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| **2022 Self-Study Report**  **Early Childhood Education AAS, AA, Certificate, Early Childhood Infant/Toddler AAS and Certificate** | | | |
| **Instructions**: The following pages will guide your submission of your Academic Program Review Self-Study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by **September 22, 2022.**  **March 3,** **2022 September 22,** **2022 October 25,** **2022**  **Nov-Dec 2022 Every Fall from 2023-2026** | | | |
| **Program Under Review** | | | |
| **Degree: Early Childhood Education Associate of Applied Science**  **Certificates:** **Early Childhood Education Certificate**  **Early Childhood Infant Toddler Certificate** | **If the program has gone through accreditation in the past year, the information from the accreditation packet can be inserted into the corresponding areas on the self-study.** | **Contact Information for lead on**  **Self-Study**  **Name: Melissa Busby**  **Campus: Signal Peak**  **Phone: ext. 5017**  **Email:** [**melissa.busby@centralaz.edu**](mailto:melissa.busby@centralaz.edu)  **Date of APR Completion: 6/28/2022** | **Peer Reviewers** |
| **Lexi Porterfield** – Skilled Trades Coordinator and Recruiter  **Melinda Kohut** – Professor of CIS  **Mary Kieser** – Professor or RDG and Eng, APR Coordinator |

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| **I. Program Description, Mission, Vision, & Equity Statement** | | | | |
| **1. What is the description of the program as stated in the current CAC catalog:** (Should contain: description, program certifications, accreditations, awards, and skills attained.)  The Early Childhood Education AAS Degree prepares  competent early childhood professionals for working with  young children and families. Students are provided  opportunities to gain specialized knowledge and  implement best practices in early childhood settings.  The Early Childhood Education AAS Degree is accredited  by the National Association for the Education of Young  Children (NAEYC) Commission on the Accreditation of  Early Childhood Education Higher Education Programs  located at 1313 L Street NW, Suite 500, Washington, DC  20005-4101. 202-232-8777 <https://www.naeyc.org/accreditation/higher-ed/quality-assurance-systems> | **Does the program description provide the following information? a) A synopsis of the program and curricular outcomes.** | | | **Peer Review Comments:**  Maybe mention the program can be completed as a fully online program?  Could it also be expanded to “.....working with young children and families in a preschool or elementary school settings...”  “to effectively support the learning and development of young children and working with their families.”  …. gain specialized knowledge and implement best practices such as....”  “ such as establishing routines and schedules, become keen observers, and be prepared and organized.” |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **Program certifications, accreditations, and awards.** | | |
| Exemplary  3 | Adequate2 | Opportunity for Improvement 1 |
| **The skills that graduate from the program will attain.** | | |
| Exemplary  3 | Adequate2 | Opportunity for Improvement 1 |
| **2. Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear.**  Yes- our Vision, Mission, and Conceptual Framework can be found online here: [**https://centralaz.edu/wp-content/uploads/2021/09/ECE-Vision-Mission-Conceptual-Framework-2021.pdf**](https://centralaz.edu/wp-content/uploads/2021/09/ECE-Vision-Mission-Conceptual-Framework-2021.pdf) | **Does the program have a mission and/or a vision statement? If so, are the program’s mission or vision statements clear and reflective of the program?** | | | You might consider expanding your mission statement to address the four components of an effective mission statement   1. Program name and degree 2. Purpose of the program 3. Primary functions or activities of the program 4. Program stakeholders   **Academic Program Mission Statement Structure**  The order in which mission statement components are presented can vary, but one example of a mission statement structure is: “The mission of (name of your program) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).” This can then be clarified with additional statements. |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |
| **3. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:**  **CAC Vision and Mission Statements:**  **Vision:**  Central Arizona’s premier choice in education and career excellence.  **Mission:**  Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed.  **Teaching. Reaching. Understanding. Empowering. Learning.**  Our program Mission, Vision, and Conceptual Framework are aligned with the CAC Vision and Mission. This alignment is described in the NAEYC Self- Study Report- Criterion and is also described in the Conceptual Framework document (link above). An excerpt from the Conceptual Framework document is included below.  **Vision and Mission**  **Vision-** *Central Arizona College’s Early Childhood Education Department is a model of excellence for early childhood professional development*.  **Mission-** *The mission of the Central Arizona College Early Childhood Education Department is to engage students in innovative and effective learning experiences that positively impact their lives as well as children,* *families, and the community.*  **Conceptual Framework**  *The department demonstrates a commitment to the CAC's Vision to be Central Arizona’s premier choice in education and career excellence. The department strives to meet the College's Mission to serve as a TRUE Learning community by empowering our students and staff to succeed.