Strategic Initiative Section Report

Early Childhood Education:

- Early Childhood Education 2022-23 PUR Self-Study

SI Section Templates: 1.A. Program or Unit Description, 1.B. Program or Unit Mission, 1.C. Program Learning Outcomes, 2.A. Progress on Previous Findings and Recommendations, 2.B. Workforce Needs (AAS degrees and certificates; allied health programs only), 2.C. Accessibility and Cost of Instructional Materials, 2.D. Catalog Review, 3.B. Evidence of Program Learning Outcomes Assessment, 3.C. General Education Outcomes Assessment (if applicable), 3A. Curriculum Mapping, 4.A. FTE and Section Count, 4.B. Course Fill Rates and Unsuccessful Enrollment Attempts, 4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range, 5.A. Course Completion Rates, 5.B. Graduation and Transfer, 6. A. Faculty Achievement, 6.B. FT/PT Faculty and Student Credit Hours Taught, 6.C. Support Staff, 6.D. Facilities and Technology, 7.A. Five-Year Plan, 8.A. Resource Requests, Academic Standards and Assessment Committee Findings and Recommendations, Dean's Findings and Recommendations, Vice President of Academic Affairs' Findings and Recommendations

Date: 09-14-2023

Sorted by: Program

Early Childhood Education

1.A. Program or Unit Description

Early Childhood Education 2022-23 PUR Self-Study

Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

The ECE program is accredited by the National Association for the Education of Young Children (NAEYC). This accreditation cycle is up and we just held our site visit this spring. We await their findings. The ECE program is a part of the Business and Social Sciences department and offers two degree pathways, an AA in ECE and an AAS in ECE, and four stackable skills certificates. The ECE program has one full-time faculty who serves as the program coordinator and is split with ECE and HDFS. The average fall student enrollment between AY 17 and AY 21 is 27 students. Curriculum and pedagogical approaches are

addressed in our program conceptual framework. To develop the knowledge, skills, and dispositions needed to become effective early childhood educators, students must develop a full understanding of pedagogy and developmental trajectories. The knowledge base and proficiencies for students are rooted in several foundational documents and funds of knowledge in the field of ECE. Students spend the majority of their time expanding their knowledge of child development and learning, Developmentally Appropriate Practices, and the NAEYC Professional Standards and Competencies for Early childhood Educators. Students practice the art and skill of teaching and caring for young children during fieldwork and practicum requirements. Through this practice, students also work to become confident and responsive in partnering with families and communities and engage in honest reflective practice related to their teaching, personal values, histories, and dispositions as early educators. All of this is accomplished in the context of joyful and playful environments and experiences for children, families, and our higher education students.

1.B. Program or Unit Mission

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State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

Social Sciences Department Mission Statement
The Social Sciences Department at Truckee Meadows Community College provides students with a sense of the importance of cultural influences, a sense of scope of changing cultural themes, and a sense of their own worth as human beings.
These understandings are refined through a sound curriculum in the behavioral sciences, which explains variations in human behavior based on theoretical models, instruction in research methods used by

contemporary social scientists, and a special focus on interdisciplinary connections among topical social issues. As a group, we are committed to the excellence in the classroom delivered by instructors with deep and up-to-date knowledge of their subject and an understanding of the science of pedagogy.
TMCC's Social Sciences Department mission underscores faculty commitment to contemporary and interdisciplinary curriculum and pedagogy, which supports TMCC's mission to provide "accessible, innovative educational opportunities".

The mission of the TMCC ECE program is twofold.

1. To prepare early childhood educators with the knowledge, skills, and dispositions required to meet the diverse needs of the children and families in our community.
2. To be responsive to the needs of the local ECE workforce and the community in which we work and live.

The PSLOs for both the AA and AAS in ECE state that students completing the degree will: 1) Demonstrate competence in the knowledge and skills defined in the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation (ECADA) Standards and Competencies for Early Childhood Educators; 2) Demonstrate proficiency as a preschool teacher in an early childhood program; 3) Demonstrate skill in oral and written communication related to the study and practice of early childhood education.
The ECE PLO 2 aligns with the mission of the social sciences department's "commitment to excellence in the classroom "not just by instructors, but by students as well. PLOs 1 and 3 align with the objective to introduce students to "curriculum in the behavioral sciences, which explains variations in human behavior based on theoretical models" and "the importance of cultural influences".

1.C. Program Learning Outcomes

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Program Learning Outcomes (PSLOs or PLOs)
Early Childhood Education
Skills Certificate, Early Childhood Educator 1
PSLO1: Identify and apply the knowledge and skills required to proceed to the skills certificate: early childhood educator 2, including general knowledge about the early childhood education profession, lifespan human development, and positive guidance of young children birth through age eight. (Active from Summer 2020)
PSLO2: Identify and apply the knowledge and skills related to the six standards for the National Association for the Education of Young Children (NAEYC). (Active from Summer 2020)
Standard 1. Child Development and Learning in Context. (Active from Spring 2023)
Standard 2: Family-Teacher Partnerships and Community Connections. (Active from Spring 2023)
Standard 3: Child Observation, Documentation, and Assessment. (Active from Spring 2023)
Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices. (Active from Spring 2023)
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum. (Active from Spring 2023)
Standard 6: Professionalism as an Early Childhood Educator. (Active from Spring 2023)
Skills Certificate, Early Childhood Educator 2
PSLO1: Identify and apply the knowledge and skills required to proceed to the skills certificate: early childhood educator 3, including general knowledge about the early childhood education profession, lifespan human development, positive guidance of young children birth through age eight, and the observation, documentation, and assessment of young children. (Active from Summer 2020)
PSLO2: Identify and apply the knowledge and skills related to the six standards for the National Association for the Education of Young Children (NAEYC). (Active from Summer 2020)
Standard 1. Child Development and Learning in Context. (Active from Spring 2023)
Standard 2: Family-Teacher Partnerships and Community Connections. (Active from Spring 2023)
Standard 3: Child Observation, Documentation, and Assessment. (Active from Spring 2023)
Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices. (Active from Spring 2023)
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum. (Active from Spring 2023)
Standard 6: Professionalism as an Early Childhood Educator. (Active from Spring 2023)
Skills Certificate, Early Childhood Educator 3
PSLO1: Identify and apply the knowledge and skills required to proceed to the skills certificate: early childhood educator 4, including general knowledge about the early childhood education profession, lifespan human development, positive guidance of young children birth through age eight, the observation, documentation, and assessment of young children, professionalism in ECE, children with exceptionalities, and preschool curriculum planning. (Active from Summer 2020)
PSLO2: Identify and apply the knowledge and skills related to the six standards for the National Association for the Education of Young Children (NAEYC). (Active from Summer 2020)
Standard 1. Child Development and Learning in Context. (Active from Spring 2023)
Standard 2: Family-Teacher Partnerships and Community Connections. (Active from Spring 2023)
Standard 3: Child Observation, Documentation, and Assessment. (Active from Spring 2023)
Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices. (Active from Spring 2023)
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum. (Active from

Program Learning Outcomes (PSLOs or PLOs)
Spring 2023)
Standard 6: Professionalism as an Early Childhood Educator. (Active from Spring 2023)
Skills Certificate, Early Childhood Educator 4
PSLO1: Identify and apply the knowledge and skills in the early childhood education profession, lifespan human development, positive guidance of young children birth through age eight, the observation, documentation, and assessment of young children, professionalism in ECE, children with exceptionalities, preschool curriculum planning, and in one of three areas of emphasis (infant/toddlers, preschool, or administration of ECE programs). (Active from Summer 2020)
PSLO2: Identify and apply the knowledge and skills related to the six standards for the National Association for the Education of Young Children (NAEYC). (Active from Summer 2020)
Standard 1. Child Development and Learning in Context. (Active from Spring 2023)
Standard 2: Family-Teacher Partnerships and Community Connections (Active from Spring 2023)
Standard 3: Child Observation, Documentation, and Assessment. (Active from Spring 2023)
Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum. (Active from Spring 2023)
Standard 6: Professionalism as an Early Childhood Educator. (Active from Spring 2023)
AA, Early Childhood Education
PSLO1: Demonstrate competence in the knowledge and skills defined in the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation (ECADA) Standards and Competencies for Early Childhood Educators. (Active from Fall 2021)
PSLO2: Demonstrate proficiency as a preschool teacher in an early childhood program. (Active from Fall 2021)
PSLO3: Demonstrate skill in oral and written communication related to the study and practice of early childhood education. (Active from Fall 2021)
Standard 1. Child Development and Learning in Context. (Active from Fall 2021)
Standard 2: Family-Teacher Partnerships and Community Connections (Active from Fall 2021)
Standard 3: Child Observation, Documentation, and Assessment (Active from Fall 2021)
Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices (Active from Fall 2021)
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum (Active from Fall 2021)
Standard 6: Professionalism as an Early Childhood Educator (Active from Fall 2021)
AAS, Early Childhood Education
PSLO1: Demonstrate competence in the knowledge and skills defined in the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation (ECADA) Professional Standards and Competencies for Early Childhood Educators. (Active from Fall 2021)
PSLO2: Demonstrate proficiency as a preschool teacher in an early childhood program. (Active from Fall 2021)
PSLO3: Demonstrate skill in oral and written communication related to the study and practice of early childhood education. (Active from Fall 2021)
Standard 1: Child Development and Learning in Context (Active from Fall 2021)
Standard 2: Family-Teacher Partnerships and Community Connections (Active from Fall 2021)
Standard 3: Child Observation, Documentation, and Assessment (Active from Fall 2021)
Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices (Active from Fall 2021)
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum (Active from Fall 2021)

Program Learning Outcomes (PSLOs or PLOs)
Standard 6: Professionalism as an Early Childhood Educator (Active from Fall 2021)

2.A. Progress on Previous Findings and Recommendations

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Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).

