

EARLY CHILDHOOD EDUCATION-CAREER TRACK (A55220C)

Early Childhood Education-Transfer Track (A55220T),
Early Childhood Diploma (D55220), Early Childhood Education Certificate (C55220),
Early Childhood Administration Certificate (C55220A)

I. Description

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start programs, and school age programs.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The Early Childhood Education annual unduplicated headcount for 2019-20 was 7, a 74% decrease from the previous year. The freshmen headcount was 0, a 100% decrease from the previous year. The Early Childhood Education-Career Track annual unduplicated headcount for 2019-20 was 29, a 100+% increase from the previous year. The freshman headcount was 23, a 100+% increase from the previous year. The Early Childhood Education-Transfer Track annual unduplicated headcount for 2019-20 was 28, a 56% increase from the previous year. The freshman headcount was 16, a 11% decrease from the previous year.

The diploma annual unduplicated headcount for 2019-20 was 10, a 47% decrease from the previous year. The freshmen headcount was 7, a 53% decrease from the previous year.

The certificate annual unduplicated headcount for 2019-20 was 12, no change from the previous year.

The freshmen headcount was 12, no change from the previous year.

The Early Childhood Administration certificate annual unduplicated headcount for 2019-20 was 5, a 100+% increase from the previous year. The freshmen headcount was 5, a 100+% increase from the previous year.

B. Graduation Rate: The Early Childhood Education associate graduation rate was 67%, 4 graduates; Early Childhood Education-Transfer Track graduation rate was 6%, 1 graduate; diploma graduation rate was 57%, 4 graduates; certificate graduation rate was 83%, 10 graduates; Early Childhood Administration Certificate graduation rate was 60%, 3 graduates. The graduate unduplicated headcount was 16.

Goal Accomplishment of Graduates:

1. Of the 16 graduating students, 15 responded to the graduate survey. Four graduates stated that their goal was to obtain a degree/diploma/certificate and one graduate stated to take courses to transfer to another college.
2. Upon graduating, 20% (3 graduates) of those responding to the survey said that they had fully accomplished their goal, 13% (2 graduates) said that they had partially accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*): One graduate partially accomplished her goal to take courses to transfer to another college.

D. Early Leavers in 2019-20:

1. **Withdrawals from the College:** Of the 33 students (26 associate, 5 diploma, 2 certificates) withdrawing from the College (41% withdrawal rate), one responded to the Leaver survey.

Goal Accomplishment of Withdrawals: One withdrawal responding to the Leaver survey said she fully accomplished her goal.

2. **Changed Academic Program:** 8 associate students changed their academic program prior to completion. Seven students changed to Associate in Arts and one to Medical Office Administration.

- E. Successful Placement:** The total combined related employment and/or enrolled in additional education rate of the graduates responding to the survey is 93%, 8 in related employment and 10 enrolled in additional education. Four graduates enrolled in additional education are also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2018-19 unduplicated graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 92%.
- F. Employer Survey Results:** (8 surveys, 2 responses): The graduates working in this field were rated above average by the employer. Overall rate of satisfaction of employer with graduate employee was excellent. 100% said they would hire future Coastal graduates.
- G. Certification/Licensure:** The NAEYC Annual Report was submitted to NAEYC on March 18, 2020. A renewal self-study report will be due March 31, 2021.
- H. Advisory Committee:** The Advisory Committee met on July 29, 2020 and minutes are on file. Members of the Committee discussed the results of the most recent Desktop Audit; retirement and replacement of early childhood department head; and due to COVID-19 the movement of all seated or hybrid courses to fully on-line after March 16, 2020; committee also surveyed if recruitment, enrollment, and retention benefits were measurable by continuing with NAEYC accreditation status, and in giving consideration to the lack of benefits compared to the costs of renewal and annual reports, no objections from the committee were voiced in allowing the present accreditation status to expire March 31, 2021.
- I. Student Opinion Survey** (5-point scale): The opinion survey reveals that: Withdrawal rated Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average; Quality of Instruction in Program Areas average. Graduates rated Equipment excellent; Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, and Teaching Facilities above average.

