Maine Community College System
Five Year Program Review

College: <u>Central Maine Community College</u>   Program: <u>Early Childhood Education</u>
CIP: <u>13.1210</u>   Credential: <u>Associate in Applied Science (AAS)</u>
Review Team: <u>Tia Zukowski, Eric Berg, Jennifer Jefferson, Rachel King, Jennifer Bilodeau, Irene O'Leary, Matt Tifft, Brian Wagg, Kate McPherson, Tobby Bragdon</u>
Date: <u>June 2023</u>   Period of Review: <u>AY 2017/2018-2021/2022</u>

Program Overview:

1) **Program description** (*from the most recent college catalog*):

The Associate in Applied Science Degree in Early Childhood Education program prepares individuals to be skilled professionals qualified to work in a wide variety of early childhood settings including (but not limited to): child care centers, Head Start, family child care, nursery schools, and programs for children with special needs. The program's curriculum is based upon standards set by the National Association for the Education of Young Children (NAEYC) and it promotes all facets of current best practices in the field. ECE courses combine the understanding and application of theory to practical experiences working directly with young children, ages newborn through pre-school. Successful completion of the ECE program requires students to complete field work in licensed and approved facilities. The Department of Health and Human Services, Division of Child Care Licensing, has specific requirements for all paid and unpaid staff (including students).

2) **Program Learning Outcomes: All program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
1. Recognize and maintain all required health and safety policies and practices. 2. Apply theories of child development to plan inclusive, developmentally appropriate curriculum and environments. 3. Demonstrate positive supportive interactions with young children. 4. Describe the benefits of positive respectful partnerships with diverse families. 5. Demonstrate a commitment to NAEYC's Code of Ethical Conduct and the standards of professional practice. 6. Assess children's ongoing developmental and cultural needs. 7. Articulate a professional philosophy of early childhood education. 8. Work as a part of an early childhood education team	Please see attachment.

3) **Credentials Awarded within the IPEDS year, i.e. July 1-June 30:**

Credentials Awarded					
Credential	AY1718	AY1819	AY1920	AY2021	AY2122
AAS	13	17	12	11	8

4) **Program Graduates Employed:**

Number of Completers with any Wage Data	47
% of Completers with any Wage Data	90%
# of Completers with First Year Earnings	18
Median First Year Earnings	$27,581

5) **Partnerships, collaborations, associations and memberships:**

a) Advisory Meeting Dates and Attendance (past 3 years)

Date(s) of Meeting	# of college attendees	# of Non-college attendees
11/7/19	2	10
11/18/20	1	3
11/4/21	2	6
11/2/22	1	7

b) Program external accreditation, associations, and memberships (if applicable):

N/A.

6) **Other Indicators of student success, direct and/or indirect, which may include:**

	AY1718	AY1819	AY1920	AY2021*	AY2122	AY2223
Licensure/certification pass rates (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Program Advisory Committee Member Survey (on scale of 1-5 averaged):						
Program Curriculum				4.5		4.3
Technical currency of the program				4.5		4
Preparation of program graduates for work in the field				4		4
Communication from program administration/faculty				4.5		4.7
Overall quality of the program				4.5		5
Other (please specify): Major equipment purchased recently for this program with federal funds (if applicable)				4.5		3.5

*ONLY TWO RESPONSES FOR 2021

7) Student demographics:

Admissions					
AAS	AY1718	AY1819	AY1920	AY2021	AY2122
Fall Applications	99	101	89	103	85
% chg in Fall Applicants from PY	--	2%	-12%	16%	-17%
Enrolled (Yield)	29	31	18	28	18
% chg in Enrolled from PY	--	7%	-42%	56%	-36%
Certification					
Fall Applications	7	--	--	--	--
% chg in Enrolled from PY	--	-100%	--	--	--

Student Enrollment[1]					
	AY1718	AY1819	AY1920	AY2021	AY2122
Unduplicated Headcount Enrolled in Program	81	70	57	61	55
% chg in Headcount from PY	--	-14%	-19%	7%	-10%
Enrolled Credit Hours	851	738	623	594	483
% chg in Credit hours from PY	--	-13%	-16%	-5%	-19%
FTE	57	49	42	40	32
% chg in FTE from PY	--	-14%	-14%	-5%	-20%