- **Which findings and recommendations have the program/unit addressed?**
- **Which have yet to be accomplished? Which are no longer relevant, and why?**
- **Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?**

Which findings and recommendations have the program/unit addressed?

- The program has addressed most of the findings from the last PUR.
- Most courses have been reviewed and updated. Thirteen courses were deactivated due to consistently low enrollment and changes to the course of study. CLOs for the following courses have been updated: HDFS 201, ECE 130, ECE 204, ECE 231, and ECE 251.
- The program website and marketing materials have been updated.
- The Committee recommended consolidating degree programs. This was completed and first implemented in the fall of 2022.

Which have yet to be accomplished? Which are no longer relevant, and why?

- The program is still low-yield. Over the last 5 years, both established full-time faculty retired and one new faculty and program coordinator was hired. During that time, we experienced the Covid

pandemic, a state employee hiring freeze, and the program's national accreditors updated all of their standards for early childhood education professionals and for higher education programs. The program coordinator has spent time updating PLOs, CLOs, and curricula to align with the updated expectations and prepare for the 2023 self-study and site visit. Moving forward, recruitment and retention will be a main priority.

Has the program/unit undergone any major changes as a result of the recommendations, or that would impact the findings and recommendations since the last PUR?

- Yes, the course of study has been updated to articulate into bachelor degrees in ECE at both GBC and UNR. The degree pathways were also consolidated from four down to two.
- One significant change to coursework included field experience and practicum. One previous finding was related to student retention. A barrier to student completion was related to expectations that fieldwork and practicum be completed at the E.L.Cord Childcare Center. While this provided an excellent learning opportunity, it presented a significant barrier to completion for working and rural students. Practicum and fieldwork can now be completed in a student's place of employment or at an alternative placement site with supervision provided through a virtual coaching platform. This has doubled our practicum enrollment since the start of the strategy and we hope that the upward trend continues.

2.B. Workforce Needs (AAS degrees and certificates; allied health programs only)

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Describe how your program(s) is/are meeting workforce needs, especially in the Northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced.
Nevada Department of Employment Training and Rehabilitation (DETR) (https://detr.nv.gov/)
Economic Development Authority of Western Nevada (EDAWN) (http://edawn.org/)
U.S. Bureau of Labor Statistics (http://www.bls.gov/)

- **What is the evidence for the regional need for the program (DETR and EDAWN data)?**
- **What is the evidence that program curriculum meets the latest industry trends or workforce needs?**

AAS in ECE

What is the evidence for the regional need for the program?

Northern Nevada, the state of Nevada, and the nation as a whole are experiencing a significant shortage of early childhood educators.

- The U.S. Bureau of Labor Statistics anticipates that the ECE field will grow more than 15% from 2021-2031. This is much higher than the average growth rate of 5%.
- In August, 2022, Governor Steve Sisolak signed an emergency regulation "at the request of the Commission on Professional Standards in Education to help address educator workforce shortages." The teacher shortage applies to all educators in primary and secondary settings. ECE is included in early elementary grades. Students with an AAS in ECE can work as paraprofessionals in the school district and enter the teacher preparation pipeline.
- Data from the state ECE demographics report indicates that Nevada’s current licensed childcare capacity meets 33.1% of the need across the state.
- The Nevada Early Childhood Advisory Council identifies five strategic goals to bolster Nevada’s ECE system and increase access to affordable, high-quality childcare. Partnering with community stakeholders to increase access to professional pathways included in the Nevada state plan.

What is the evidence that program curriculum meets the latest industry trends or workforce needs?

The AAS in ECE is accredited by the National Association for the Education of Young Children (NAEYC) and all curriculum is aligned with the 2020 Professional Standards and Competencies for Early Childhood Educators. This is the most current version of professional standards for the field of ECE. Additionally, the ECE coordinator sits on several state-wide committees and advisory counsels to provide input on initiatives and systems relevant to the ECE program.

Beginning in the summer of 2023, the state ECE Competencies will align with the NAEYC standards making TMCC's curriculum current and aligned with other state systems.

2.C. Accessibility and Cost of Instructional Materials

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- **What are faculty in the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, and completing the "Creating Accessible Content" workshop.**
- **What are faculty in the department/unit currently doing or planning to offer affordable instructional materials to students? Examples would include internal development of educational materials or utilization of open educational resources (OER).**

Accessibility: Accessibility of materials is a consistent focus for full and part-time faculty teaching ECE courses. The ECE program uses master courses to import into all part-time instructor Canvas shells. Master courses have been reviewed with the accessibility checker and instructors to update supplemental materials and create accessible content. Additionally, master courses now make better use of Canvas pages to ensure text readers can access the content. Canvas pages have been reviewed to ensure alt text is present for images, graphics, and charts. Appropriate headings are used and all content reflects appropriate contrast when using different colored text. Moving forward, the team can ensure that all video resources have subtitles and transcripts.

Affordability: There is a significant effort to transition the majority of ECE course materials to OER or find less expensive options for existing texts. Faculty have participated in the VPAA initiatives to search for or create OER options for specific courses. ECE textbook costs have been reduced by $457 over the full course of study. In the next academic year, the total will be reduced by another $198 as texts in two additional classes are eliminated and replaced with open

content.

2.D. Catalog Review

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- **Is the program information in the catalog correct, including descriptions, PLOs, course descriptions, and course offerings, accurate?**
- **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?**
- **Are there any courses that the department has not offered in 4 or more years? Please indicate whether you plan to update and offer, or deactivate the(se) course(s) in the next academic year.**

The ECE AA and AAS program descriptions are current. Both are accurately reflected in the TMCC course catalog. Program learning outcomes were updated in 2021 to reflect changes in curriculum, programming, course of study, and accreditation expectations.

The recommended course sequence supports completion in two years for full-time students.

The ECE skills certificates have not been updated. The certificate descriptions are correct, however, we may consider changing the credit division across the certificates. For example, ECE I requires nine credits, ECE II requires only one additional course for a total of 12 credits, and ECE III requires another nine credits for a total of 21. It may be better to pull at least one course from the ECE III schedule to the ECE II schedule.

There are a few courses that have not been offered in the past 4 years. These have been maintained in the catalog because there may be a future need as the ECE program enrollment expands. ECE 126, 127, and 129 have not been offered but will be on the schedule this coming academic year. Most of the 1-credit courses and some 3-credit courses were deleted from the course catalog in the past two years. This did clean up the list of available courses.

3.B. Evidence of Program Learning Outcomes Assessment

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Summarize the most significant program assessment results since your last PUR. These will come from past CARS, APRs, and Action Plans and assessment data within eLumen. Please discuss course assessment findings as they apply to the program and program learning outcomes.

The following courses have been assessed since the last PUR cycle: ECE 130, ECE 190, ECE 200, ECE 204, ECE 250, ECE 251, ECE 231, and ECE 245. Missing course assessments include ECE 129, ECE 154, ECE 155, ECE 232, ECE 244, ECE 240, ECE 252, and ECE 247. The majority of these classes have not been offered in more than four years or may be deleted from the course of study. The remaining courses that need to be assessed include ECE 121, ECE 126, ECE 127, and ECE 210. While assessment is missing in eLumen, ECE 121 and ECE 210 are evaluated annually as a part of our national accreditation. Those assessments indicate strong student performance. We have not offered ECE 126 or 127 in several semesters.

The curriculum for all assessed courses has been updated in light of assessment outcomes and updated PLOs. Student performance on SLOs was strong through all course assessments with more than 70% of students scoring as proficient or exemplary across all assessments.

- PLO1 is a dynamic program objective addressing the full depth and breadth of the NAEYC standards and competencies. Deep assessment of this outcome occurs across every ECE course.
- PLO2 is primarily assessed in ECE 251 and ECE 231 where students demonstrate proficiency as early childhood educators.
- PLO3 is assessed across all ECE and HDFS courses.

While course assessments indicated strong student performance on PLOs, in the review of course assessment data, different faculty were administering assessments inconsistently. For example, instructor rigor in grading was uneven across course sections for ECE 250, HDFS 201, and HDFS 232. Assignment and rubric norming was implemented but needs to be ongoing. This will help ensure we are evenly meeting program outcomes.

Some shortcomings in course assessment also reflected the mis-ordered implementation of curriculum change. For example, the curriculum shifted in ECE 130 prior to officially updating the CLOs through CRC. Thus, student performance was not adequately measured there. However, this course is assessed annually as part of our NAEYC accreditation. That assessment indicated a greater need for scaffolding child observation strategies. This was included beginning in the spring of 2021 and did result in greater achievement on CSLO3 in the spring of 2022.

Describe how department faculty implemented plans to improve students' achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?

- The PLOs were updated to reflect the updated NAEYC Standards and Competencies for Early Childhood Educators (2020). This made our alignment with those standards more transparent. The goal is to measure student achievement in our core courses more frequently and utilize the mapping and reporting functions of eLumen to inform our teaching.
- To improve student achievement faculty collaborated on updated assessments and scoring rubrics for ECE 210, ECE 190, ECE 250, and ECE 231. The faculty discussed the sequencing of learning opportunities and how assignments and concepts are introduced across course sections. This was successful but must be ongoing.

3.C. General Education Outcomes Assessment (if applicable)

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- **Describe which general education learning outcomes (GELOs) you assessed in your department/unit and summarize the most significant assessment results.**
- **Describe how department faculty implemented plans to improve students' achievement of GE learning outcomes. What changes did you make to general education based on assessment results and improvement plans? Do any CLOs need to be changed**

to align with GELOs?

Not applicable.