III. Program Status & Plans - Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

- A. Staffing:** The program is staffed with one full-time SACSCOC-qualified instructor and three SACSCOC-qualified adjunct instructors. Adjunct Instructors who teach ECE courses that transfer to 4-year colleges have a Master’s degree in Early Childhood Education or a related field.
- B. Facilities/Equipment:** The Early Childhood Education lab, located in the Math and Science Technology Building, is equipped to serve as a model early childhood classroom and is organized to engage students in activities that provide application and practice of skills needed for field-related employment.
- C. Employment Demand:**

Early Childhood Education Workers and Pre-School Teachers

Nationally, this occupation is expected to increase by 7% through 2028. In North Carolina, this occupation is expected to increase 13% through 2026. There are 1,580 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	\$21,140/ \$10.16	\$30,520/ \$14.67	\$55,050/ \$26.46
State	\$18,630/ \$8.96	\$26,680/ \$12.83	\$40,700/ \$19.57
Local	\$17,700/ \$8.51	\$23,620/ \$11.36	\$35,370/ \$17.01

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- D. Trends:** Early childhood is recognized as a critical stage in human development. There is a steady need for early childhood professionals, both locally and nationally. There continues to be a need for child care workers to complete early childhood education courses either hybrid or fully online to meet the requirements of North Carolina’s Star Rated License System. Due to COVID-19, more courses were converted to fully online sessions, to better enable students’ learning and achievement of educational goals.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2019-20	0	0	2,596	1,896	7	62
2018-19	0	0	1,924	1,934	500	571
2017-18	0	0	188	1,982	2,800	2,439
2016-17	0	0	1,754	1,804	1,086	421
2015-16	0	0	3,222	3,213	1,322	1,449

2017-18 – The expense for supplies was higher due to costs for accreditation.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
 Unsatisfactory Satisfactory
 0-49%.....50-100%

B. Enrollment:

1. Early Childhood Associate (A55220)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2019-20	0	7	4	67	0.76	0.73	0.09	1.58
2018-19	6	27	5	12	9.27	4.11	0.75	14.13
2017-18	42	78	7	9	20.28	14.95	5.84	41.07
2016-17	74	116	7	10	24.22	25.33	7.75	57.30
2015-16	71	118	5	9	22.91	22.52	7.58	53.01

2. Early Childhood-Career Track Associate (A55220C)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2019-20	23	29	0	0	6.73	5.74	1.98	14.45
2018-19	11	11	N/A	N/A	1.06	1.66	1.53	4.25

3. Early Childhood-Transfer Track Associate (A55220T)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2019-20	16	28	1	6	4.41	5.52	1.88	11.81
2018-19	18	18	N/A	N/A	2.33	3.38	1.80	7.51

4. Diploma (D55220)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2019-20	7	10	4	57	1.92	1.30	0.19	3.41
2018-19	15	19	3	20	3.58	2.56	1.01	7.15
2017-18	21	23	6	29	1.36	1.99	1.97	5.32
2016-17	6	13	9	100+	0.00	1.16	0.16	1.32
2015-16	2	8	5	100+	1.03	0.41	0.00	1.44

Note: The diploma program includes day and evening students, therefore, the graduation rate may vary.

Note: Graduates not registered are not counted in the calculation for graduation rate.

5. Early Childhood Education Certificate (C55220)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2019-20	12	12	10	83	0.13	0.38	0.09	0.60
2018-19	12	12	12	100	0.31	0.00	0.00	0.31
2017-18	12	17	15	100+	0.09	0.13	0.13	0.35
2016-17	10	15	10	100	0.47	0.19	0.13	0.79
2015-16	5	17	11	100+	0.47	1.19	0.22	1.88

6. Early Childhood Administration Certificate (C55220A)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2019-20	5	5	3	60
2018-19	1	1	1	100
2017-18	0	1	1	100
2016-17	1	1	1	100
2015-16	0	0	0	0

7. Infant/Toddler Care Certificate (C55290)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2019-20	N/A	N/A	N/A	N/A
2018-19	2	2	2	100
2017-18	2	6	6	100+
2016-17	5	5	5	100
2015-16	0	2	2	100

C. Unduplicated Program Graduates 2019-20:

	Graduates	Associate Degree	Diploma	Early Childhood Cert.	Early Childhood Admin. Cert.
Associate Degree	5	N/A	1	0	0
Diploma	4	1	N/A	2	1
Early Childhood Cert.	10	0	2	N/A	3
Early Childhood Admin. Cert.	3	0	1	3	N/A

Note: The table shows students who graduated with one or more credential.

