courses would entail.

The AAS of Early Childhood Education contains all of the ECE courses required for the Certificate in addition to several general education courses (composition sequence, college math, etc.). It also includes a sequence of three Practicum courses that have not been offered since Fall 2019 (ECE2101 Early Childhood Practicum I) and Fall 2018 (ECE2102 Early Childhood Practicum II and ECE2103 Early Childhood Practicum III). If this program is to continue to grow and produce graduates with the AAS and not just the Certificate, these practicum courses will have to be offered.

According to the US Bureau of Labor and Statistics, Childcare Workers had a median pay in 2021 of \$27, 490 per year, but the field is growing at around 6% which is roughly average, with 61,600 positions predicted to be added between 2021 and 2031.

(<https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm>) Preschool Teachers had a median pay of \$30,210 per year with the typical entry-level education requirement listed as an Associate's degree. This field is growing at a rate of 15%, much faster than average. An

expected 72,900 positions are expected to be created before 2031.
(<https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm>)

ECE courses do not currently satisfy a General Education requirement for any other degree but can be counted as a college-level elective.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

By offering ECE courses in an online format, they are automatically more accessible to a wider population than an traditional, on-ground course. Online allows for post-traditional students, parents of young children, caregivers with other employment or requirements for childcare to complete these courses in the hours available to them.

Textbooks are being updated to include more inclusive language and contemporary viewpoints as they pertain to the field and specific courses. This is an ongoing process.

4.3 Mission and Strategic Plan Alignment

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 2.3 for HLC categories)

Narrative:

The Mission Statement of Independence Community College is “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.” Early Childhood Education supports this in very real ways by providing the highest quality instruction in ways that are accessible to the widest population possible as part of a pathway to economic opportunity in their communities.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

Narrative:

There are no dedicated full-time faculty within the Early Childhood Education program.

6.0 Program Planning & Development for Student and Program Success

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.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

6.1 Academic Program Vitality Reflection

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	------------------------------------	------------------------------------	-----------

Explain why:

With the addition of a coordinator and/or adjunct instructor to develop the Practicum sequence and make the arrangements for student placements locally and in the students' immediate communities, this program will be fully reinstated.

6.2 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 and the vitality indicator. 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 6.2 in the Program Review Handbook for more information.)*

Narrative:

Goal One: Reinvigorate the ECE Advisory Board with new members and a renewed sense of purpose in Fall 2023.

Goal Two: Offer ECE2101 Early Childhood Practicum I in Spring 2024.

Goal Three: Offer ECE2102 Early Childhood Practicum II in Fall 2024.

Goal Four: Offer both ECE2101 Early Childhood Practicum I and ECE2103 Early Childhood Practicum III in Spring 2025 and on a rotating basis as program need dictates.

7.0 Fiscal Resource 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)
- Expenditures and Revenue
- Extraordinary Costs
- 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

Programs should not include salary or fringe benefits here

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.

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Adjunct for ECE2101 / ECE2102 / ECE2103	Practicum courses needed to fully complete ECE degree program	Adjunct \$625/credit hour, \$3750 at most per academic year	12-1274-522-000

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
N/A			

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (i.e., an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Aq animal programs**)
- program-specific consumable materials (i.e., the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens,**
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year
N/A		

8.0 Authorship and Oversight

8.1 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, have written this cumulative program review with the aid of assessment narratives gathered from adjunct instructors by VPAA Taylor Crawshaw, institutional data provided by Anita Chappuie, JD, Director of Institutional Research, and the data was entered into this review by Associate Professor Melinda McGowan.

8.2 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:

PRC member has reviewed the recommendations and has no further comments.

Division Chair: I have read this review and agree with program faculty's analysis. Melissa Ashford, Business and Technology Division Chair

VPAA: I agree with the results of this review. The potential enhancement opportunity to add a coordinator to this program would aid in recruitment and the management of adjuncts.

9.0 Appendices

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