3A. Curriculum Mapping

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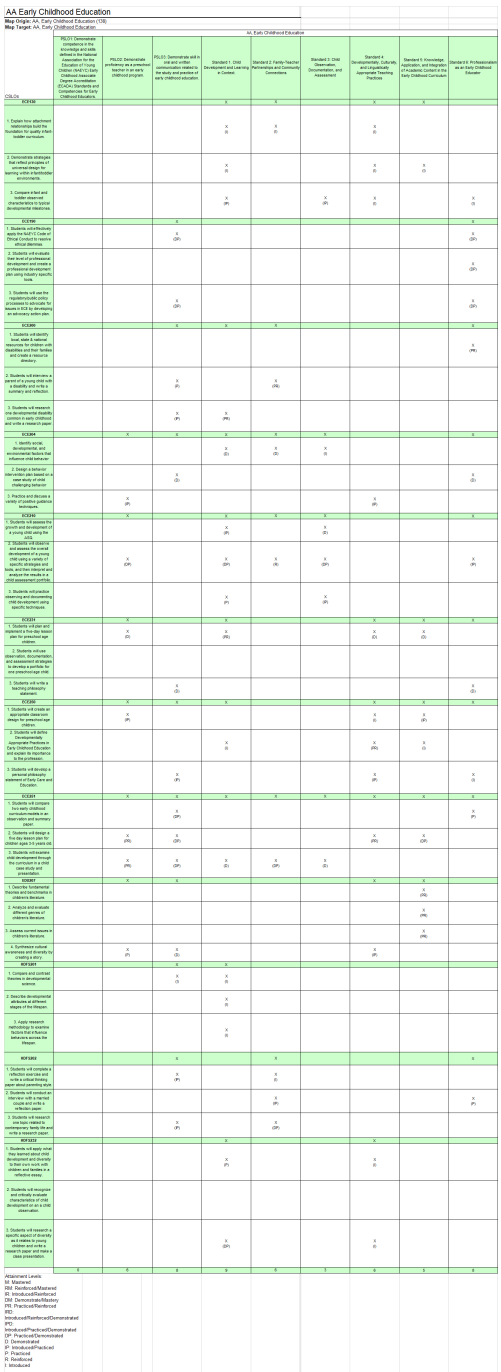


AA Early Childhood Education

Map Origin: AA, Early Childhood Education (130)

Map Target: AA, Early Childhood Education

CSLOs	PSLO1: Demonstrate the knowledge and skills defined in the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation Standards and Competencies for Early Childhood Educators.	PSLO2: Demonstrate proficiency as a preschool teacher in an early childhood program.	PSLO3: Demonstrate skill in oral and written communication related to the field of education and early childhood education.	Standard 1: Child Development and Learning in Context	Standard 2: Family-Teacher Partnerships and Community Connections	Standard 3: Child Observation, Documentation, and Assessment	Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Standard 6: Professionalism as an Early Childhood Educator
ECE100				X	X		X	X	
1. Explain how attachment relationships build the foundation for quality infant-toddler curriculum.				X (I)	X (I)		X (I)		
2. Demonstrate strategies that reflect principles of environment design for learning within a homebase environments.				X (I)			X (I)	X (I)	
3. Compare infant and toddler behaviors and characteristics to typical developmental milestones.				X (IP)		X (IP)	X (I)		X (I)
ECE190			X						X
1. Demonstrate effectively using the NAEYC Code of Ethical Conduct to resolve ethical dilemmas.			X (DP)						X (DP)
2. Students will evaluate their level of professional development and create a professional growth action plan using industry specific tools.									X (DP)
3. Students will use the advocacy strategies and processes to advocate for issues in ECE by developing an advocacy action plan.			X (DP)						X (DP)
ECE200			X	X	X				X
1. Students will identify and locate community resources for children with disabilities and their families and create a resource directory.									X (PP)
2. Students will interview a family who has a child with a disability and write a summary and reflection.			X (P)		X (PR)				
3. Students will research one developmental disability common in early childhood and write a research paper.			X (P)	X (PR)					
ECE204		X	X	X	X	X			X
1. Identify social, developmental, and environmental factors that influence child behavior.				X (D)	X (D)	X (I)			
2. Design a behavior intervention plan based on a child's specific challenging behavior.			X (D)						X (D)
3. Practice and discuss a variety of positive guidance techniques.		X (P)					X (P)		
ECE210		X		X	X	X			X
1. Observe and assess the growth and development of a young child using the ASQ.				X (P)		X (D)			
2. Students will observe and assess the development of a young child using a variety of observation techniques and tools, and then interpret and analyze the results in a child assessment portfolio.		X (DP)		X (DP)	X (IE)	X (DP)			X (IP)
3. Students will practice observing and documenting child development using specific techniques.				X (P)		X (IP)			
ECE211		X		X			X	X	X
1. Students will plan and implement a five day lesson plan for preschool age children.		X (D)		X (PR)			X (D)	X (D)	
2. Students will use observation, documentation and assessment strategies to develop a portfolio for one preschool age child.									
3. Students will write a reflective inquiry statement.			X (D)						X (D)
ECE250		X	X	X			X	X	X
1. Students will create an appropriate class/room design for preschool age children.		X (P)					X (I)	X (P)	
2. Students will define Developmentally Appropriate Practices in Early Childhood Education and explain its importance to the profession.				X (I)			X (PR)	X (I)	
3. Students will develop a personal philosophy statement of Early Care and Education.			X (P)				X (P)		X (I)
ECE251		X	X	X	X	X	X	X	X
1. Students will compare two early childhood environments in a written observation and summary paper.			X (DP)						X (P)
2. Students will design a five day lesson plan for children ages 3-5 years old.		X (IR)	X (DP)				X (PR)	X (DP)	
3. Students will examine the role of play and how the curriculum in a child case study and presentation.		X (PR)	X (DP)	X (D)	X (DP)	X (D)			
ECE257		X	X				X	X	
1. Describe fundamental theories and benchmarks in children's literature.								X (IR)	
3. Analyze and evaluate current issues in children's literature.								X (PR)	
5. Assess current issues in children's literature.								X (PR)	
4. Synthesize cultural awareness and diversity by creating a story.		X (P)	X (D)				X (IP)		
ECE1201			X	X					
1. Compare and contrast theories in developmental science.			X (I)	X (I)					
2. Describe developmental attributes at different stages of the lifespan.				X (I)					
3. Apply research methodology to examine factors that influence behavior across the lifespan.				X (I)					
ECE1202			X		X				X
1. Students will complete a reflection exercise and paper about their personal parent rearing style.			X (IP)		X (I)				
2. Students will conduct an interview with a married couple and write a reflection paper.					X (IP)				X (P)
3. Students will research and write a paper on contemporary family life and write a research paper.			X (IP)		X (DP)				
ECE1212				X			X		
1. Students will apply what they learned about child development and diversity by working with young children and families in a reflective essay.				X (P)			X (I)		
2. Students will recognize and critically evaluate characteristics of child development within a child observation.									
3. Students will research a topic in child development as it relates to young children and write a research paper and make a class presentation.				X (DP)			X (I)		
	6	6	8	9	8	7	9	9	8

Attainment Levels:
M: Mastered
RM: Reinforced/Mastered
IR: Introduced/Reinforced
DM: Demonstrate/Mastery
PR: Practiced/Reinforced
IRD: Introduced/Reinforced/Demonstrated
IPD: Introduced/Practiced/Demonstrated
DP: Practiced/Demonstrated
D: Demonstrated
IP: Introduced/Practiced
P: Practiced
R: Reinforced
I: Introduced

AAS ECE

Map Origin: AAS, Early Childhood Education (141)
Map Target: AAS, Early Childhood Education

	AAS, Early Childhood Education								
CSLOs	PSLO1: Demonstrate competence in the knowledge and skills defined in the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation (ECADA) Professional Standards and Competencies for Early Childhood Educators.	PSLO2: Demonstrate proficiency as a preschool teacher in an early childhood program.	PSLO3: Demonstrate skill in oral and written communication related to the study and practice of early childhood education.	Standard 1: Child Development and Learning in Context	Standard 2: Family-Teacher Partnerships and Community Connections	Standard 3: Child Observation, Documentation, and Assessment	Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Standard 6: Professionalism as an Early Childhood Educator
ECE121		X			X		X		X
1. Students will plan and create a family newsletter.		X (I)			X				X (I)
2. Students will plan three family involvement activities.					X		X (I)		X (I)
ECE130				X	X		X	X	X
1. Explain how attachment relationships build the foundation for quality infant-toddler curriculum.				X (I)	X (I)		X (I)		
2. Demonstrate strategies that reflect principles of universal design for learning within infant/toddler environments.				X (I)			X (I)	X (I)	
3. Compare infant and toddler observed characteristics to typical developmental milestones.				X (IP)		X (IP)	X (I)		X (I)
ECE190			X						X
1. Students will effectively apply the NAEYC Code of Ethical Conduct to resolve ethical dilemmas.			X (DP)						X (DP)
2. Students will evaluate their level of professional development and create a professional development plan using industry specific tools.									X (DP)
3. Students will use the regulatory/public policy processes to advocate for issues in ECE by developing an advocacy action plan.			X (DP)						X (DP)
ECE200			X	X	X				X
1. Students will identify local, state & national resources for children with disabilities and their families and create a resource directory.									X (PR)
2. Students will interview a parent of a young child with a disability and write a summary and reflection.			X (P)		X (PR)				
3. Students will research one developmental disability common in early childhood and write a research paper.			X (IP)	X (PR)					
ECE204		X	X	X	X	X	X		X
1. Identify social, developmental, and environmental factors that influence child behavior				X (D)	X (D)	X (I)			
2. Design a behavior intervention plan based on a case study of child challenging behavior			X (D)						X (D)
3. Practice and discuss a variety of positive guidance techniques.		X (IP)					X (IP)		
ECE210		X		X	X	X			X
1. Students will assess the growth and development of a young child using the ASQ.				X (IP)		X (D)			
2. Students will observe and assess the overall development of a young child using a variety of specific strategies and tools, and then interpret and analyze the results in a child assessment portfolio.		X (DP)		X (DP)	X (R)	X (DP)			X (IP)
3. Students will practice observing and documenting child development using specific techniques.				X (P)		X (IP)			
ECE231		X	X	X			X	X	X
1. Students will plan and implement a five-day lesson plan for preschool age children.		X (D)		X (PR)			X (D)	X (D)	
2. Students will use observation, documentation, and assessment strategies to develop a portfolio for one preschool age child.									
3. Students will write a teaching philosophy statement.			X (D)						X (D)
ECE250		X	X	X			X	X	X
1. Students will create an appropriate classroom design for preschool age children.		X (IP)					X (I)	X (IP)	
2. Students will define Developmentally Appropriate Practices in Early Childhood Education and explain its importance to the profession.				X (I)			X (PR)	X (I)	
3. Students will develop a personal philosophy statement of Early Care and Education.			X (IP)				X (IP)		X (I)
ECE251		X	X	X	X	X	X	X	X
1. Students will compare two early childhood curriculum models in an observation and summary paper.			X (DP)						X (P)
2. Students will design a five day lesson plan for children ages 3-5 years old.		X (PR)	X (DP)				X (PR)	X (DP)	
3. Students will examine child development through the curriculum in a child case study and presentation.		X (PR)	X (DP)	X (D)	X (DP)	X (D)			
HDF5201			X	X					
1. Compare and contrast theories in developmental science.			X (I)	X (I)					
2. Describe developmental attributes at different stages of the lifespan.				X (I)					
3. Apply research methodology to examine factors that influence behaviors across the lifespan.				X (I)					
HDF5202			X		X				X
1. Students will complete a reflection exercise and write a critical thinking paper about parenting style.			X (IP)		X (I)				
2. Students will conduct an interview with a married couple and write a reflection paper.					X (IP)				X (P)
3. Students will research one topic related to contemporary family life and write a research paper.			X (IP)		X (DP)				
	0	6	8	8	7	3	6	4	10