D. Job Placement Follow-Up Results:

1. Associate (A55220)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2019-20	3	3 (100%)	0	0	1	0	
2018-19	5	4 (80%)	0	1	3	0	Unch (80%)
2017-18	6	4 (67%)	0	2	4	0	Unch (67%)
2016-17	7	4 (57%)	1	2	6	0	1 (71%)
2015-16	3	1 (33%)	0	5	4	0	1 (67%)

2019-20 – One graduate enrolled in additional education is also in related employment.

2018-19 – Three graduates enrolled in additional education are also in related employment.

2017-18 – Four graduates enrolled in additional education are also in related employment.

2016-17 – Three graduates enrolled in additional education are also in related employment.

2015-16 – One graduate enrolled in additional education is also in related employment.

Note: Employment status percents are calculated using number of responses.

2. Associate (A55220T)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2019-20	1	1 (100%)	0	0	0	0	

3. Diploma (D55220)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2019-20	3	2 (67%)	0	1	2	0	
2018-19	2	2 (100%)	0	0	1	0	Unch (100%)
2017-18	5	4 (80%)	0	1	5	0	Unch (80%)
2016-17	6	4 (67%)	0	2	5	0	Unch (67%)
2015-16	2	0 (0%)	0	2	1	0	1 (50%)

2019-20 – Two graduates enrolled in additional education are also in related employment.

2018-19 – One graduate enrolled in additional education is also in related employment.

2017-18 – Four graduates enrolled in additional education are also in related employment.

2016-17 – Three graduates enrolled in additional education are also in related employment.

4. Early Childhood Education Certificate (C55220)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2019-20	9	3 (33%)	1	5	7	0	
2018-19	5	5 (100%)	0	0	1	0	Unch (100%)
2017-18	7	5 (71%)	1	1	6	0	Unch (71%)
2016-17	7	6 (86%)	1	0	6	0	Unch (86%)
2015-16	3	0 (0%)	0	3	2	0	1 (33%)

2019-20 – Two graduates enrolled in additional education are also in related employment.

2018-19 – One graduate enrolled in additional education is also in related employment.

2017-18 – Five graduates enrolled in additional education are also in related employment.

2016-17 – Six graduates enrolled in additional education are also in related employment.

5. Early Childhood Administration Certificate (C55220A)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2019-20	3	2 (67%)	0	1	1	0	
2018-19	1	1 (100%)	0	0	0	0	Unch (100%)
2017-18	1	1 (100%)	0	0	1	0	Unch (100%)
2016-17	1	1 (100%)	0	0	1	0	Unch (100%)
2015-16	0	0 (0%)	0	0	0	0	Unch (0%)

2019-20 – One graduate enrolled in additional education is also in related employment.

2017-18 – One graduate enrolled in additional education is also in related employment.

2016-17 – One graduate enrolled in additional education is also in related employment.

6. Infant/Toddler Care Certificate (C55290)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	
2018-19	1	0 (0%)	0	1	1	0	Unch (0%)
2017-18	6	4 (67%)	0	1	5	0	1 (83%)
2016-17	5	4 (80%)	1	0	4	0	1 (100%)
2015-16	1	0 (0%)	0	1	0	0	Unch (0%)

2017-18 – Four graduates enrolled in additional education are also in related employment.

