EARLY CHILDHOOD EDUCATION (AA AND CERTIFICATES) PROGRAM REVIEW

CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Tribe

I. Program description and relationship to the Cankdeska Cikana Community College mission. (See also Appendix A)

Early Childhood Education providers serve an important community and cultural role regarding the education and care of our children. Although Early Childhood is seen as the foundation for education within our contemporary society; Cankdeska Cikana Community College believes in incorporating the curriculum standards into the traditional Dakota Culture. This curriculum was designed to provide students with the knowledge, skills, and training required to prepare educators to work with the diversity of young children today. This program of study includes both an academic base and methods courses that provide a balanced program for those wishing to pursue a four-year program or for those wishing to begin a career as an early childhood care provider. The Associate of Art (AA) in Early Childhood Education program is intended to endow students with the fundamental knowledge to enter careers in the early childhood field or to transfer on to a baccalaureate degree program in Early Childhood Education. The two certificates (Infants and Toddlers/Preschool) provide stepping stones to the AA and provide a "highly qualified" status for Head Start employees.

Early Childhood Education Program Mission Statement: The Early Childhood Education Program mission is to provide a comprehensive curriculum that enables students to become gainfully employed in the field of Early Childhood Education, work successfully with children from diverse backgrounds, increase their skills in working with young children, and enable them to transfer and continue their training in a bachelor degree program.

Students completing the AA in ECE will be trained as teachers who can create a developmentally appropriate environment, provide their students with a comprehensive curriculum using current and appropriate technology, demonstrate effective assessment strategies, and demonstrate their ability to maintain positive relationships.

Reflection

Strengths
- The certificates and 2-year degree offer students an opportunity for immediate employment at the Head Start, Early Head Start, FACE program, and daycares in the surrounding areas.
- The ECE program is set up for a smooth transition to 4-year institutions.
- ECE was approved by HLC to deliver a fully distance education program of study.

Concerns
- Nonattendance is a major concern of students not being able to finish their coursework in a timely manner.
- Termination of HS/EHS students usually has them terminating classes in midstream.

Progress on concerns from last previous program review (give date of last review, if applicable)
Since providing distance education courses, the ECE program has grown and is attracting more students. Attendance has also improved with the move to online learning.

Recommendations (Curriculum Committee Use Only)
Continue to expand evening and online education offerings.

II. Program background information, enrollment and breadth (See also Appendix B)

- **Jacqueline Lampert**- full time instructor since summer 2015
- **MS** in Special Education Strategist; 18 core credits English
- **BS** in Elementary Education; Early Childhood minor; Kindergarten endorsement; Technology certification
- Taught Elementary education for 7 years and Paraprofessional for 3 years
- Teaches 15-18 credits per semester
- Works as Co-Academic Dean also since 2018

The Early Childhood Education program has an advisory committee through North Dakota Department of Career and Technical Education that meets every fall and spring. The advisory committee's members change from year to year depending on commitment of individuals or changes in employment of community members. Spring of 2021 advisory committee consisted of individuals from the community, Head Start and Early Head Start employees and management, Hess daycare, CCCC EC students, and CCCC Early Childhood Education Director/Instructor. This advisory committee's recommendations were very helpful because these childcare businesses are where the majority of CCCC Early Childhood Education's graduates find work and provide internship opportunities.

In May 2020, an Infant and Toddler and Preschool Certifications were added to provide a stepping stone to students on the way to an AA degree and to provide highly qualified status for Head Start employees. ECE has been approved by HLC to deliver a fully distance education program of study which will make the program more flexible and attainable to students in the surrounding communities.

The Associate of Art (AA) in Early Childhood Education program is intended to endow students with the fundamental knowledge to enter careers in the early childhood field or to transfer on to a baccalaureate degree program in Early Childhood Education.

Reflection

Strengths
- The vast majority of program students are currently working in their respective field of ECE.
- From 2016-2020, eight students transferred and are completing their 4-year BA degree at Mayville State University

Concerns
- There are not enough students to fulfil all the occupational needs locally or statewide.
- Offering a 4-year BA degree would provide a great opportunity for students to stay in the community.