Attainment Levels:
M: Mastered
RM: Reinforced/Mastered
IR: Introduced/Reinforced
DM: Demonstrate/Mastery
PR: Practiced/Reinforced
IRD: Introduced/Reinforced/Demonstrated
IPD: Introduced/Practiced/Demonstrated
DP: Practiced/Demonstrated
D: Demonstrated
IP: Introduced/Practiced
P: Practiced
R: Reinforced
I: Introduced

Please analyze the following. Remember to paste a copy of your curriculum map.

- **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated?**
- **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?**
- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
- **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.**
- **Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning in specific courses? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
- **Do you need to make any changes to the curriculum map after this analysis?**
- **Other?**

- **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated?**
  - Yes, the PLOs were updated in 2021
- **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?**
  - PLOs are addressed thoroughly in the curriculum. Learning opportunities within each course have been comprehensively mapped to the NAEYC standards and competencies as a part of the self-study process. Learning opportunities extend beyond these course

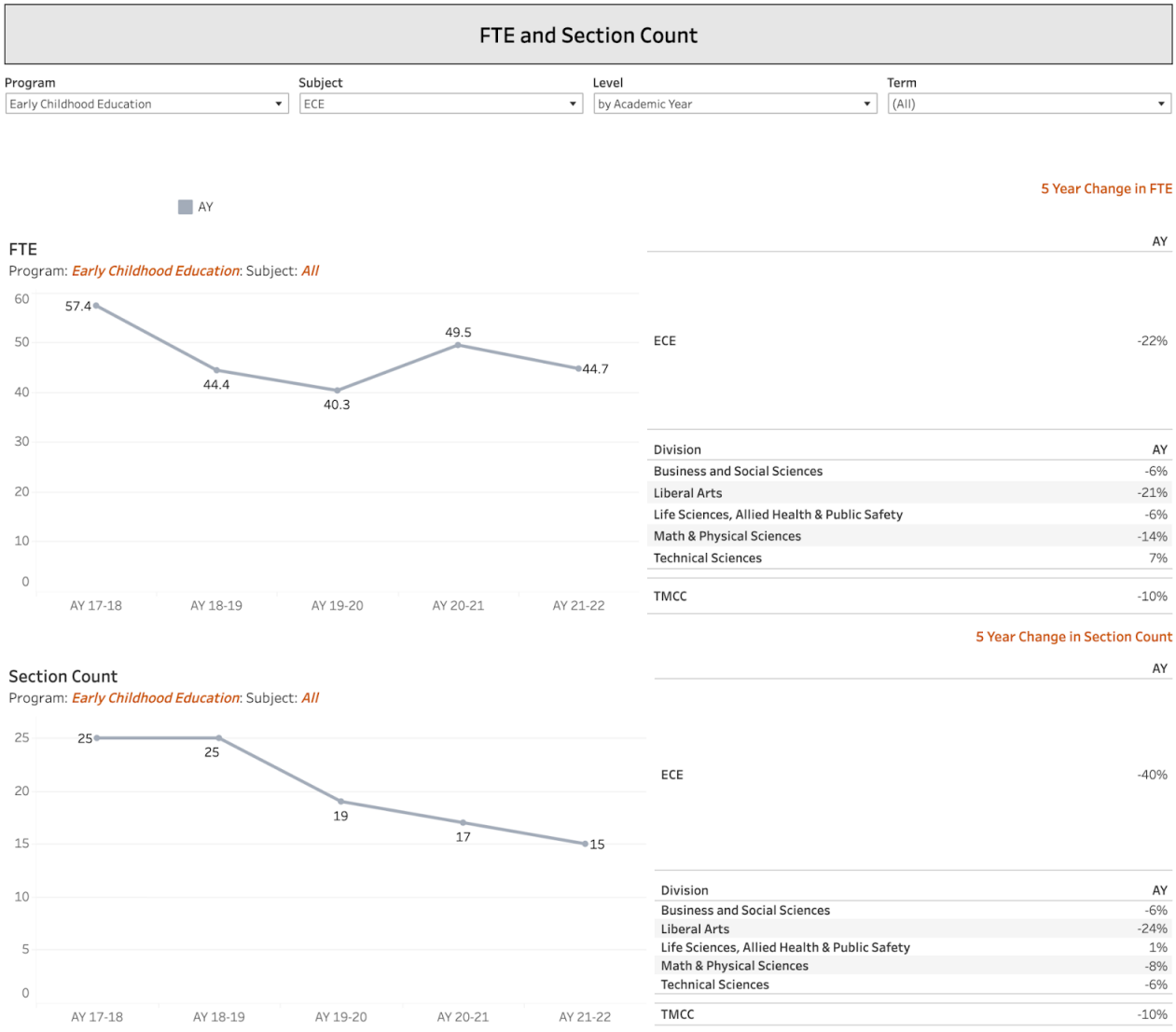
assessments and required key assessments for accreditation.

- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
  - PLO1 in the above map does not indicate alignment with any CSLOs, however, PLO1 reflects the full depth and breadth of the NAEYC Professional Standards and Competencies. To accurately map PLO1, the six NAEYC standards were pulled out separately. The committee can find mapping of CLOS to PLO1 by reviewing the mapping of the NAEYC Standards 1-6.
  - Course outcomes for HDFS 232 need to be revised to reflect the updated curriculum in that course.
  - Course outcomes for ECE 231 need to be updated again in light of changes to that course and updated key assessments for accreditation. You'll notice that the second course objective is not mapped above. This is because we are no longer using that assessment.
  - Course outcomes for ECE 200 likely need to be updated. We have not been able to fill that course in several semesters. The full course needs to be reviewed.
- **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.**
  - The course sequence for both the AA and AAS in ECE are current. Both were updated for the fall of 2022.
  - There may be a need to shift the course sequence for the ECE II and ECE III skills certificates.
- **Curriculum and learning opportunities: Is it necessary to introduce new opportunities to reinforce learning within specific courses? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
  - There is no need for significant changes to the curriculum at this time. However, all students would benefit from more opportunities to practice identifying and describing typical developmental milestones. This can be incorporated more deeply using existing course material into several courses: ECE 200, ECE 250, ECE 204, and ECE 251.

- **Do you need to make any changes to your curriculum map after this analysis?**
  - Changes are needed to CSLOs for three courses described above. No additional changes are needed at this time.

4.A. FTE and Section Count

Early Childhood Education 2022-23 PUR Self-Study



Please analyze the trends in FTE and course section counts. Discuss what these trends suggest about the viability of program enrollment.

Spanning AY 17-18 to AY 21-22, the ECE program had a 22% reduction in student FTE. This was a larger drop in FTE than was observed within the Division of Business and Social Sciences (-6%) as well as the college as a whole (-10%). Looking at the 5-year change in FTE by term, the ECE program had a smaller reduction during Fall (-17%) and a larger reduction in Spring (-29%).

With respect to section count, there was a 40% reduction spanning AY 17-18 to 21-22. A sharp 15% reduction in section count occurred in AY 19 due, in part, to changes in staffing. Since then, an average of 17 sections are consistently offered for this program area each academic year. By term, there was a 17% section count decrease for Fall and a 50% section count reduction for Spring. Section count reductions are sharper than FTE reductions by term. The reduction in section counts has also led to an increased section fill rate. See below.

Collectively, these findings suggest that our ECE program struggles with enrollment There have been significant changes in the course of study, practicum, and field experience requirements, and ECE full and part-time faculty. These changes may have influenced the reduction in FTE. Additionally, the pandemic significantly impacted the field of ECE nationally resulting in many early childhood educators leaving the field.