2016-17 – Three graduates enrolled in additional education are also in related employment.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5	4	3	2	1

	Graduates (15 of 16)	Withdrawals (1 of 33)
Quality of Instruction in Program Area	4.20	3.00
Quality of Instruction in Other Courses	4.20	4.00
Overall Quality of Academic Program	4.20	4.00
Teaching Facilities	4.20	4.00
Equipment	4.40	4.00

F. Employer Survey Results (2 of 8): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

- | | |
|---|----------|
| 1. Performance of vocational or technical skills | 4.50 |
| 2. Effective communication in speaking, writing, reading and listening | 4.00 |
| 3. Demonstrates the needed math skills | 4.00 |
| 4. Uses information to analyze problems and make logical decisions | 4.50 |
| 5. Demonstrates good work habits | 5.00 |
| 6. If the need arises, would you hire a Coastal graduate in the future? | 100% Yes |
| 7. Overall rate of satisfaction with Coastal graduate employee | 4.50 |

V. Quality Review Summary

A. **Strengths:** The program is located in the Math and Science Technology Building and has a lab that serves as a model early childhood classroom as well as a classroom for adult learners. The lab is equipped with computer technology that includes an Elmo projector and a ceiling-mounted projector for computer enhanced instruction. In addition, the lab has early childhood materials that facilitate hands-on learning activities for the students. Following COVID-19 demands and challenges, all courses were converted to fully online mid-way of spring 2020. Increased instructor support and the use of collaborate sessions and the retention center by all full-time and adjunct instructors yielded successful conversion. Instruction and assessments continued to engage students in meaningful learning that can be applied immediately to early childhood settings that allowed student participation. Students still had access to

hands-on supplies and materials while enrolled in online courses. Learning opportunities continued to align with key elements of the NAEYC standards and course learning outcomes. The program continued to use student performance data from key assessments related to the NAEYC standards to guide teaching and learning, and plans are in place to continue using key assessment results to monitor program improvements. The NAEYC Accreditation Annual Report was submitted March 18, 2020 and approved by NAEYC. Planned rotation of courses continue to meet the needs of child care workers who seek higher education. Coastal continues to have positive relationships with many placement sites utilized for capstone courses. Graduates continue to secure related employment.

B. Weaknesses: Utilization of college resources could be enhanced. Graduation and retention rates continue to be a concern.

C. Progress and Response to Objectives Set and Printed in 2018-19 DTA

1. To illuminate students' pathways, integrate the Collaborate component of Blackboard into online classes to guide and support ECE students' success with online learning. **COMPLETE AND ONGOING**
2. Meet with the Public Information Officer and with the College's High School Liaison to explore additional options for promoting and advertising the ECE program within the community. **CONTINUE**
3. To illuminate students' pathways, integrate the Retention Center into EDU classes as an additional tool for promoting students' success with ECE classes. **COMPLETE AND ONGOING**
4. Update the ECE program of study and EDU courses to align with RISE requirements. **COMPLETE**
5. Explore tracking of EDU students to improve student advising as well as retention rates. **CONTINUE AS REVISED**
6. To increase retention and graduation outcomes, explore permitting students employed at an early childhood program to complete the requirements for the capstone courses for the diploma and AAS at their places of employment providing the ECE programs meet the conditions set forth by the state's early childhood community. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. All adjunct instructors were provided with Blackboard Collaborate Session training via department head. To ensure students' success all full-time faculty and adjunct instructors regularly engaged students within Blackboard's Collaborate Sessions with introductory and key assignment sessions.
2. All adjunct instructors were provided with Retention Center training via department head. To ensure students' success all full-time faculty and adjunct instructors integrated and discussed Retention Center tracking with students.
3. All courses were aligned with RISE requirements and course descriptions were updated as prescribed by NC Community College System.
4. Greater communication with advising students regarding curriculum requirements occurred and were documented via course announcements, emails, phone calls, seated and group sessions. In addition, after COVID-19 challenges, live Collaborate advising sessions were offered. Collaborate sessions were recorded for students to view at their convenience. All session recordings and advising tools were made available within the ECE Community Blackboard site.
5. In efforts to retain students and increase graduation outcomes, students were permitted to complete their requirements for capstone courses at their places of employment, as applicable.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Meet with the Public Information Officer and with the College's High School Liaison to explore additional options for promoting and advertising the ECE program within the community.
2. Implement electronic tracking of EDU students to improve student advising as well as retention rates.
3. To illuminate students' pathways, increase utilization of college resources such as success coaches, instructional technologist, etc.
4. In the absence of NAEYC Accreditation continue to maintain quality by using student performance data from key assessments related to NAEYC standards to guide teaching and learning.
5. Explore onboarding new, early childhood program sites such as private, GS-110-106, or home sites reflecting developmentally appropriate practices, for the purpose of routine field experiences, observations, teacher interviews, and capstone practicum experiences after COVID-19 policies prohibited or limited field experiences in government, state, and star-rated sites.