*  *Teaching. Reaching. Understanding. Empowering. Learning.*  *The Early Childhood Education (ECE) Department at Central Arizona College (CAC) ensures student success by providing guided pathways to certificate and degree completion for early childhood professionals in accordance with the National Association for the Education of Young Children Standards. The department engages in continuous improvement by evaluating and updating courses and programs of study to ensure the core concepts and content meet the needs of students, the workforce, and community stakeholders. The department seeks to improve the quality of early learning programs for young children by providing responsive, affordable, and accessible education opportunities.* | **Is the program aligned with the college’s mission, vision, and strategic goals?** | | | Good reflection was put into determining how the program’s Mission and Vision statements align with CAC’s Mission and Vision Statement. |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |
| **4. Equity Statement and Evidence:** What efforts have been made to make the program more equitable? [**(Resources here)**](https://www.insidehighered.com/blogs/higher-ed-gamma/how-stand-equity-higher-education)  Our program’s “tag line” and logo are SEEDS- Supporting Excellence and Equity for Diverse Students- additionally Diversity and Equity is listed as the first Core Value in our Conceptual Framework. See screenshot below.  One example of this commitment is the long-standing practice in our department to serve bi-lingual Spanish speaking students. Our current weekend college cohort group of nearly 30 students and practicing professionals will complete the AAS degree in Spring 2023.  Our recent NAEYC Accreditation Decision Report identified as one program strength in relation to the accreditation criteria: “The program’s demonstrated commitment to living the Code of Ethics, valuing diversity, and advancing equity is remarkable as evidenced in the conceptual framework, array of learning opportunities, key assessment assignments, and field experiences” (p. 6). | **Appropriate efforts have been made to make the program more equitable?** | | | Good examples of how this program has been created to make it equitable were identified and provided. |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |

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| **II. Program Curriculum:** | | | | |
| **1. When reviewing the curriculum for the certificate and/or degree, are there any courses that need to be added, deleted, or modified?**  N/A- This work was completed prior to our recent Accreditation site visit in fall 2021. | **Was any information given as to possible revisions to the course description, articulation, additions, revisions, or deletions anticipated?** | | | **Peer Review Feedback:**  The program curriculum is continually updated to reflect current trends and to address the naeyc.org accreditation requirements. |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |

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| **III. Program Outcomes and Assessment** | | | | |
| **1. What are the Program Learning Outcomes (PLOs) for the program degree or certificate as currently indicated in ACRES? If this program contains multiple degrees and/or certificates, the learning outcomes should be provided for each one.**  **You can pull information from your** [**Baseline Assessment Report.**](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EZBY-GJx3vJGijzkyEqv2mgBXtE2cCBhBfCNzy0PGGUWIw?e=C4n7Yc)   |  | | --- | | C:\Users\melissa.busby\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B163F96C.tmpPROGRAM MEASURABLE STUDENT LEARNING OUTCOMES Early Childhood Education AAS (*Effective Fall 2019*) | | ECE AAS Description:  The Early Childhood Education Associate of Applied Science (AAS) Degree prepares competent early childhood professionals for working with young children and families. The degree prepares students by providing opportunities to gain specialized knowledge and implement best practices in early childhood settings. This Degree is accredited by the National Association for the Education of Young Children (NAEYC) Commission on the Accreditation of Early Childhood Higher Education Programs. | | PMSLOs:  1. (Analysis Level) Analyze and explain the multiple historical, philosophical, and social foundations of the early childhood profession and how these influences current research, thought, and practice. (CSLO 1 & 2; NAEYC 6)  2. (Analysis Level) Analyze and explain the special conditions, health, developmental, protective and risk factors that may affect the development of young children, birth through age eight. (CSLO 2 & 4; NAEYC 1)  3. (Synthesis Level) Plan a culturally and linguistically responsive learning environment for young children that is responsive to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. (CSLO 3 & 4; NAEYC 4)  4. (Evaluation Level) Justify and explain the importance of establishing family-centered practices and maintaining positive, productive, reciprocal relationships with families. (CSLO 1 & 2; NAEYC 2)  5. (Synthesis Level) Design strategies that promote developmentally and culturally appropriate practices and are inclusive of young children with diverse abilities. (CSLO 1 & 4; NAEYC 5)  6. (Evaluation Level) Describe and defend the principles and theories of child development. (CSLO 2 & 4; NAEYC 1)  7. (Evaluation Level) Demonstrate and defend professional decisions based on the knowledge of early childhood theories and practices and the principles of the NAEYC Code of Ethical Conduct. (CSLO 2, 3 & 4; NAEYC 6)  8. (Evaluation Level) Interpret, critique, and apply ECE knowledge and skills into a variety of areas for curriculum that encourage young children's growth and development. (CSLO 2 & 4; NAEYC 5)  9. (Evaluation Level) Interpret, critique and apply assessment methods that are developmentally, culturally, and linguistically appropriate and contain documentation from multiple sources, including families and other professionals, to make informed decisions about children and programs. (CSLO 1 & 2; NAEYC 3) | | **Are the Program Learning Outcomes (PLOs) for the program provided and are they relevant to the program’s goals?