[1] = students within the program in the fall of the academic year

Student Success						
Cohort Year	AY1718	AY1819	AY1920	AY2021	AY2122	AY2223
Cohort Enrollment	46	45	27	48	32	21
Retained to the next semester	57%	53%	44%	42%	63%	0%
Retained to the next year	33%	44%	30%	31%	28%	
Graduation Rates						
100% of program time	13%	13%	7%	8%		
150% of program time	22%	22%	11%			
200% of program time	26%	27%				
Transfer Rate (non-graduates)[2]	9%	9%				
Transfer Rate (graduates)[2]	11%	4%				
Enrolled in Another Program[2]	2%	2%				
Graduated from Another Program[2]	4%	4%				

[2]. Determined at the maximum graduation point in this table, i.e. 200%

8) **Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that inform the plan.**

Program Strengths:

Strong Curriculum and Opportunities for Student Involvement

- Students earn credit through prior learning assessment for recognized industry certifications.
- A new class has been added: ECE 201 Effective Teaching Practices. ECE also offers a program-specific first year seminar: EDU 100.
- Post COVID, more opportunities exist for student involvement: field trips, Touch-a-Truck event, and the work study position.
- An event called Education Panel is held each October for students to meet with colleges and universities that offer bachelor's degree programs.
- Maine Roads to Quality facilitates a Communities of Practice meeting for local childcare providers in our classroom each semester. Capstone students learn about local groups.
- We have articulation agreements with UMA and UMF. UMF is looking to add early childhood special education. We have begun planning an elementary education agreement with UMF.

Strong Community Connections

- The Child Guidance digital badge series is in its second year, with two cohorts currently running for childcare providers. We hope to use this program for recruiting.
- The department chair teaches EDU 284 on Zoom to students at four CTEs. This has resulted in at least two students matriculating in our ECE/EDU program and in the program having a CTE presence.
- The department chair makes regular visits to CTEs: LRTC, WRVTC, OHCHS, Region 9, and Bath Tech.
- The chair serves on statewide committees: MRTQ PDN advisory committee, the TEACH Scholarship Advisory Committee, and MELDS revision committee. She is also on a local LA ECE Coalition.
- The chair started an ECE Community College Professional Learning Group. ECE and EDU instructors from the MCCS colleges meet a few times a year on Zoom.
- ECE and EDU have a combined advisory committee. Participation is strong.

Challenges:
- **Enrollment** is lower than it was prior to COVID. Recruitment efforts are increasing, but can improve.
- **Retention** continues to be a challenge. Jobs are plentiful, but earning a living wage is tough in ECE.
- **Student involvement** in industry-related activities has been low. The program is adding more events and integrating them into class assignments.
- **Field experience sites** that are on the quality rating system or that meet NAEYC accreditation are difficult to find, and we rely heavily on the ones we do find.

Planned Steps for Continuous Improvement:
- **Enrollment:** Consider adding evening courses or expanding online courses.
- **Enrollment:** Continue to make regular visits to and foster partnerships with CTEs.
- **Retention:** Expand UMF and UMA articulation agreements to K-6 and secondary education.
- **Retention:** Consider adding pathways within the ECE degree, allowing specific focus areas.
- **Opportunities for student involvement:** Continue to explore opening a campus childcare program.
- **Opportunities for student involvement**: In addition to current informal system of maintaining alumni contact, develop a more formal system.

Five-year Assessment Plan for Student Learning Outcomes

Early Childhood Education
Name of Program or General Education Domain   Date: June 2023

Learning goal: To become professional early childhood educators

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (*Number of Students Achieving an "acceptable" or better*)	Met	Not Met	Pending Review
Recognize and maintain all required health and safety practices.	Spring 1 Fall 2 Spring 2	Assignments In Class Activities Fieldwork experiences	Evaluation of assignments Following health and safety guidelines in fieldwork	75% of students will earn a C or better in the following courses, to achieve the outcome: ECE 105, ECE 147 ECE 113, ECE 297 ECE 299	100% of students earned a C or better in the courses identified	x		
Apply theories of child development to plan inclusive, developmentally appropriate curriculum and environments	Fall 1 Spring 1 Fall 2 Spring 2	Lesson Plans Environment Plans Environment rating scales	Evaluation and Feedback of assignments	75% of students will earn a C or better in the following courses, to achieve the outcome: ECE 100 ECE 205 ECE 150 ECE 105, ECE 147 ECE 113, ECE 297 EDU 284	ECE 100—47% ECE 105, 147, 150, 113, 297, 205, EDU 284-- 100%	x		