6. Collect data from students withdrawing from the program and identify and implement strategies to improve retention.

F. Program/Student Learning Outcomes at Program Completion

- | | |
|-------------------------------|---|
| 93% | 1. Graduates of the Early Childhood Education program will be employed in the field. |
| 92% | <ol style="list-style-type: none"> a. 50% of the graduates responding to the Graduate/Completer Survey will report employment in the field or pursuing further education. b. 75% of the previous year graduates of the program responding to the Alumni Survey distributed one year after graduation will report employment in the field or pursuing further education. |
| 1. 4.50
2. 4.00
3. 4.00 | 2. Employers of the Early Childhood Education program graduates will rate the technical and academic skills of the employees as above average. |
| 100% | <ol style="list-style-type: none"> a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further. b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Early Childhood Education program. |
| N/A | 3. Graduates of the Early Childhood Education program will be technically proficient in preparing the environment and activities of an early childhood classroom. |
| N/A | <ol style="list-style-type: none"> a. Students will be rated once by supervisors at the practicum sites during EDU 284 Early Childhood Capstone Prac course. 85% of the students will achieve a rating of above average or higher on the assessment instrument. b. 85% of the students will achieve a rating of above average or higher as indicated by the final grade for EDU 284 Early Childhood Capstone Prac. c. Students will be rated by supervisors at the practicum sites once during EDU 184 Early Childhood Intro Pract course. 85% of the students will achieve an overall rating of average or above on the assessment instrument. d. 85% of the students will achieve a rating of average or above as indicated by the final grade for EDU 184 Early Childhood Intro Pract. |
| 93.3% | |
| 83.3% | |

Student Outcomes/Competency Evaluation:

The associate student outcomes/student competency is measured in a capstone course (EDU 284) Early Childhood Capstone Prac which includes onsite experiences during the final semester of the associate program. In this class, a comprehensive experience has been designed to assess the technical proficiency of the student based on competencies demonstrated through onsite experiences. Comprehensive activities include planning and teaching NAEYC standard-aligned, developmentally-appropriate curriculum to children with diverse abilities; compiling a professional portfolio; observing, assessing, and documenting children's development using a variety of assessment tools; upholding ethical standards and professional guidelines; and collaborating with peers, College faculty, children's families, and site personnel to build effective partnerships.

The diploma student outcomes/student competency is measured in a capstone course (EDU 184) Early Childhood Intro Pract, which is an onsite experience during the second semester of the program. In this class, a comprehensive experience has been designed to assess the technical proficiency of the student based on competencies demonstrated through onsite experiences. Comprehensive activities include observations in early childhood programs that use appropriate practices; planning and teaching curriculum-related activities; keeping an electronic journal with experiences and reflections; and communicating with peers, site personnel, and College faculty.

The practicum work experience evaluates knowledge, hands-on performance, and critical thinking skills. The method of evaluation utilizes external evaluation by the field experience supervisor, as well as internal evaluation by the Early Childhood Education program faculty. With COVID-19 accommodations, evaluative outcomes remain the same with adjustments to placement sites, increased use of virtual learning, collaborative sessions, and with access to hands-on supplies and materials while enrolled in capstone courses.

**Associate Capstone Course
EDU 284 Early Childhood Capstone Prac**

Grade Distribution		
Grade	# of Students	%
N/A	N/A	N/A
Retention Rate:		

Graduates	
# of Students	Term
1 (Diploma)	2019FA
3 (Diploma)	2020SP

** EDU 284 class canceled in 2020SP*

**Diploma Capstone Course
EDU 184 Early Childhood Intro Pract**

Grade Distribution		
Grade	# of Students	%
A	4	66.7%
A-	1	16.7%
C-	1	16.7%
	6	
Retention Rate:		100%