** | | | **Peer Review Feedback:**  Nice job on this, everything is listed well. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **2. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but may benefit from seeking?**  Yes [NAEYC Standards for Early Childhood Professional Preparation](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/2009%20Professional%20Prep%20stdsRevised%204_12.pdf)  National Association for the Education of Young Children (NAEYC), Reaccredited March 2022 | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable. (NA)** | | | Good job on these sections. |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |
| **3. Assessment Results: Use this Assessment Reporting Form to share your assessment results. Attach assessment data or rubrics as an appendix. (Click on the link to attach your Assessment Reporting Form)**  This is the link to the Baseline Assessment we completed in Fall 2021.  [NA Accreditation ECE 2021-2022.docx](https://centralaz.sharepoint.com/:w:/s/EducationDivision/EVZZ0ueSIgpIgVepm8f6EO4BqSWOgZY-wxFeCfxicqjW_w?e=JHyPjh) | **The information in the Assessment Reporting Form should answer the following questions** | | | Good job using assessment results.  Was a follow up assessment conducted? |
| **A. What PLOs and/or MSLOs and CSLOs did you assess this year?**  See information provided in [**Baseline Assessment Report.**](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EZBY-GJx3vJGijzkyEqv2mgBXtE2cCBhBfCNzy0PGGUWIw?e=C4n7Yc) | **Are the PLO’s or MSLOs that were assessed identified and the department/program strategies for assessing learning outcomes described and information provided on how assessment results are collected, analyzed, and discussed?** | | |  |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |
| **B. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)**  National Association for the Education of Young Children - Early Childhood Higher Education Program Accreditation Self Study Report and Site Visit- including a review of two rounds of data collected on six key assessments addressing all of the key elements of the six NAEYC Standards.  See information provided in [**Baseline Assessment Report.**](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EZBY-GJx3vJGijzkyEqv2mgBXtE2cCBhBfCNzy0PGGUWIw?e=C4n7Yc) | **Was the assessment method and criteria identified?** | | | Great Job! |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **C. How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined to be proficient? (i.e., 70% = proficient)**  Data about student proficiency related to the NAEYC standards aligned to CSLOs are included in the data tables provided in the [**Baseline Assessment Report.**](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EZBY-GJx3vJGijzkyEqv2mgBXtE2cCBhBfCNzy0PGGUWIw?e=C4n7Yc)  For our accreditation, proficiency is 80%. The data we provided to NAEYC included two rounds of student data that were collected during the COVID-19 pandemic, and many of our students were essential workers dealing with a tremendous amount of personal and professional stress and some of the student performance data reflected less than 80% proficiency. | **Was data provided on assessment results on how many students were proficient?** | | | Great Job! |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **D. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  This is described in extensive detail for every standard in the Self-Study Report.  See information provided in [**Baseline Assessment Report.**](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EZBY-GJx3vJGijzkyEqv2mgBXtE2cCBhBfCNzy0PGGUWIw?e=C4n7Yc) | I**s an explanation provided on how MSLO and CSLO assessment results have facilitated changes/improvements to the outcomes of the assessment process?** | | | The Follow-Up Assessment Reporting Form was not completed to identify if changes or improvements that were identified from the Baseline Reporting Form resulted in an improvement in test scores for the follow-up assessment. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **IV. Program Graduates** | | | | |