Progress on concerns from last previous program review (give date of last review, if applicable)
CCCC ECE program is now a fully distance education program of study and student numbers are up resolving the concern expressed in the previous review. Concerns regarding human resources available are nation-wide and currently unresolvable due to low wages in the area of need.

Recommendations (Curriculum Committee Use Only)
- Enrollment is increasing and expanding; continue outreach to keep numbers improving.

III. Program Quality and Assessment (See also attached assessment template(s) Appendix C)

All courses in the Early Childhood Education program were re-evaluated and changes were made when necessary. This was done so the coursework would be aligned with the North Dakota University Systems and the North Dakota Early Childhood Higher Education Consortium's common course name and numbering. Outcomes were aligned with the consortium to establish that continuity and transferability between CCCC and the other institutions of higher education within the state. Three new courses were added to the NDUS common course name and numbering in 2020.

The ECE program uses experiential, project based, and hands-on learning which is critical to student success in the field of education. Head Start and Early Head Start program centers, which are also under the umbrella of CCCC, along with surrounding area daycares allow the opportunity for students to experience real life experiences, hands-on training, observations, and internships upon completion of coursework.

Assessment of student learning is fundamental to effective teaching. Students' skills and knowledge in the ECE program are evaluated constantly using multiple methods and assessment techniques so that the instructor has a portfolio of information to assess on each student. This impacts the program and changes are made due to the results of this process.

Reflection

Strengths

Courses are structured to be offered in a variety of instructional modes to meet the needs of students on the reservation and in surrounding communities by focusing on best practices for successfully recruiting and retaining students. The modes include:

- Face-to-face (daytime, but mostly all evening classes)
- Accelerated (8-week course)
- Hybrid (mixture of face-to-face and online)
- Distance Education
- Independent study

Concerns

- Non-attendance and job termination for students employed at Head Start who are enrolled in classes – they stop out once coursework is not required.

Progress on concerns from last previous program review (give date of last review, if applicable)

Providing distance education and evening coursework took many of the obstacles for not attending class away.

Recommendations (Curriculum Committee Use Only)

- None at this time.

IV. Program cost effectiveness and ability to meet occupational needs (See also Appendix D)

The Bureau of Labor Statistics (2020) reported that employment of preschool teachers is expected to grow (2%) from 2019 to 2029, slower than the average for all occupations. The median wage earned in 2020 according to the Bureau of Labor Statistics for North Dakota was $31,950.00. Early childhood education is important for a child's intellectual and social development. Preschool teachers should be needed to meet the slowly increasing demand for early childhood education. Teachers who have experience working with preschool-aged children may have better opportunities finding a job than those without experience.

The addition of the two certificates (Infant and Toddlers and Preschool) enabled students to be employed in the workforce quicker and be certified as "highly qualified" in those two areas, so students didn't have to wait until receiving their AA in ECE.

With the critical shortage of early childhood care providers across the state and in our immediate area, the need for ECE programs should be growing.
Strategies to increase retention/recruitment:
- Facebook, radio, and newspaper advertising
- Attending surrounding area high schools and college fairs

Reflection
Strengths
- There are plenty of job opportunities available within the community.
- The program provides an avenue to complete two certificates in two semesters and then complete the AA degree program locally, with culturally appropriate curricular offerings.

Concerns
- There are not enough students to fulfil all the occupational needs locally or statewide

Progress on concerns from last previous program review (give date of last review, if applicable)
Since the addition of distance education coursework, more students are finding the program more accessible and the program fits into their lifestyle better.
The addition of the 2 certificates enables students to be "highly qualified" for the workplace sooner than waiting for the completion of the AA degree.

Recommendations (Curriculum Committee Use Only)
- Continue outreach to attract students to the field in order to help fill the high need for employees in these occupations.