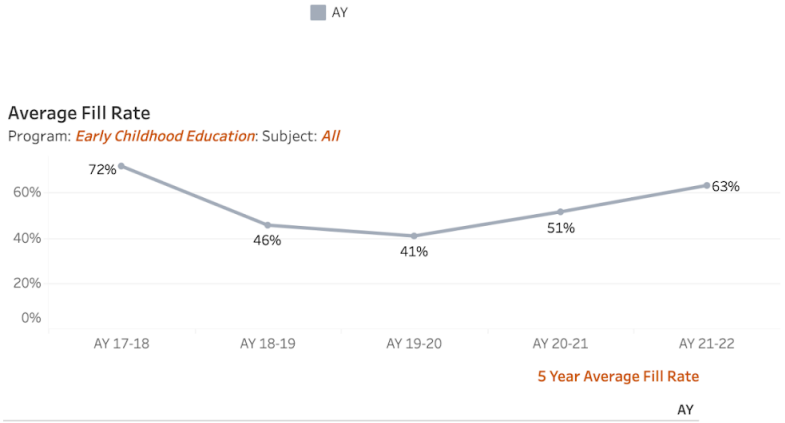
Course sections have decreased due, in part, to low course fill rates. We have adjusted when we offer specific courses and increased advising to students to encourage correct course sequencing. As a result of reductions in course sections, we have seen slight improvements in our course fill rates. See section 4.B.

Moving forward, the ECE program would like to increase section counts as enrollment increases. Continuing to offer more variety in course delivery mode might provide some modest benefits to enrollment and notable benefits to student success and engagement;

however, we'll need to monitor section fill rates so that we don't oversaturate our schedule with ECE sections. While students consistently request in-person course options, trends in enrollment suggest that ECE students prefer asynchronous courses when there is a choice. Ultimately, we also need to work toward boosting program demand and retention from fall to spring. It is our hope that the recent redesign of the ECE degree will further encourage enrollment and persistence.

4.B. Course Fill Rates and Unsuccessful Enrollment Attempts

Early Childhood Education 2022-23 PUR Self-Study



5 Yr Avg Course Level Fill Rate
Program: *Early Childhood Education*; Subject: *All*

	AY
ECE 121	51%
ECE 123	26%
ECE 127	40%
ECE 128	43%
ECE 130	55%
ECE 155	35%
ECE 158	31%
ECE 161	63%
ECE 190	74%
ECE 200	43%
ECE 204	60%
ECE 210	30%
ECE 231	54%
ECE 232	41%
ECE 240	107%
ECE 244	58%
ECE 245	62%
ECE 250	74%
ECE 251	39%
ECE 252	10%

5 Yr Average Unsuccessful Enrollment Attempts

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Course Level
Program: Early Childhood Education

ECE 130	4.00
ECE 231	1.00
ECE 250	3.00

Division & College Wide

Business and Social Sciences	4.41
Liberal Arts	8.57
Life Sciences, Allied Health & Public Safety	7.80
Math & Physical Sciences	21.56
Technical Sciences	3.14
TMCC	7.73

Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about meeting student demand.

Spanning AY 17-18 to AY 21-22, the average section fill rate for ECE (55%) is lower than the Division of Business and Social Sciences (66%) as well as the college as a whole (70%); however, it's worthy to note that this average has increased after a large dip in AY 18-19 & AY 19-20. Comparatively, AY 21-22 had a notably higher section fill rate (63%). Analyzing by course, the average section fill for ECE 250 (74%) and ECE 190 (74%) are the strongest. These courses are at the beginning of the course of study indicating a strong interest in ECE. ECE 240 indicates an artificially strong section fill rate as it has been offered as an independent study since at least AY 19-20. One-credit courses show the lowest fill rates: ECE 123 (25%), ECE 155 (35%), ECE 158 (31%). These courses have not been offered recently due to this low enrollment trend. They are also listed as electives in the AAS in ECE course of study. They are not required in any degree, which may be one reason enrollment is persistently low. Other courses with low enrollment include ECE 210 (30%), ECE 204 (60%), ECE 251 (39%), and ECE 231 (57%). Enrollment for ECE 210 has remained consistently low. Fill rates for ECE 204 and 231 have increased significantly after changes to field experience and practicum placement requirements. ECE 251 maintains low enrollment because it is a prerequisite for ECE 231 which has a lower enrollment cap. Students take ECE 251 in the fall semester before their spring ECE 231 practicum/capstone course. Ideally, the ECE program has enough enrollment to fill ECE 251 and offer multiple sections of ECE 231 to accommodate more students. Other courses not mentioned in this narrative have been deactivated or are not offered on a consistent basis.

Looking at unsuccessful enrollment attempts, the AY average across ECE courses is 2.66, which reflects fewer unsuccessful attempts relative to the division (4.41) and college (7.73). When analyzed by course, ECE 130 has a higher average number of unsuccessful enrollment attempts (4) relative to ECE 231 (1) and ECE 250 (3). No other ECE courses show unsuccessful attempts.

Reflecting upon section fill rates and unsuccessful enrollment

attempts, we appear to be meeting student demand. The increase in section fill rates starting in AY 20-21 is notable. It will be important moving forward to keep an eye on our fill rates in this program area and adjust section count where necessary.

4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range

Early Childhood Education 2022-23 PUR Self-Study

Program Majors by Ethnicity
Term: *Fall* Program: *Early Childhood Education*:

Program: 1.3% – 61.3%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
American Indian	1.5%	1.8%		1.3%	
Asian	5.4%	5.4%	4.2%	5.3%	1.5%
Black	3.1%	2.7%	4.2%	4.0%	2.9%
Hispanic	33.1%	23.4%	29.2%	29.3%	42.6%
Caucasian	53.8%	61.3%	58.3%	53.3%	48.5%
Two or more races	1.5%	3.6%	2.8%	2.7%	2.9%
Unknown	1.5%	1.8%	1.4%	4.0%	1.5%

TMCC by Ethnicity
Term: *Fall*

TMCC: 0.0% – 55.7%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
International	0.4%	0.4%	0.3%	0.4%	0.5%
American Indian	1.3%	1.3%	1.0%	1.0%	1.3%
Asian	6.0%	5.9%	5.8%	6.5%	6.1%
Black	2.5%	2.6%	2.8%	2.8%	2.5%
Hawaiian or Pacific Islander	0.0%	0.0%	0.1%	0.1%	0.1%
Hispanic	28.8%	29.9%	32.3%	31.1%	33.6%
Caucasian	55.7%	54.1%	51.7%	51.5%	49.6%
Two or more races	3.5%	3.7%	4.2%	4.7%	4.3%
Unknown	1.7%	1.9%	1.7%	1.9%	2.1%

Program Majors by Gender
Term: *Fall* Program: *Early Childhood Education*:

Program: 1.4% – 98.6%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
F	98.5%	93.7%	98.6%	97.3%	97.1%
M	1.5%	6.3%	1.4%	2.7%	2.9%

TMCC by Gender
Term: *Fall*

TMCC: 0.0% – 56.9%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
F	53.7%	53.3%	54.3%	56.9%	55.1%
M	46.2%	46.3%	45.7%	43.1%	44.9%
U	0.0%	0.4%			

Program Majors by Age Range

Term: *Fall* Program: *Early Childhood Education*

Program: 0.9% – 48.5%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
<18		0.9%	1.4%		
18-24	48.5%	47.7%	45.8%	48.0%	45.6%
25-34	26.9%	30.6%	30.6%	36.0%	35.3%
35-49	18.5%	20.7%	22.2%	16.0%	17.6%
50+	6.2%				1.5%

TMCC by Age Range

Term: *Fall*

TMCC: 2.4% – 56.3%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
<18	5.5%	7.1%	12.7%	15.0%	11.8%
18-24	56.3%	54.6%	52.9%	51.4%	52.8%
25-34	23.8%	23.9%	22.2%	22.8%	23.6%
35-49	10.3%	10.5%	9.0%	8.4%	9.3%
50+	4.1%	3.9%	3.3%	2.4%	2.5%

Program Majors by Credit Load

Term: *Fall* Program: *Early Childhood Education*

Program: 21.3% – 78.7%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Full-Time	21.5%	22.5%	25.0%	21.3%	22.1%
Part-Time	78.5%	77.5%	75.0%	78.7%	77.9%

TMCC by Credit Load

Term: *Fall*

TMCC: 27.6% – 72.4%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Full-Time	27.7%	27.6%	28.2%	29.3%	29.1%
Part-Time	72.3%	72.4%	71.8%	70.7%	70.9%

Program Majors by Student Status

Term: *Fall* Program: *Early Childhood Education*

Program
5.9% 77.7%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
New	13.8%	17.1%	15.3%	17.3%	17.6%
Continuing	77.7%	69.4%	76.4%	70.7%	76.5%
New Transfer	8.5%	13.5%	8.3%	12.0%	5.9%

TMCC by Student Status

Term: *Fall*

TMCC
2.5% 69.8%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
New	14.0%	15.2%	14.6%	13.5%	16.3%
Continuing	69.8%	65.5%	62.1%	60.9%	61.0%
New Transfer	9.9%	11.0%	8.7%	7.8%	8.1%
New High School	3.8%	5.7%	11.1%	12.4%	8.3%
Continuing HS	2.5%	2.6%	3.5%	5.4%	6.4%