| **1. Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.**  See the [NAEYC Accreditation Self-Study Report](https://centralaz.sharepoint.com/:w:/s/EducationDivision/ETSDwfzYdsVKmMOn6foOYagB6alNjVlm9VLnV4JqGdy41w?e=UUf5EW) Criterion 5: “Role in Supporting the Education Career Pathway” beginning on page 35. | **Was information given on how the program supports current or future needs for the job market in Pinal County, the state and/or the United States?** | | | **Peer Review Feedback:**  Partnerships with Pinal County foundations, schools and participation with statewide articulation agreements indicate that the program has a clear vision of the future needs of the job market.  Have you considered working with Willie Higgins at the Department of Economic Security?  Do you work with charter schools or private schools? |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **2. For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.**  Because there are multiple career options for early childhood educators, our program is not designed specifically to transfer to one program. See response to item 3 below. | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable (NA)** | | |  |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **3. Indicate if there are any articulation agreements in place for degree graduates.**  This information is summarized in this document and is available for students on the CAC Education Division website.  <https://centralaz.edu/wp-content/uploads/2021/09/ECE-Transfer-Pathways-AY21.pdf> | **Are articulation agreements in place for degree graduates?** | | |  |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **4. Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**  See the [NAEYC Accreditation Self-Study Report](https://centralaz.sharepoint.com/:w:/s/EducationDivision/ETSDwfzYdsVKmMOn6foOYagB6alNjVlm9VLnV4JqGdy41w?e=UUf5EW) Criterion 11: “Program Organization and Guidance” beginning on page 59. | **Was information given on how the program gets feedback on its program and curriculum from external sources such as advisory boards, employers, articulation task forces, accreditors, etc.?** | | | Criterion 11 stated: “The ECE Advisory Board is used to gather information and feedback about the present and future performance of the department. The Advisory Board consists of diverse representatives from community programs, grant partners, CAC departments and academic divisions, past program leaders and consultants, and past and current students. The Advisory Board meets every spring, usually during Week of the Young Child, and at every meeting there are opportunities to hear updates about the program, reflect on strengths, successes and potential areas of growth, and share possible external issues that could impact the program.”  **Questions:**   * Could employers such as county principals or superintendents and teachers also be included on this advisory board? * Could the advisory board include public and charter schools' leaders? |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **V. Program Specific Resources:**  *In this section, please focus on program specific resources. You may, but do not have to, discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* | | | | |
| **1. Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (i.e.: learning center, library) and student support (i.e.: advising) available to the program over the past 5 years:**  See the [NAEYC Accreditation Self-Study Report](https://centralaz.sharepoint.com/:w:/s/EducationDivision/ETSDwfzYdsVKmMOn6foOYagB6alNjVlm9VLnV4JqGdy41w?e=UUf5EW) Criterion 12: “Program Resources” beginning on page 62. | **Was the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students over the past 5 years evaluated?** | | | **Peer Review Feedback:**  This is discussed extensively in Criterion 12 of the Accreditation Packet. Further needs for classrooms, labs and space are noted for question #4 of this section.  Program writers also stated, **“**We would also like to be able to expand our ability to provide professional development opportunities and resources to all of the current and future educators in our county.”  The need for additional full-time or adjunct faculty was also acknowledged.  I really like that idea- offering PD’s to current and future educators. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **2. Does the program have sufficient resources to be effective and relevant? Explain:**  See the Criterion 11: “Program Organization and Guidance” beginning on page 59.  Our Accreditation Peer Review Report states “The peer review team also found that the program is well resourced with teaching and library resources (Self-Study Report, p. 62), grant funding that does not impact the base college allocation (administrator interview), and collaborative student services (stakeholder interview)” (p. 11).  However, in the current organizational structure within Academics at CAC, the program has been working with two different interim deans for over a year, and the current interim Dean is still learning about the depth and breadth of workforce development strategies in the department.   Due to the imbalance in the academic structure, there is a lack of support and advocacy within the college for the program. This has resulted in the reduced understanding of the historical and current value and relevance of the program in our college community, Pinal County, the state of Arizona, and the United States. The perceived devaluing of the program also impacts the morale and effectiveness of the program faculty and staff. | Sufficient Resources | Insufficient Resources | No Response | Hopefully, this will be rectified soon. |
| **3. What future goals does the program have? Will extra resources and funding be required to achieve it?**  The program intends to launch an Early Childhood Educator Apprenticeship program in collaboration with the Arizona Department of Economic Security Division of Child Care. This will be an extension of the 20+ year statewide Professional Career Pathway Project grant that the ECE department has been administering to support early childhood workforce development in Pinal County and throughout Arizona.   While DES will provide all the financial resources necessary to administer the apprenticeship pathway- the CAC ECE academic department will need to be operating at full capacity to provide the required coursework and instruction- including the rehiring of the shared program assistant and recently retired full time faculty member. | **Were future goals identified along with the extra resources and funding that would be required to achieve them?** | | | An apprenticeship program will be a great opportunity for our community and help bring CAC ECE program out of the shadows. |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |
| **4. Does the program have the resources to meet future goals? Explain:**  No. In addition to the need to be fully staffed, our Accreditation Peer Review Report found: “In the Self-Study Report, the program includes physical space as a challenge, describing their offices as surrounding an open computer lab with limited space for privacy and focus. “It is a dream of the Education Division to have our own collaborative and innovative workspace intentionally designed to meet the needs of our students and a place where we can all be together” (p. 12). | Sufficient Resources | Insufficient Resources | No Response | There is a big demand for space for several programs.The current physical space in the open computer lab is inadequate. |

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| **VI. Program Alignment with Institutional Strategic Goals:** | | | | |
| **1. How is the program directly or indirectly helping the College achieve its current strategic goals? Consider each strategic goal and provide a brief comment or description on how the program works to achieve it.**   |  |  | | --- | --- | | **CAC Strategic Goals:** | **Aligned Program Goals:** | | **Student Success**  *Ensure student success through retention, persistence, completion, and transfer* | The department works to ensure student success by providing guided pathways to certificate and degree completion for early childhood professionals in accordance with the National Association for the Education of Young Children [Standards](https://www.naeyc.org/resources/position-statements/standards-professional-preparation).  The department engages in continuous improvement by evaluating and updating courses and programs of study to ensure the core concepts and content meet the needs of students. Staff provide individualized advising and connect students to scholarship opportunities within the department to support student retention, persistence, completion and transfer. | | **Access**  *Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities* | In addition to being one of the first programs to offer fully online certificate and degree pathways, our program provides multiple scholarship opportunities to ensure all students have access to ECE certificates and degrees. These opportunities are shared on the Scholarships, Career, and Transfer tab our program [webpage](https://centralaz.edu/divisions-programs/education-blog/early-childhood-education-aas/#tab-id-5). | | **Workforce**  *Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region* | CAC ECE has long been a leader and innovator in early childhood workforce development. Through our work with the ADES Professional Career Pathway Project we have not only built high quality education pathways to certificates and degrees for Pinal County students, but the leadership of CAC ECE has significantly impacted the growth of early childhood workforce development pathways throughout the region and throughout the state. | | **Community**  *Ensure Pinal County residents have access to lifelong learning and cultural enrichment* | The department has established a contract to provide childcare services for students, staff, faculty and community members at two on campus early learning centers. The program also administers two different grants that offer childcare stipend opportunities to support student parents. | | **Environment**  *Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students and employees*. | As stated in our Conceptual Framework- one of our Core Values is **Reciprocal Relationships** and our staff and faculty model and support relationship based interactions, recognize address implicit and explicit bias, and encourage understanding for the diverse perspectives of others. | | **Stewardship**  *Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community* | The ECE program receives minimal funding from the college operating budget. Revenue generated by the multiple grants and contracts administered is leveraged by the department to help sustain academic endeavors, student outreach, and professional development opportunities for faculty and staff. This creative use of funding allows us to ensure we can meet the changing needs and expectations of our students, community, and workforce development partners. | | **Infrastructure**  *Ensure a physical and technological infrastructure that supports changes in learning and working environment* | The program has worked to adapt to the workplace and technological changes that have impacted the college. Our faculty and staff stay abreast of and implement resources to support best practices in student learning, including a focus on developing and using OER materials to reduce the cost of college attendance for students. | | **Was a description provided on how the program has directly or indirectly assisted the college in achieving its strategic goals.** | | | **Peer Review Feedback:**  Clear reflection on how the program directly or indirectly helps the College achieve its strategic goals was provided for each one.  The cost for childcare is very high and stipends are only for those who qualify. The program primarily caters to government funded individuals. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **VII. Program Effectiveness for Graduates** | | | | |