V. Ability to positively impact CCCC's relationships, partnerships, and alliances

Cankdeska Cikana Community College became the grantee of the Head Start and Early Head Start Programs. Our ECE program is fulfilling a need that these federally funded programs have in the training of their staff. Head Start and Early Head Start have mandates on teacher credentials and our ECE program is helping their teachers and assistant teachers become the qualified staff that is needed in those programs. The current ECE instructor provides quality training as needed for employees at Head Start, Early Head Start, and FACE Program. She is part of the CCCC/HS Partnership Grant which is a 5-year grant to educate all Head Start employees through a BA degree. She also participates as a current member in the North Dakota Early Childhood Higher Education Consortium and the North Dakota Early Childhood Advocates in advocating for ECE.

The Early Childhood Education program has an articulation agreement with Mayville State University for students that want to transfer to a four-year university to pursue their bachelor's degree. A 2 + 2 with UND is also in the final stages to give students more options. Ms. Lampert collaborates and has a working relationship with Mayville State and UND professionals, so that the transition is smooth and students are provided with the background knowledge needed to help them succeed.

Reflection
Strengths
- Offering classes in the evening and through distance education has helped students who need more flexibility and offers more accessibility.
- The curriculum designed for the program has a rich, culturally relevant structure with a solid foundation of first- and second-year courses to prepare highly-qualified future teachers in an area of critical local need.
- Students who transfer on to a four-year university to pursue their bachelor's degree and teaching credential are well-prepared and have a good educational foundation.

Concerns
- Not enough students in the area to fulfill all the job openings needed.

Progress on concerns from last previous program review (give date of last review, if applicable)
Professional Development fees are much more reasonable since they are being offered virtually. Program faculty has taken advantage of a number of free virtual professional development opportunities and virtual opportunities for participation in the state organizations she is a member of.

Recommendations (Curriculum Committee Use Only)
- Explore possibility of adding additional faculty if the intention is to implement a 4-year degree program
- Complete the 2+2 agreement in progress and look to partner with TCUs in the state of ND for completion of 4-year degree
- Add business or entreprenuership coursework for the purposes of assisting students in the ECE program to start their own businesses

VI. Program Analysis and Reflection Narrative

All ECE courses reflect and integrate the Dakota Culture of the surrounding area. The addition of this component in all coursework makes it more meaningful and relevant to the students along with showing respect for all and caring. While individual course design and delivery is the responsibility of instructors based on training and expertise, texts and audio/video/internet educational resources are reviewed and assessed on an ongoing basis by the primary instructor to select the most current and appropriate instructional materials.

All courses are selected and designed to contribute to a rigorous, integrated program that will best address educational standards, requirements, and student needs and interests. Core requirements for the certificates and AA in ECE program have been formulated, reviewed, and implemented to address all of the fundamental areas of knowledge required for educational teachers in North Dakota according to the Department of Public Instruction and the Early Childhood Education Higher Education Consortium.

Cankdeska Cikana Community College knows that student numbers overall have declined, as it has in other tribal colleges, yet the Early Childhood Education Department has remained consistent in the number of graduates and enrollment is growing. Fall 2021 had fifteen additional new students enrolled and Spring 2022 will have the most graduates ever.

All course syllabi and coursework have been updated and are in alignment with state Early Childhood Education Higher Ed Consortium and state matrix. Articulation agreement for transfer to Mayville State University is ongoing and the agreement with UND is being finalized.

There are two main external factors that influence and affect the ECE program:
- Head Start employees terminating
- Family/medical issues

The ECE program of study was approved by HLC to offer the program through distance education and students have found the accessibility and flexibility of that as a positive and there have been higher success rates and increasing enrollment.