Program Majors by Pell Eligibility

Term: *Fall* Program: *Early Childhood Education*

Program
30.7% 69.3%

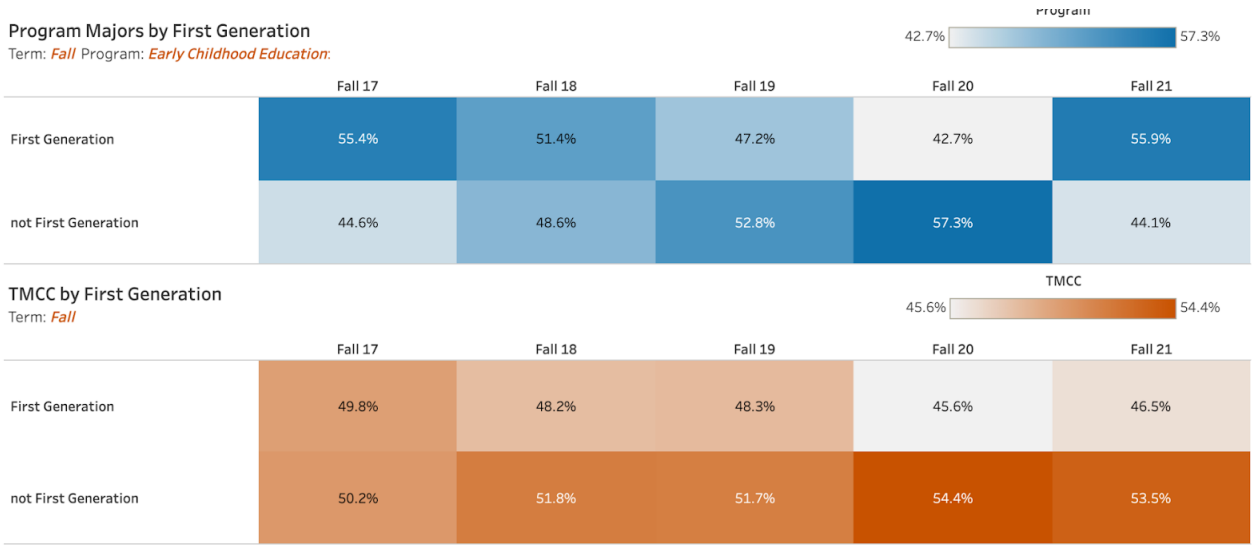
	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Pell eligible	62.3%	66.7%	63.9%	69.3%	63.2%
not Pell Eligible	37.7%	33.3%	36.1%	30.7%	36.8%

TMCC by Pell Eligibility

Term: *Fall*

TMCC
37.1% 62.9%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Pell eligible	46.0%	43.4%	40.2%	38.7%	37.1%
not Pell Eligible	54.0%	56.6%	59.8%	61.3%	62.9%



Briefly describe the typical student profile in terms of ethnicity, gender, credit load, student status, and age range in your program/unit, including how they compare to demographics of the college. Please note any potentially underserved student populations and discuss ideas for closing potential equity gaps. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.

Does the program's teaching staff look like its student population? If not, discuss ideas for how faculty can use more inclusive teaching methods.

Despite the observed reduction in FTE, from Fall 2017 to Fall 2021 the AA in ECE headcount by major grew from 24 to 42, a 75% increase. The three AAS pathways all saw a reduction in headcount as follows: Infant/Toddler AAS (-13%), Preschool AAS (-65%), and Administration AAS (-38%). This trend may be due to more students choosing the transferable AA degree over the AAS. Contextually, both GBC and UNR have added bachelor degrees in ECE lending to the value of a transferable AA in ECE. Further, the realignment of both the AA and AAS in ECE went live in the fall of 2022. Most students declared as AA in ECE majors redeclared under the new catalog to quicken their graduation dates. Further, the three specialized AAS degrees were

consolidated into one AAS in ECE. Most students have transferred to that new degree. Those who haven't will likely do so toward the end of their course of study.

The predominant ethnicity of ECE program majors at TMCC is Caucasian, followed by Hispanic. Compared to the college as a whole, our program serves a higher proportion of Hispanic students. The overwhelming majority identify as female. This observed gender gap is consistent with the field of ECE nationally. The majority of students are enrolled part-time, which has remained consistent over the 5-year period (Fall 17, 78.5% & Fall 21, 77.9%). The trend toward part-time students is slightly higher than the college as a whole. The majority of our majors are continuing students. The common age range for ECE students is similar to the average TMCC student, with the majority failing within the age range of 18-24, followed by 25-34. There is also a larger percentage of ECE students than TMCC students falling in the 35-49 range (17.6% and 9.3% respectively).

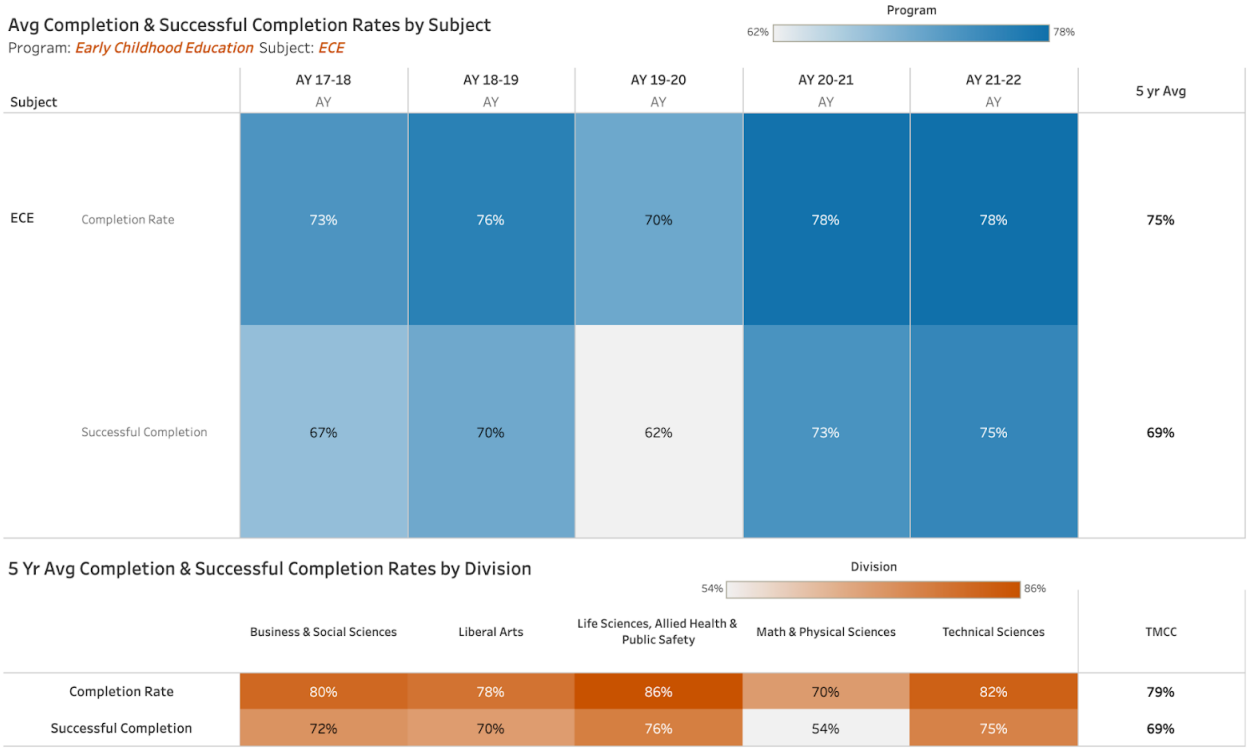
Currently, there are four ECE instructors (FT and PT). Of those instructors, 75% identify as white and one identifies as multiracial. All ECE instructors are females, ages unknown. In terms of gender, our teaching staff are representative of our student population. In terms of ethnicity, our current faculty does not adequately represent our student population.

ECE faculty are trained to be culturally sensitive. ECE curriculum emphasizes the value of diversity as well as the impact of culture and context on families and human development. In addition to teaching these values, our faculty report being conscious of diversity and representation when selecting videos, images and other materials that are embedded into their curriculum and courses.

5.A. Course Completion Rates

Early Childhood Education 2022-23 PUR Self-Study

Please describe any substantial trends or shifts that you see in the overall course completion rate and successful completion (C or better). What might these trends or shifts mean? Next, disaggregate the data by student demographics. Discuss any potential equity gaps and ideas for closing these gaps. An educational equity gap is where there is a significant and persistent disparity in educational attainment between different groups of students.



Within the ECE program, the 5-year average for completion (75%) and successful completion (69%) rates are lower than our division (80% and 72%, respectively), and comparable to the overall college completion (79%) and successful completion (69%) rates. Analyzing by gender, males have much lower completion and successful completion rates (59% and 52%, respectively) relative to females (75% and 70%, respectively).

Our Caucasian and Hispanic students have an average rate of completion and successful completion rates equal to or higher than the college rates (76% and 65%, respectively). When analyzed by other

ethnic groups (i.e. Asian, Black, International, 2 or more groups) rates of completion and successful completion were lower than college rates. Comparatively, the gender and ethnic groups indicated as lower achieving represent a much smaller subset of students within our ECE program, which could be affected by outliers.

Pell eligible students have a lower than average rate of completion (71%) and successful completion (62%) relative to the college (79% and 68%, respectively), but are not lower than the average for the ECE program. First-generation students also have a lower-than-average rate of completion (67%) and successful completion (59%) relative to the college.

Disparities in achievement are a concerning finding of this review and will be addressed.

5.B. Graduation and Transfer

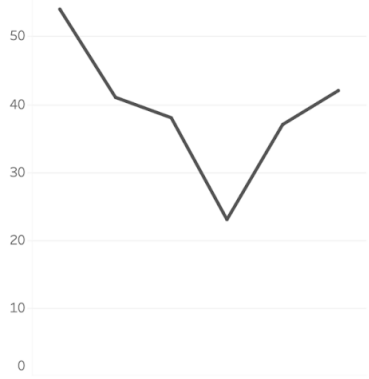
Early Childhood Education 2022-23 PUR Self-Study

Awards
Program: *Early Childhood Education*

Program 1 21

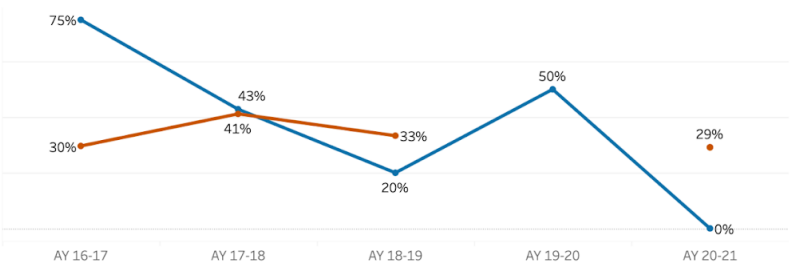
		AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Total Awards
Degrees	ADMECE-AAS	1	2	2		1	6
	ERLYCH-AA			1	2	5	8
	ERLYCHD-AA	7	5	1			13
	INFTOD-AAS	2	1				3
	PRESCH-AAS	2	3	1	1	1	8
Skills Certificates	ECE1	7	7	11	21	17	63
	ECE2	7	4	1	9	7	28
	ECE3	4	8	3	2	6	23
	ECE4	11	8	3	2	5	29
Total Awards		41	38	23	37	42	181

Program Award Trend
Program: *Early Childhood Education*



Transfer Rate of Graduates
Program: *Early Childhood Education*

Degree Type: Terminal, Transfer



Transfer Schools
Program: *Early Childhood Education*

	# of Transfer Graduates	% of Transferred Graduates
NSHE	29	74%
Non-NSHE	10	26%
Total Transfer Graduates	39	100%

Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years.