Demonstrate positive supportive interactions with young children.	Spring 1 Fall 2 Spring 2	Fieldwork experiences In class activities Social Stories and Lesson Plans	Evaluating assignments and field work performance	75% of students will earn a C or better in the following courses, to achieve the outcome: ECE 105, ECE 147 ECE 205 ECE 113, ECE 297 ECE 299 EDU 284	100%	x		
Describe the benefits of positive respectful partnerships with diverse families.	Fall 1 Spring 1 Fall 2 Spring 2	In class discussions Assignments Fieldwork experiences	Evaluating assignments and ongoing discussions	75% of students will earn a C or better in the following courses, to achieve the outcome: ECE 100 ECE 105, ECE 147 ECE 113, ECE 297 ECE 205 ECE 299	ECE 100—47% ECE 105, 147, 150, 113, 297, 205, EDU 284-- 100%	x		
Demonstrate a commitment to NAEYC's Code of Ethical Conduct and the standards of professional practice.	Fall 1 Spring 1 Fall 2 Spring 2	Reviewing the code each semester In class activities Reflection	Fieldwork experiences and demonstrating professionalism	75% of students will earn a C or better in the following courses, to achieve the outcome: EDU 100, ECE 100 ECE 105, ECE 147 ECE 113, ECE 297 ECE 299	EDU 100—66% ECE 100—47% ECE 105, 147, 150, 113, 297, 205, EDU 284-- 100%	x		
Assess children's ongoing developmental and cultural needs.	Fall 1 Spring 1 Fall 2 Spring 2	Students complete child observations in ECE 100 Students complete observations and learning opportunity	Evaluation and feedback Support to link observations to	75% of students will earn a C or better in the following courses, to achieve the outcome:	ECE 100—47% ECE 105, 147, 150, 113, 297, 205, EDU 284-- 100%	x		

Outcome	Semester	Activity	Assessment	Criteria	Results			
		plans in ECE 105 & ECE 147 Students complete observations and LAP's in ECE 113 & ECE 297 Students complete child, classroom and/or environment observations in ECE 299	the IT MELDS and MELDS	ECE 100 ECE 105, ECE 147 ECE 113, ECE 297 ECE 205 ECE 299				
Articulate a professional philosophy in early childhood education.	Fall 1 Fall 2 Spring 2	Beginning philosophy statement in ECE 100 Refining philosophy in ECE 113 Education Philosophy in final portfolio of the program in ECE 299	Evaluation of philosophy Feedback over time	75% of students will earn a C or better in the following courses, to achieve the outcome: EDU 100, ECE 100 ECE 113, ECE 297 ECE 299	EDU 100—66% ECE 100—47% ECE 113, 297, -- 100%	x		
Work as a part of an early childhood education team.	Spring 1 Fall 2 Spring 2	During fieldwork courses, students communicate and work with professionals in the field	Discussions and planning with fieldwork mentor teachers, mentor teacher feedback, student self-assessment, goal setting, completion of field hours	75% of students will earn a C or better in the following courses, to achieve the outcome: ECE 105, ECE 147 ECE 113, ECE 297 ECE 299	ECE 105, 147, 150, 113, 297, 205, EDU 284-- 100%	x		

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

--Beyond the introductory course, the success rate of students completing program requirements is high.

--Enrollment efforts can improve, while recognizing the fact that earning a living wage in the field of ECE is a challenge. Jobs in ECE are plentiful but demanding with low pay.

--Retention and student involvement can improve, while recognizing that all of our students have busy lives. Many work (many in childcare) to support themselves and/or their families.

--Efforts will be made in the future to support new pathways and course modalities.