Appendix A

Report of Credits Earned/Needed for Graduation

Name:

AA in EARLY CHILDHOOD EDUCATION

Date:

Essential Study Requirements				Semester	Credits
ENGL	100		Student Success		1
ENGL	110	ND:ENGL	College Composition I		3
ENGL	120	ND:ENGL	* College Composition II		3
COMM	110	ND:COMM	Fundamentals of Public Speaking		3
		ND:FA or ND:HUM or ND:HIST			3
		ND:FA or ND:HUM or ND:HIST			3
PSYC	111	ND:SS	Introduction to Psychology		3
SOC	110	ND:SS	Introduction to Sociology		3
CSCI	101	ND:COMPSC	Introduction to Computers		3
		ND:MATH			3
		ND:LABSC	Lab Science Elective		3
		ND:LABSC	Corresponding Lab		1
ENGL	161	ND:HUM	Dakota Language I		4
DS	110	ND:HUM	Dakota Culture and History		3
					39

Core Classes					
EC	210		Intro to Early Childhood Education		3
EC	211		* Observations, Assessment, Interpretation		3
EC	213		* Language and Literacy in Early Childhood		3
EC	220		** Infants and Toddlers		3
EC	233		* Pre-K Methods and Materials		3
EC	235		* Art, Music, and Play		3
EC	236		** Social Emotional Development		3
EC	237		* Children With Special Needs		3
EC	297		* Early Childhood Student Internship		4
					28

Possible Math and Humanities Electives					
DS	251	ND:HUM	* Dakota Language II		4
MATH	103	ND:MATH	College Algebra		3
MATH	106	ND:MATH	Quantitative Reasoning I		4
MATH	210	ND:MATH	Elementary Statistics		3
BUSN	170		Entrepreneurship		3

*Prerequisites or Corequisites exist. See advisor for details.

** Alternate Summer Rotation | | | | Total | 67

Revision Date: 08/17/2014, 09/17/14, 12/10/15, 04/06/17, 10/26/18

Original Approved Date: 02/24/14

Curriculum Team Approval: 02/18/14, 10/03/14, 12/10/15, 04/06/17, 10/26/18, 12/12/19

Updated: 01/31/19, 12/12/19, 12/7/20, 1/1/21, 8/13/21

			Suggested Course Rotation		
			AA in EARLY CHILDHOOD EDUCATION		
	Semester 1			**Fall**	
CSCI	101	ND:COMPSC		Introduction to Computers	3
DS	110	ND:HUM		Dakota Culture and History	3
EC	210			Introduction to Early Childhood Education	3
ENGL	100			Student Success	1
ENGL	110	ND:ENGL		College Composition I	3
		ND:MATH			3
					16
	Semester 2			**Spring**	
EC	213			Language and Literacy in Early Childhood	3
EC	237			Children with Special Needs	3
ENGL	120	ND:ENGL		College Composition II	3
ENGL	161	ND:HUM		Dakota Language I	4
		ND:FA or ND:HUM or ND:HIST			3
					16
	Summer Term				
EC	220/236			Infants and Toddlers/Social Emotional Dev (Rotating)	3
EC	235			Art, Music, and Play	3
					6
	Semester 3			**Fall**	
EC	211			Observation, Assessment, Interpretation	3
EC	233			Pre-K Methods and Materials	3
SOC	110	ND:SS		Introduction to Sociology	3
		ND:LABSC			4
					13
	Semester 4			**Spring**	
COMM	110			Fundamentals of Public Speaking	3
EC	297			Early Childhood Student Internship	4
PSYC	111	ND:SS		Introduction to Psychology	3
		ND:FA or ND:HUM or ND:HIST			3
					13
	Summer Term				
EC	220/236			Infants and Toddlers/Social Emotional Dev(Rotating)	3
				Total	**67**

Updated: 01/31/19, 12/12/19, 1/1/21

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads

Name	Title/Position	FT/PT/TEMP	Credit Load/Semester
Jacqueline Lampert	ECE Instructor/Co-Academic Dean	FT	15 - 18