| **1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?**  Graduation itself is the marker for success in our field. We monitor student progress throughout our program through the administration of our six program Key Assessments and through completion of required field experiences. We gather feedback from local employers through our annual Advisory Board Meetings. We encourage students enrolled in our capstone practicum course to participate in the college exit surveys as requested and when provided- we would also like to implement our own departmental exit survey and are looking for examples from our colleagues for a tool relevant to our discipline.  Our program is required by NAEYC to publish program outcome data on our website and this data is available under the Accreditation tab: <https://centralaz.edu/divisions-programs/education-blog/early-childhood-education-aas/#tab-id-7> | **Was information provided on how the program measures the success of the degree and certificate program graduates?** | | | **Peer Review Feedback:**  Many efforts are made to gather feedback on students while enrolled in the program. Departmental exit surveys would be beneficial. It would also be beneficial to conduct surveys from local employers after students have graduated from the program and been employed for at least 6 months. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement  1 |

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| **VIII. Program Improvement Efforts** | | | | |
| **1. Describe efforts made to improve the program during the past five years."** (For example, this can include professional development, curriculum revision, the purchase of equipment, using assessment to enhance instruction, etc.)  Efforts made to improve the program are well documented in the Self-Study Report. For a short synopsis refer to See the [NAEYC Accreditation Self-Study Report](https://centralaz.sharepoint.com/:w:/s/EducationDivision/ETSDwfzYdsVKmMOn6foOYagB6alNjVlm9VLnV4JqGdy41w?e=UUf5EW) “Program Content and Outcomes” beginning on page 187. | **Was a description provided of the ways the program has engaged in program improvement?** | | |  |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |

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| **IX. Data and Trends** | | | | |
| **Leave this section Blank for now. It will be inputted by IR. You will be asked to comment on the trends and information indicated by the data.** [**(Click here for Data Package)**](https://centralaz-my.sharepoint.com/:x:/g/personal/mary_kieser_centralaz_edu/EUobBLt6pgFCuWTur7SRN0cBHMo-mF1zhJx1NqI08_BmTA?e=asdC5y) | | | | |
| **1. Program enrollment data for the past 5 years**    A. Discuss and explain the factors influencing the enrollment trends:  See the [NAEYC Accreditation Self-Study Report](https://centralaz.sharepoint.com/:w:/s/EducationDivision/ETSDwfzYdsVKmMOn6foOYagB6alNjVlm9VLnV4JqGdy41w?e=UUf5EW) Criterion 6: “Qualifications and Characteristics of Candidates” beginning on page 39.  B. How has the program typically recruited students and marketed the program:  See the [NAEYC Accreditation Self-Study Report](https://centralaz.sharepoint.com/:w:/s/EducationDivision/ETSDwfzYdsVKmMOn6foOYagB6alNjVlm9VLnV4JqGdy41w?e=UUf5EW) Criterion 7: “Advising and Supporting Candidates” beginning on page 43. | **Has the program enrollment trends for the program increased, remained consistent or decreased?** | | | **Peer Review Feedback:**  Criterion 6 identified some of the factors that have kept enrollment from steadily increasing such as students who aren’t college ready when they begin the program. Another reason identified was “Arizona, as is typical of many states, does not demonstrate a strong commitment to the importance of high-quality care and well-educated early childhood educators, as evidenced by low wages and no college credit requirements in state licensing. Because of this, it can be difficult to convince childcare programs and some early educators that continuing with their education is a benefit to them.” |
| Increasing 3 | Consistent 2 | Decreasing 1 |
| **Were the factors influencing enrollment trends discussed?** | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |
| **Was information given on how the program typically recruits students and markets the program?** | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |
| **2. Program graduation rate trends for the past 5 years**    **A. Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?**  In addition to the Criterion 6 and 7 information provided in the Self-Study Report, the program makes an intentional effort to streamline our academic pathways to be as efficient and effective as possible. The department takes an active role in academic advising to assure student support in achievement. Program scholarships provide financial support for students to complete certificate and degree programs without out-of-pocket expenses.  Our program outcome data shows the direct impact that the COVID-19 pandemic has had on our student success and on the early childhood education field as a whole. Some of our concerns related to COVID and student performance were outlined in our Self-Study Report beginning on page 186.  “Because this was during a pandemic semester, enrollment in these courses had small sample sizes.  Due to COVID related stressors, students experienced a variety of barriers in their personal and professional lives that affected their academic success.  Faculty have built relationships with students throughout their coursework and faculty advisement also fosters a unique level of communication between faculty and students.  These relationships give faculty more insight into the barriers individual students faced that affected academic success during this stressful time.” | **Have the graduation rates increased in the past 5 years?** | | |