Next, disaggregate the data by student demographics, and discuss any potential equity gaps: Which student populations are earning degrees or certificates compared to the demographic makeup of the program? Do graduates resemble the student demographics of the program? If not, discuss ideas to mitigate potential equity gaps.

Between AY 17-18 and AY 21-22, we awarded 21 ECE AA degrees, six Administration AAS degrees, three Infant/Toddler AAS degrees, and eight Preschool AAS degrees. We awarded significantly more skills certificates with the most awards for the ECE 1 certificate. Our program award trends for the AA in ECE show an upward trajectory where our AAS degrees have remained low. The consolidation of the AAS pathways should partially address this issue. Advising by ECE faculty has also increased starting in AY 20-21 which should place more students on a faster path to graduation.

Our transfer rate of graduates from AY 17-18 through AY 20-21 declined, however, the three-year average transfer rate is equal to 62%. Of those who transfer, 74% transfer to an NSHE institution. This is anticipated to change with the availability of bachelor degrees in ECE offered by other NSHE institutions.

Of degrees awarded, 40% of recipients were Hispanic, 53% were Caucasian, 2.5% were American Indian, 2.5% were Asian, and 2% were mixed-race. With regards to gender, all (n=38) of the degree recipients identified as female. Two males were awarded ECE 1 and ECE 2 skills certificates. Thus, our graduates resemble the student demographics of the program. It is important to note that there is an upward trend for Hispanic students.

6.A. Faculty Achievement

Early Childhood Education 2022-23 PUR Self-Study

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution**
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**
- **Number of years teaching at TMCC**
- **Total number of years in academia**
- **Primary courses taught**
- **Significant activities or contributions made to TMCC (Please limit to 3)**

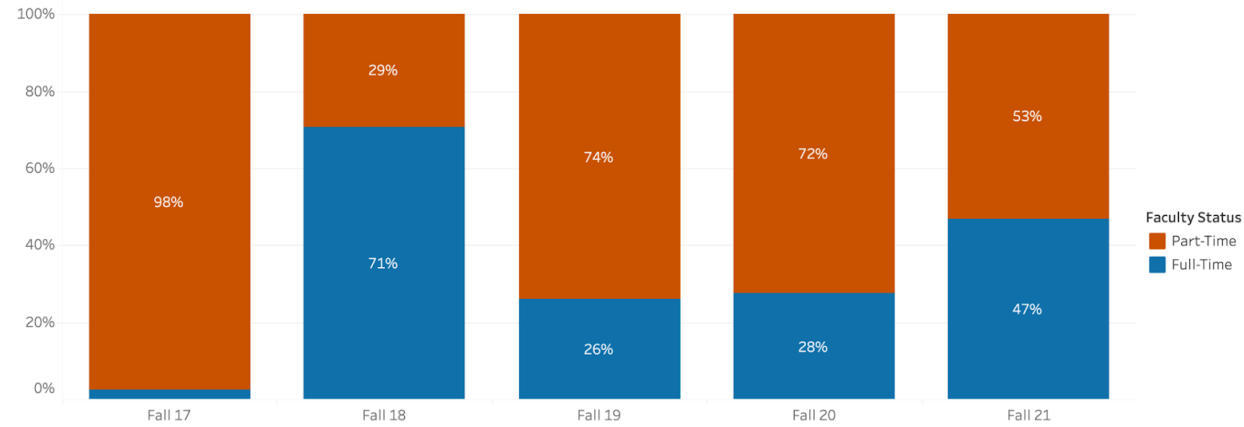
- **Faculty Name, FTE:** Jencie Davies
- **Degree(s):** B.S., Psychology, University of San Francisco; M.S., Human Development and Family Studies, University of Nevada Reno.
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**
  - Collaborate with UNR to ensure alignment between degree pathways and successful articulation for students.
  - Active member of the following community committees and workgroups: The Nevada Registry Advisory Committee (2020-Present), ECE Higher Education Workgroup (2019-Present), Nevada Ready! Birth – 5 Standards Alignment Work Group (2020-Present), ECE Workforce Alignment Workgroup (2022-Present).
- **Number of years teaching at TMCC:** 3.5
- **Total number of years in academia:** 8
- **Primary courses taught:** I have taught all but five of our ECE and HDFS courses. Two of those I will teach this upcoming academic year. This will equal a total of 18 individual courses.
- **Significant activities or contributions made to TMCC (Please limit to 3)**
  - Serves as program coordinator for ECE and HDFS.

- Reduction in student textbook costs of approximately $457 dollars over the course of study.
- Restructure and consolidation of the ECE degree pathways and full curriculum update of the AA and AAS in ECE programs.

6.B. FT/PT Faculty and Student Credit Hours Taught

Early Childhood Education 2022-23 PUR Self-Study

Student Credit Hours
Program: *Early Childhood Education*



The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE
Program: *Early Childhood Education*

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Fall 17	1	0.3	5	1.5
Fall 18	2	1.0	4	1.0
Fall 19	1	0.9	3	0.8
Fall 20	1	0.6	5	1.0
Fall 21	1	0.7	4	0.7

The above section shows the headcount and the FTE (units / 15) of Full-Time vs Part-Time faculty who teach your courses. If the FTE of your FT faculty is larger than headcount, this means that the average teaching load of your FT faculty is greater than 15. If the FTE is lower than headcount, this is a reflection of the amount of release given to your FT faculty.

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?

Between fall 2017 and fall 2021, SCH taught by full-time and part-time faculty fluctuated between 2-75% and 26-98% respectively. The

decrease in SCH taught by full-time faculty in fall 19 and 20 reflected the retirement of full-time faculty members. Currently, there is one full-time faculty member teaching in ECE. It is important to note that the one full-time faculty member is split between HDFS and ECE with approximately 80% of time dedicated to the ECE program. These changes will result in an increase in SCH taught by part-time faculty.

6.C. Support Staff

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Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

As part of the Social Sciences Department, the ECE program has a Department Chair and one full-time Administrative Assistant that provide support in the areas of schedule building, book orders, room assignments, part-time faculty contracts, program review and other duties. The coordinator of ECE/HDFS is primarily responsible for staffing and mentoring part-time ECE faculty, curriculum development, and program assessment. There are no additional support staff dedicated to the ECE program; while gaps have been identified in the area of teaching faculty, no gaps in support staff have been identified.

6.D. Facilities and Technology

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Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.

The ECE Program has an ECE lab classroom in Sierra 117 with specialized equipment and materials. The classroom is used for ECE, HDFS, and EDU classes. The lab classroom is a valuable asset to the program, providing the space and equipment necessary for teaching

demonstrations, and opportunities for students to practice new skills. The lab classroom does not currently have a sink and source of water. Classroom activities and teaching demonstrations require the use of art materials, woodworking, and other somewhat messy materials. The facility could benefit from the addition of built-in storage cabinets, a countertop, and a sink to facilitate teaching and learning.

The lab classroom also serves as a student resource library with resources that students can borrow. The resource library is in need of updating. Additional resources are needed to purchase books, more diverse curriculum materials, and replace or update equipment.

The lab classroom includes two computer stations, a printer, and a scanner, which are maintained by the college. Students in the ECE Program may use the computers during class or during open labs. The program has limited funds from lab fees with which to maintain the technology in the lab. Additional resources are needed to purchase more updated technology, as well as paper and ink for the printer.

Students have access to complete observations, field experience, and student teaching/practicum in the E. L. Cord Child Care Center, which serves as the program's campus lab school. While this lab school is not directly under or managed by the ECE program, it is a vital asset to the program. We are very grateful for the partnership.

7.A. Five-Year Plan

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Using your analyses from previous sections, develop a 5-year plan for the program(s). Include an estimated timeline of goal completion. Please address the following questions:

- **Using the most significant curriculum and assessment-driven findings, describe strategies to sustain or improve student learning. This may include deactivating existing courses or introducing new courses or programs to meet current trends in the discipline or industry.**
- **After considering the most significant enrollment findings,**

discuss strategies, if needed, to improve enrollment and address these factors. These may include more efficient scheduling, streamlining pathways to completion, outreach to underserved students, internal or external factors anticipated to impact future enrollment, etc.

- **With respect to course completion rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, pedagogical changes, streamlining pathways to completion, improving advising, mentoring, retention efforts, etc.**

Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion. How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?

- As a NAEYC accredited program, the expectation is that the program engages in continuous improvement, particularly related to student performance in relation to the NAEYC Standards and Competencies. This includes collecting and analyzing student assessment data from six key assessments. Student assessment data and plans for improvement are reported to NAEYC regularly. As part of the self-study for renewal, the program has reviewed and revised learning opportunities, assessments, and the overall curriculum to align with the latest version of the NAEYC Standards and Competencies for Early Childhood Educators (2020).

An additional expectation is that field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of all young children from birth through grade three. Students are required to practice and observe in at least two of the three early childhood age groups (birth – age 3, age 3 - 5, and age 5 - 8), and in at least two of the four settings that offer early education (early school grades, child care centers, family childcare homes, and Head Start programs). To that end, the ECE Coordinator is working with faculty, community partners, and the ECE Program Advisory Committee to assure students in degree programs have ample opportunities to practice with various age groups and in various settings through course assignments, field experiences, and

practicum.