Enrollment and Graduation Data

Early Childhood Education	# Enrolled ECE	# Enrolled ECE Certificate	Total Program Enrollment	Total Enrollment	Program % of Total Enrollment
Fall 2016	9		9	180	5.0%
Spring 2017	11		11	178	6.2%
Summer 2017	2		2	28	7.1%
Fall 2017	22		22	242	9.1%
Spring 2018	17		17	191	8.9%
Summer 2018	6		6	44	13.6%
Fall 2018	17		17	178	9.6%
Spring 2019	15		15	164	9.1%
Summer 2019	7		7	45	15.6%
Fall 2019	5		5	160	3.1%
Spring 2020	5		5	168	3.0%
Summer 2020	5		5	39	12.8%
Fall 2020	14	0	14	182	7.7%
Spring 2021	21	0	21	167	12.6%
Summer 2021	23	0	23	127	18.1%
Totals	179	0	179	2093	8.6%

5-Year Program Enrollments

Program Graduates AA Early Childhood Education				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
1	2	1	1	2

Program Graduates Certificate Early Childhood Education				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
2				

Total CCCC Graduates				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
27	25	27	17	18

Percentage of Program Graduates to CCCC Graduates				
11.1%	8.0%	3.7%	5.9%	11.1%

5-Year Graduation Rates

Assessment Plan
(2020) / (FALL)
(Early Childhood Education)

Program Statement: The Early Childhood Education Program goal is to provide a comprehensive curriculum that enables students to become gainfully employed in the field of Early Childhood Education, work successfully with children from diverse backgrounds, increase their skills in working with young children, and enable them to transfer and continue their training in a bachelor's degree program.

Course Outcomes

EC 210 Course Outcomes
1. Students will review the early childhood profession and develop opportunities to grow within the career.
2. Students will identify/define child development and developmentally appropriate practices.
3. Students will demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in children.
4. Students will explain the importance of family, school, and community relationships.
5. Students will understand the role of observing, documenting, and assessing to support young children.

EC 211 Course Outcomes
1. Students will develop cognitive knowledge of observation, documentation, and evaluation in Early Childhood Education.
2. Students will understand the professional responsibilities of Early Childhood Educators including maintaining confidentiality, documenting child progress, keeping accurate records, and reporting child progress at appropriate intervals.
3. Students will be able to pose questions and make comments to young children that will advance their learning and thinking.
4. Students will be able to reflect and translate theoretical practices into actual field-based experiences.
5. Students will be able to use critical thinking as a way to improve one's own capacity to think more clearly, more accurately, more relevantly, more broadly, and more logically

EC 233 Course Outcomes
1. Students will implement activities/lessons through a variety of child-directed and teacher-directed approaches.
2. Students will recognize, select and create curriculum that is developmentally appropriate for the domains of cognitive, social/emotional, motor, aesthetic, physical, and language.
3. Students will demonstrate effective teaching techniques in various curriculum areas, including: science, math, arts, music and movement, literacy, and social studies.
4. Students will demonstrate the ability to use a variety of materials to encourage versatility of thinking and learning in children.

EC 236 Outcomes
1. Students will learn to promote children's self-awareness and self-esteem through verbal and nonverbal communication.
2. Students will identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children's development of interpersonal skills.

3. Students will recognize signs of emotional distress, child abuse, domestic violence, and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities.
4. Students will use individual and group guidance and problem-solving techniques to develop positive and supportive relationships among children.
5. Students will identify the principles of child guidance based on the developmental characteristics of young children.
6. Students will understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth.
7. Students will recognize characteristics of healthy interactions between teacher/child and child/child.
8. Students will demonstrate an increase in understanding of cultural influences on child behavior—both typical and atypical, as evidenced by classroom discussion.

EC 297 Outcomes
1. Students will demonstrate knowledge of an early childhood professionals.
2. Students will adapt and transfer learning strategies to a wide variety of learning concepts.
3. Students will identify the cognitive and physical needs that attribute to success in early childhood professions.

Program Outcomes
1. The student will create a developmentally appropriate environment.
2. The student will demonstrate a comprehensive curriculum.
3. The student will demonstrate various assessment strategies.
4. The student will demonstrate their ability to maintain positive relationships.