| Increasing  3 | Consistent 2 | Decreasing 1 |
| **3. Students who enroll in a four-year college**  The number of students who enroll in a baccalaureate program is relatively low for our program due to low childcare licensing requirements in our state.  Beyond the associate degree, "transfer agreements and partnerships with state and regional baccalaureate have been developed to support students who complete either the ECE AAS or AA ECE degrees” (Self-Study Report, p.36). In order to specifically meet the needs of their candidates, CAC has “...built transfer partnerships with another NAEYC-accredited university in New Mexico. Arizona students are able to apply for in-state tuition through the Western States Tuition Agreement, and the New Mexico program accepts far more credits in transfer than any Arizona teacher certification baccalaureate program” (Self-Study Report, p. 35-36).  As described in our NAEYC Accreditation Peer Review Report “The peer review team found that challenges faced by the program lie primarily out of their control. The Early Childhood Education program has identified finding high-quality placements for candidates as a challenge. Additionally, the minimal educational requirements for early childhood educators in the state of Arizona are an area of consideration for the program. The peer review team learned in the stakeholder interview that faculty must engage with candidates differently because the benefit of continued education may not be evident to candidates and early learning programs” (p. 2).  **4. Can students acquire an external certification or licensure? If so, about how many do?**  N/A- Arizona Early Childhood Teacher Certification requires a baccalaureate degree, and we have intentionally created transfer pathways for students who choose to pursue teacher certification. Currently no licensure or certification is required by childcare licensing in Arizona. | **Has the number of program enrollees or graduates who studied at an in-state baccalaureate-level institution during the past 5 years increased, stayed consistent or decreased?** | | |
| Increasing 3 | Consistent 2 | Decreasing 1 |
| **5. Average Salary for Students and Graduates**  We question the accuracy of the most recent data for our program as it is based on a small sample size and self-reported data. While wages for early childhood educators is and always has been historically low- ***and is a major area of advocacy in the field-*** most Arizona wage data shows the average annual income for early childhood educators in our state is closer to $24,898.  <https://www.azaeyc.org/wp-content/uploads/2021/03/AFEE-2021-Fact-Sheet-Arizona.pdf> | **Were graduation trends and efforts to help students to achieve completion addressed?** | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |
| **6. Data Summary:** Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement.  This is described in extensive detail for every standard in the Self-Study Report. See the [NAEYC Accreditation Self-Study Report](https://centralaz.sharepoint.com/:w:/s/EducationDivision/ETSDwfzYdsVKmMOn6foOYagB6alNjVlm9VLnV4JqGdy41w?e=UUf5EW) Criterion 6 and 7 beginning on page 39. | **Was a summary of the Program Enrollment and Graduation Trends provided and was there a reflection of areas of strengths and improvement for the program**. | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |

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| **X. Evaluation of Program Strengths, Viability and Areas for Improvement:** | | | | |
| **1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and Action Plan Ideas.**  Areas of strength and areas of improvement are described in extensive detail for every standard in the Self-Study Report. See the [NAEYC Accreditation Self-Study Report](https://centralaz.sharepoint.com/:w:/s/EducationDivision/ETSDwfzYdsVKmMOn6foOYagB6alNjVlm9VLnV4JqGdy41w?e=UUf5EW) “Program Content and Outcomes” beginning on page 187.  The Early Childhood Education (ECE) program at CAC has a long history of growing, changing, and adapting to meet the needs of our community stakeholders and diverse student body. The ECE program began in the late 1970’s as a Head Start grant to provide training for Head Start staff who were employed on one of the tribal communities in Pinal County and working toward a Child Development Associate (CDA) Credential through the Council for Professional Recognition. This was the beginning of over 50 years of the ECE program working to meet the needs of the early childhood community.  The ECE program has been called upon repeatedly to meet needs and fill gaps within the region and state regarding improving the early childhood professional development system and quality of care offered in Arizona. The program is not only a viable program- it is a growing and flourishing program that is highly regarded and well-funded through state workforce development funding and partnerships including the upcoming Early Childhood Educator Apprenticeship pathway set to launch in fall 2022.  With the college’s support, the program is strongly positioned to emerge into a post-pandemic world stronger, more innovative, and to fully equipped to meet the workforce needs of CAC, Pinal County, and across the entire state. | **Were areas of strength and areas for improvement identified? Is an evaluation provided on whether the program is still viable? Were the next steps for the program and action plans identified?** | | | **Peer Review Feedback:**  Good job! |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **XI. Overall Evaluation of the APR Self Study** | | | |