- While FTE in the AAS pathways is down significantly, the trend should be addressed by the consolidation of the three AAS degrees down to one more generalized degree. FTE in the AA in ECE is up, which is an encouraging trend. We can continue to monitor enrollment and actively recruit new students. To that end, the ECE coordinator is implementing new partnerships with DETR, Washoe County School District CTE programs, and the Nevada CDA credential program. Creating stronger and more clear pathways into and out of the ECE program can address the consistent low-yield finding.

- The disparities in achievement were a concerning finding of this review. Overall, our ECE students are not completing courses at the same rate as the division and college as a whole. Increasing support for all students by creating intentional connections with campus resources (e.g., advising, transfer support, counseling, tutoring, and financial aid) is one way to address success rates. Making the course of study more transparent can also help students choose the best courses each semester and eliminate wasted credits and ensure prerequisites are met in a timely manner. Adding student advising and mentoring would be the most impactful. However, supporting each student in the ECE pathway would add significantly to an already full workload. This would be more achievable with another full-time tenured faculty member.

Goal #1 - Hire an additional full-time, tenure-track faculty for the HDFS & ECE program area. This aligns with the Academic Affairs Strategic Objective 5, to recruit, develop, and retain diverse faculty. Target completion - AY 24-25.

Goal #2 - Increase advising and mentor support for students in their last year of study. This aligns with both the TMCC and Academic Affairs Strategic Objectives to increase student success, close the achievement gap for underserved populations, and improve student completion through academic support services. Target completion - ongoing.

Goal #3 - Increase recruitment and FTE. This aligns with both the TMCC Strategic Objective related to the workforce. It also aligns with Academic Affairs Objective 3, prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programming. Target completion - ongoing.

8.A. Resource Requests

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Identify any resource requests. For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development. Address the following items:

- **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
- **Estimated time to hire or time the request will be made.**
- **Projected measurable outcomes. Which PLOs and/or student success metrics does the department hope to improve as a result of the request?**
- **Alignment to the Academic Affairs or College's Strategic Plan**

Request # 1: Unfreeze the tenure-track line for the ECE & HDFS program area.
Timeline: Approval was received for a one-year hire in AY 23-24; thus, our goal would be to conduct a tenure-track position search in Spring 2024.
Outcomes: Stimulate the ECE program, measured through updated curriculum and increased student mentoring and advising.
Alignment: Objectives 3 and 5 of the Academic Affairs Plan: “Prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programs.” and “Recruit, develop, and retain diverse faculty.”

Request # 2: Support travel and conference attendance for a full-time faculty member to attend a relevant national conference annually.

Timeline: Attendance in AY 23-24.
Outcomes: Update of the ECE program curriculum, measured through current and relevant course curriculum.
Alignment: Objective 4 of the Academic Affairs Plan: “Enhance student learning through ongoing faculty professional development.”

Academic Standards and Assessment Committee Findings and Recommendations

Early Childhood Education 2022-23 PUR Self-Study

Review Date: 4/14/23
Meeting Date: 5/10/23
Entered in eLumen: 5/10/23

Academic Standards and Assessment Committee’s Findings:

The Academic Standards and Assessment Committee finds that the ECE program is a small program that helps fill a community need. The committee is impressed with the laudable work done by the ECE Coordinator as the only FT faculty member for both ECE and HDFS. As such, the committee supports the request to unfreeze the ECE/HDFS faculty line. The committee is concerned that multiple equity gaps at multiple levels are present with no plans presented to mitigate those gaps.

Program Strengths:

- There is a demonstrated need for ECE workers in northern Nevada.
- It is clear that the program takes both accessibility and affordability seriously and works on both proactively.
- Faculty collaborated to develop assessment tools and rubrics for increased grading consistency leading to changes in how topics are introduced and scaffolding of learning.
- Concrete strategies to improve enrollment and student success address NAEYC standards.
- Per Dean’s comments the HSI representation is laudable.

Areas of Concern or Improvement:

- Program enrollment and course fill rates have declined since before Covid, and the program has appeared on the low yield list for the past 5-years.
- No CSLOs map to PLO1; per conversation PLO1 incorporates the NAEYC standards.
- Equity gaps in enrollment, course completion rates, and transfer students are identified; implementation strategies for enrollment and student success are presented but no plans on how to mitigate equity gaps for these are identified.

Recommendations:

- Address all recommendations from previous PURs and indicate which have been addressed and which were considered not applicable.
- Implement the self-identified plan to update the skills certificates and CLOs in light of programmatic changes.
- Evaluate scheduling of and student demand for courses with fill rates 40% and courses which have not been offered in greater than 4 years.
- Develop and implement strategies to mitigate noted equity gaps found and continue to monitor equity gaps closely.
- The ASA committee supports the request for another tenure track faculty position by unfreezing a current line. This request is also supported by the Dean.

Other comments:

This question has not been answered yet

Dean's Findings and Recommendations

Early Childhood Education 2022-23 PUR Self-Study

Academic Dean’s Findings:

The Program Unit Review for the Early Childhood Education Program is very well done. I find all areas to be complete and the analysis and commentary to meet expectations of a thoughtful review. While it added a lot of work to this academic year to have it happen at the same time the program was going through national accreditation, it also proved to be a benefit in the sense that a lot of overall program evaluation and improvement was being done leading up to this PUR. Professor Davies has done a thorough job of program analysis and research as well as worked through a number of program improvements in recent semesters and is to be commended for her hard work and dedication to the success of this program.

Strengths:

This program has a large number of strengths including but not limited to:

- This program meets a great workforce need in our community
- The program partners effectively with local, state and national associations and stakeholders
- The program has been recently revamped to consolidate programs for more effective streamlining and opportunities for completion
- The AA degree is aligned to two state bachelor degree programs
- The PLOs are effective and are taught throughout the program curriculum
- Hispanic students are well represented in this program
- Assessment practices have been improved upon and are being aligned well across sections
- Practicum experiences have been expanded to allow off site experiences which has resulted in increased participation in this course and will ultimately lead to more completions

Areas for Improvement:

This program has already addressed a large number of areas that were identified for improvement over recent years. A few items remain in need of improvement including:

- The program struggles from low enrollment and completion rates. A plan should be developed to increase interest and initial enrollment and then to work with students to persist through the program to completion. It is expected that some of the work that has already been started and/or completed will result in gains in these areas as well.
- The program has a lower success rate identified in a few areas of this PUR that Professor Davies has already said would be looked into and addressed.
- There are a few CLOs in need of updating that are identified in this PUR.
- The program is in need of a second full time faculty member. This position has been frozen and it is a hardship to the program, the current faculty and any possibility of growth to not have this position filled.

Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

I am in full support of this much needed program to continue. The program has gone through recent revisions and has new leadership which I am confident will ultimately equate to program improvement and growth over time. This program meets an urgent workforce need in our community.

Recommendations and Implementation Timeline:

I agree with the three goal recommendations and their timeline in the five year plan as set forth in this PUR and do not have any further recommendations to add at this time. I am also in agreement with the two resource requests.

Resources Necessary for Implementation of Recommendations:

Resources will be needed to fill the full time tenure track position that has been frozen in this area. The goal will be to post this position for a search to conclude in Spring 2024 for a Fall 2024 start. This will include funding, which is already in the budget, for salary and fringe.

Resources will be needed for annual participation by at least one faculty member in an ECE conference or professional development event. PD is an essential part of faculty growth and program improvement. Our current PD budget per faculty member does not even come close to meeting needs in this area. It would be ideal to be able to budget a few thousand dollars annually to cover PD.

Impact of Recommendations on Division Planning:

There is no significant impact of the recommendations on division planning.

Impact of Recommendations on Program/Unit Faculty:

The recommendations benefit the program faculty immensely so there are only positive outcomes expected from all recommendations.

Vice President of Academic Affairs' Findings and Recommendations

Early Childhood Education 2022-23 PUR Self-Study

VPAA's Findings and Conclusions:
(Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)

ECE is a valuable program that serves an important need in our community. The enrollment has recovered in recent semesters, and this presents an opportunity to refine efforts to keep students engaged, progressing, and completing the program in a timely way. Jencie Davies has done very fine work in the past year to prepare this PUR and undergo a NAEYC accreditation site visit. Though their findings are not yet received, their visit was very positive and they offered no immediate criticisms.

Strengths:

Professor Davies is a real asset to the program and the college broadly. Recently tenured and promoted to Professor, she is clearly very committed to seeing this program succeed, particularly post-pandemic.
The program's very strong use of OER is excellent -- bravo!
The program has a very fine teaching space in SIER 117, which has great space, light, and supplies. The absence of cabinets, counter, and sink are noted. My office will explore this.
ECE is also ahead of other programs in its development and assessment of program-level outcomes. This is important for any program that supports the workforce, as students need to master a suite of competencies in order to be prepared for successful careers.

Areas for Improvement:

The chief concerns focus on the pace of student learning, and the rate at which they are retaining and completing the program. The recent rise in AA enrollment is an encouraging sign, possibly due to the bachelor's degree opportunities at GBC and UNR. Efforts are also being made to diversify the student body.

Recommendations and Next Steps for the Program Based on the PUR:
(Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)

Certainly, this program should be continued. I support the Dean's conclusions regarding a study of sections and student demand, especially where fill rates are low or courses haven't been offered in some time.

Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:

The program searched for a FT Temp faculty member last year, but was unable to hire. As VP Peyerl begins to restore frozen lines in this new biennium, my office will aim to include the ECE/HDFS line in future restoration discussions. The ratio of FT to PT instruction has shifted quite a bit in recent years, landing most recently at an almost even split.

My office will explore further opportunities to furnish the SIER 117 classroom space.