Essential Studies Outcomes
1. Critical Thinking
2. Communication
3. Technological Literacy
4. Personal Attributes

1. Area of Concern	Changed to distance learning as result of COVID-19 pandemic
Recommendation of assessment committee and/or faculty	Classes were already on LMS (Moodle), so added synchronous Zoom meetings on meeting dates and times. Changed classes to 8pm per students' suggestions, so they could spend quality time with family and relax before class. Students were given laptops and gift cards – WIFI hotspots were set up around Rez.
Result of Recommendation	Student retention was better and students enjoyed later class times. Students became more communicative and self-sufficient.
2. Area of Concern	Changed EC 210 Intro to EC coursework

Recommendation of assessment committee and/or faculty	Was more interactive class and was free for students as was an OER.
Result of Recommendation	Students liked that it was more interactive and that they saved money by not having to buy expensive textbook. Activities and OER were more up-to-date and real-life experiences for students to build on.
3. Area of Concern	
Recommendation of assessment committee and/or faculty	
Result of Recommendation	

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D - Philosophy of Education I – self eval	>70	N = 9 NP = 3 SR = 6/6 Avg. = 98 Range = 90 - 100	Goals met	Just changed curriculum to OER spring semester so update as needed	1,2,3,4,5	1,2,3,4	1,2,3,4
D - Case Study I – self eval	>70	N = 6 NP = 1 SR = 5/5 Avg. = 87 Range = 80 -	Goals met	Goals met Because of pandemic, students observed their own children/relatives since no face-to-face were held	1,2,4,5	1,2,3,4	1,2,3,4

		100					
D - Culminating Project I – self eval	>70	N = 8 NP = 3 SR = 5/5 Avg. = 100 Range = 100	Goals met	Change some of the hands-on projects to group projects in break-out rooms due to pandemic and closing of classrooms	1,2,3,4	1,2,3,4	1,2,3,4
D – Research Paper I – Self-Survey	>70	N = 9 NP = 1 SR = 8/8 Avg. = 88 Range = 75 - 100	Goals met	Change some of the observations to group projects in break out rooms due to pandemic and closing of classrooms	1,2,3,4,5,6	1,2,3,4	1,2,3,4
D – Internship I – self eval	>B	N = 1 NP = 0 SR = 1/1 Avg. = A Range = N/A	Met goals	Met goal Think of alternatives for observation when aren't allowed because of pandemic	1,2,3	1,2,3,4	1,2,3,4

LEGEND for Program Assessment Form Findings (Column 3)
N = NUMBER of students registered in Empower under grading roster
NP = Number of students registered in Empower under grading roster, but did NOT PARTICIPATE in assessment
SR = SUCCESS RATIO - Number of students that met goal successfully/Number of students that participated in assessment
Avg. = Average of the Score of students that participated in assessment
Range = Range of the Score of students that participated in assessment

Assessment Plan
2021 / SPRING
EARLY CHILDHOOD EDUCATION

Course Outcomes

EC 210
1. Students will review the early childhood profession and develop opportunities to grow within the career.
2. Students will identify/define child development and developmentally appropriate practices.
3. Students will demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in children.
4. Students will explain the importance of family, school, and community relationships.
5. Students will understand the role of observing, documenting, and assessing to support young children.

EC 213
1. Students will analyze and apply current theory and research on promoting language acquisition and early literacy.
2. Students will use the state Early Learning Guidelines for Language and Literacy when planning for individual children.
3. Students will be able to identify and design developmentally appropriate curriculum, including teacher-made materials that reflects the interrelationship among culture and language influences represented in the family, in the community and in the daily experiences in the early childhood environment.
4. Students will gain competence in assessing growth in language/literacy development. Students will be able to provide appropriate assessment and instruction to children for whom English is a second language.
5. Students will develop and implement integrated and authentic learning experiences, using the central concepts and skills identified in the state Core Competencies for Promoting Language Development and Literacy.

EC 235
1. Students will become familiar with music and movement, creative art, drama, purposeful play and written expression.
2. Students will explore various integrated curriculum that focuses on children's needs and interests.
3. Students will critically evaluate and select developmentally appropriate materials, equipment, and environments.
4. Students will become familiar with developmentally appropriate strategies.
5. Students will explore 2 and 3-dimensional art materials.
6. Students will demonstrate effective written and oral communication skills through in class activities, participation in class, and a research paper.