| **Are key findings that arose from the analysis and review process clearly presented?** | | | **Peer Review Feedback:**  Thank you for giving all documentation and links to the accreditation packet that aligned to the self-study. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **Does the review provide a clear direction and vision for the program moving forward?** | | | Great Job giving a clear direction on where the program is and where it is going! |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **Does the review present specific strategies and recommendations for moving the program forward?** | | | Good job! |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **Scoring Rubric**  **If all sections were applicable:** | | | |
| **Exemplary 99 - 84 (85% and above)** *If all sections were applicable:*  The program self-study fully addressed the core criteria in the self-study and review process. It discussed how goals and objectives are linked to the college mission and strategic goals. The program's student learning outcomes, curriculum comparison and assessment results have informed changes in curriculum, pedagogy, and instructional resources. Action Plans for improvement were identified based on the results of the self-study process. | **Good 83 - 69 (70 – 84%)**  *If all sections were applicable:*  The program self-study addressed the core criteria in their self-study and review process, but some information was missing. It discussed how goals and objectives are linked to the college mission and strategic goals, and included action plan strategies, but more data, statistics and specific goals could have been identified. The program's student learning outcomes, curriculum comparison and assessment were given but specific information on how it would affect pedagogy and instructional resources was not provided. | **Opportunity for Improvement 68 and less (69% and below)**  *If all sections were applicable:*  Not all the core criteria were addressed and there was information and statistics missing in many of the self-study areas. A reflection of how the self-study will lead to an Action Plan for improvement was not provided. | **Peer Review**  **Feedback:** |

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| **Identified Strengths and Recommendation for Program Action Plan:** |
| **The reviewers noted the strengths of the program and would like to recommend the following actions to be considered when working with the dean to develop an action plan as a result of the Academic Program Review process.**  **Strengths:**   * The Early Childhood Education Program successfully completed a rigorous accreditation process. * NAEYC Standards guide the Program Learning Outcomes * Advisory Boards and other methods are used to get feedback on students' progress in the program. * Ways to grow the program are being investigated. * The program supports the 7 strategic goals of the college. * Excellent Assessment is Occurring throughout the program.   **Action Plan Recommendations:**   * Explore creating surveys for employers of students who graduated from the program and have worked in the field for several months. * Explore creating an exit survey for graduating students. * Continue to pursue a better workspace that is conducive to the program. * Consider making slight revisions to the Program Description and Mission and Vision Statements. * After summarizing assessment data and making changes to instruction based on it, “close the loop of instruction” by giving the same assessment to determine if the changes resulted in better test scores and then summarize them. (Assessment Follow-Up Form). * Since it was noted that many students begin the program not ready for college, could you encourage students to take a self-placement test and the foundational courses that are indicated as needed from it? (You are probably already doing that.) |
| **Academic Review Process Insight Statement**  Take a moment to reflect on how this process has helped guide the direction of your program. |
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| **Instructions**: In this form, program directors along with the appropriate Dean should indicate any goals or action plans for program improvement over the next 5 years, which have been identified as a result of the academic program review process. | | |
| **Goal/Action 1: (**Type your goal here.)  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 2:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 3:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 4:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **One Year Action Plan Update**  To be completed each December and submitted to appropriate Dean and Academic Program Review Coordinator | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2023 | | |
| **Two Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2024 | | |
| **Three Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2025 | | |
| **Four Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2026 | | |