EC237
4. Students will determine if developmental delays/disabilities may be involved
5. Students, when warranted, will design a suitable educational program
6. Students will discuss how to monitor/evaluate the child's progress as well as assess the program's delivery model and guarantee the continuation of vital support services
7. Students will encourage a seamless system of partners dedicated to the support of every child, including a family-focused perspective and inclusion to the maximum extent possible.
8. Students will develop an awareness of individual differences related to special needs, bicultural and multicultural populations
9. Students will promote the development of a positive self-concept
10. Students will expand the critical/creative thinking process
11. Students will expand understanding of the family and what the family needs in regards to support from an educational setting

EC 297

12. Students will demonstrate knowledge of an early childhood professionals.
13. Students will adapt and transfer learning strategies to a wide variety of learning concepts.
14. Students will identify the cognitive and physical needs that attribute to success in early childhood professions.

4. Area of Concern	Changing format of classes over to distance education format delivery system
Recommendation of assessment committee and/or faculty	Format of classes needed to be all changed over to more active learning delivery system because of online distance education delivery.
Result of Recommendation	Students were more engaged and discussions were more knowledgeable and in-depth on subject matter. Students enjoyed sharing their experiences on subject matter.
5. Area of Concern	Changing classes to an 8-week format for accelerated classes and for fall semester pilots
Recommendation of assessment committee and/or faculty	All coursework was revised to have an 8-week format along with the 16-week format to have capability to offer accelerated courses and to be able to offer more classes so students can transfer more timely.
Result of Recommendation	Students seem to enjoy the shorter classes and being able to get through more classes in the same amount of time.

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings – Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies

D – Philosophy of Education I – Self-survey	>70	N = 6 NP = 3 SR = 2/3 Avg. = 83 Range = 50 - 100	Job termination Didn't complete assignments	N/A Explained the importance of attendance and completed assignments	1 - 5	1 - 4	1 - 4
D – Thematic Unit I – Self-Survey	>70	N = 14 NP = 4 SR = 10/10 Avg. = 96 Range = 80 - 100	Non-attendance Didn't Withdraw Didn't complete assignments	Discussed importance of attendance, completing assignments, and withdrawing if not completing course – could not contact student	1 - 5	1 - 4	1 - 4
D – Research Paper (Independent Study) I – Self-Survey	>70	N = 10 NP = 3 SR = 6/7 Avg. = 91 Range 50 - 100	Didn't Withdraw Didn't complete assignments	Discussed importance of withdrawing and completing assignments	1 - 6	1 - 4	1 - 4
D – Disability Research Packet and Presentation I – Self-survey	>70	N = 15 NP = 3 SR = 12/12 Avg. = 97 Range = 83 - 100	Goals Met	Goals Met	1 - 8	1, 3, 4	1 - 4
D – Internship I – Self-Survey	>B	N = 1 NP = 0 SR = 1/1 Avg. = A Range = N/A	Goals Met	Goals Met	1 - 3	1 - 4	1 - 4

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs
(Insert data in table from national trend data; also insert data in table from Indian Employment and Training – U.S. Dept. of Labor; cite all source(s) using APA Format)

National Employment Projections, 2020-2030 Bureau of Labor Statistics	
Occupational Category	**Projected Increase**
Education and childcare administrators, preschool and daycare	11.4%

Source: https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm

Indian Employment Projections, 2020-2030 U.S. Department of Labor	
Occupational Category	**Projected Increase**
Data Not Available	

Source:

Annual Revenue and Expenditures

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2016	9	$13,500.00	$7,285.28	$32,783.76	$46,283.76
Spring 2017	11	$16,500.00	$7,285.28	$40,069.04	$56,569.04
Summer 2017	2	$1,500.00	$7,285.28	$7,285.28	$8,785.28
AY 2016-17		$31,500.00		$80,138.08	$111,638.08
Fall 2017	22	$33,000.00	$7,285.28	$80,138.08	$113,138.08
Spring 2018	17	$25,500.00	$7,285.28	$61,924.88	$87,424.88
Summer 2018	6	$4,500.00	$7,285.28	$21,855.84	$26,355.84
AY 2017-18		$63,000.00		$163,918.80	$226,918.80
Fall 2018	17	$25,500.00	$7,356.26	$62,528.21	$88,028.21
Spring 2019	15	$22,500.00	$7,356.26	$55,171.95	$77,671.95
Summer 2019	7	$5,250.00	$7,356.26	$25,746.91	$30,996.91
AY 2018-19		$53,250.00		$143,447.07	$196,697.07
Fall 2019	5	$7,500.00	$8,279.20	$20,698.00	$28,198.00
Spring 2020	5	$7,500.00	$8,279.20	$20,698.00	$28,198.00
Summer 2020	5	$3,750.00	$8,279.20	$20,698.00	$24,448.00
AY 2019-20		$18,750.00		$62,094.00	$80,844.00
Fall 2020	17	$25,500.00	$7,356.26	$62,528.21	$88,028.21
Spring 2021	20	$30,000.00	$7,356.26	$73,562.60	$103,562.60
Summer 2021	23	$34,500.00	$7,356.26	$84,596.99	$119,096.99
AY 2020-21		$90,000.00		$220,687.80	$310,687.80

Term	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020-2021
Salary	$47,733.00	$ 52,515	$ 52,643	$ 57,693	$ 51,064
Fringe	35%	35%	35%	35%	35%
# of Program Faculty	1	1	1	1	1
Total Salaries	$47,733.00	$52,515.40	$52,643.00	$57,692.67	$51,064.00
Total Fringe	$16,706.55	$18,380.39	$18,425.05	$20,192.43	$17,872.40
Total Expenses	$64,439.55	$70,895.79	$71,068.05	$77,885.10	$68,936.40
Total Revenue	$111,638.08	$226,918.80	$196,697.07	$80,844.00	$310,687.80
Net Gain/Loss	$47,198.53	$156,023.01	$125,629.02	$2,958.90	$241,751.40

Program Evaluation and Review (for Curriculum Committee Use Only)

Criteria	Program Exceeds Expectations	Program Meets Expectations	Program Needs Improvement	Program Does Not Meet Expectations
Sec II Enrollment	Increasing	Steady	Decreasing	Unsustainably Low
Sec III Quality of the Program as Determined from Assessment Information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or program enhancements, e.g. providing additional resources, adding or deleting courses	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution is not substantial enough to justify its continuance
Sec IV Cost Effectiveness	Net Gain	Break Even	Net Loss	Unsustainable Losses
Sec IV Projected Occupational Need (Regional and State Level)	Large Need and Growth in This Area	Moderate Need	Minor or Low Need	No Clear Need for This Degree
Sec V Ability to positively impact CCCC's relationships, partnerships & alliances	Relationships are strong – benefits the overall mission of the college	Relationships, partnerships, and/or alliances could be developed to strengthen the program	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase out would not adversely impact other programs.

The Curriculum Committee makes the following recommendation:

The committee recommends the program for continuation.

Follow up actions and timeline:

In future reviews, mention of all internships, grants, and partnerships within the narratives is recommended for the committee to obtain more awareness of activities. Investigate and pursue possible 2+2 agreements with other TCUs for 4-year degree options.

Completed Program Reviews Verification

Name of Program Reviewed: <u>Early Childhood Education (AA and Certificate programs)</u>

Jackie Lampert
_____
Director or Faculty of Record

11/22/2021
_____
Date of Review

Karen Scan
_____
Curriculum Committee Chair

11/18/21
_____
Date of Review

Jackie Lampert
_____
Academic Dean

11/22/2021
_____
Date of Review

_____
President (as appropriate)

11-23-21
_____
Date of Review

_____
Chair CCCC Board of Regents (as appropriate)

_____
Date of Review

Think Dakota • Live Dakota